Ubuntu in South Africa

Ubuntu – “I am what I am because of who we all are.” Leymah Gbowee

Volunteers on Mandela Day give their time and use their abilities to uplift their communities. "Ubuntu – the essence of being human. Ubuntu speaks particularly about the fact that you can’t exist as a human being in isolation. It speaks about our interconnectedness. You can’t be human all by yourself, and when you have this quality – Ubuntu – you are known for your generosity." Archbishop Desmond Tutu, 2008
This module will focus on:

- life skills required to adapt to change as a part of ongoing healthy lifestyle choices: stressors, change and quality of life
- identifying stressors: physical, emotional, social and environmental factors (abuse, vocation, life crises, personality and social pressure)
- assessing levels of stress: signs and symptoms of stress, positive and negative stress
- stress management: coping mechanisms and/or management techniques, develop and implement own strategy
- conflict resolution skills: interpersonal and intrapersonal
- initiating, building and sustaining positive relationships
- the importance of communication (understanding others, communicating feelings, beliefs and attitudes)
- factors that influence effective communication: personality, attitudes and values, acceptance of responsibilities, appropriate expression of views and feelings, respect the feelings of others
- adapting to growth and change: change in circumstances
- transition between school and post-school destination, positive and negative aspects of change, investigation of other views, insights regarding the life cycle and related traditional practices
- developing a personal lifestyle plan to promote quality of life
- participation and movement performance in programmes that promote achievement of personal fitness and health goals
- safety issues relating to fitness exercises.

By the end of this module, you should be able to:

- apply life skills required to adapt to change as a part of ongoing healthy lifestyle choices
- identify stressors: physical, emotional, social and environmental factors
- assess your levels of stress: signs and symptoms of stress, positive and negative stress
- practise stress management: coping mechanisms and/or management techniques and develop and implement your own strategy
- appreciate conflict resolution skills: interpersonal and intrapersonal
- initiate, build and sustain positive relationships
- understand the importance of communication
- identify factors that influence effective communication
- adapt to growth and change: change in circumstances
- cope with the transition between school and post-school destination
- develop a personal lifestyle plan to promote quality of life
- participate and do movement performance in programmes that promote achievement of personal fitness and health goals
- be aware of safety issues relating to fitness exercises.

Stress management is important when it comes to maintaining your well-being. Adapting to change and developing a lifestyle plan are further life skills that promote your well-being.
Unit 1 Life skills required to adapt to change as part of ongoing healthy lifestyle choices: stressors, change and quality of life

Change affects people in two ways: They naturally grow as individuals and they are influenced by events that happen to them. When people believe change is a challenge, they begin to suffer from stress and their quality of life is affected.

Stress cannot be avoided in life. People respond differently to stress. Some people cope well with stress; others are negatively affected. What causes stress for one person may not affect others. It mostly depends on how people view the stressor and what coping mechanisms they have. Acute stress occurs immediately with daily challenges and is an intense type of stress, but it passes quickly. Chronic stress relates to long-term problems and affects a person physically and emotionally. How you react to the stressor determines whether there will be a positive or negative outcome. Stress can impact negatively on your quality of life and possibly cause depression.

Identify stressors

Stressors can be physical (for instance, an illness), emotional (like losing a loved one), social (for example, being abused), and environmental (such as living in an unsafe neighbourhood). According to research, eighty percent of illnesses are caused by stress. Physiological reactions to stress include raised blood pressure, increased heart beat and muscle tension. The stress hormones cortisol and adrenaline are released in the body, which affect your immune system.

Physical factors

Physical stressors include problems with a person’s health, where the illness could be chronic or acute. People may become stressed because of an unplanned pregnancy or a debilitating disease, such as cancer. Other physical stressors include incidents that threaten your physical well-being. Examples are experiencing violent attacks or being a victim of crime.

Abuse causes stress, especially when people do not get help. People in abusive relationships experience stress when they are physically harmed or while they worry about what the next beating will occur. Some people abuse their bodies by drinking too much alcohol, taking drugs or harming themselves, like cutting their bodies with razor blades.

Physical stressors can also occur in the form of changes to the body, such as those during puberty. People can also be affected by a lack of sleep.

An unhealthy lifestyle contributes to people’s stress levels. Some are too busy to eat properly or don't get enough sleep because of their busy lifestyles. Others start unhealthy habits like smoking and drinking alcohol to cope with their stress. Ultimately, an unhealthy lifestyle reduces your ability to manage stress.
Prudence Mabhena: Out of struggle, a soaring voice

The music of Prudence Mabhena and her band, Liyana, is a powerful sound that echoes out of a country in crisis. The band's success is all the more extraordinary because all the members of Liyana are physically disabled, most of them born that way.

Prudence Mabhena's story is a tale of abandonment and neglect by her parents and stepmother, and then of a new home at Zimbabwe's King George VI School for the Disabled. That's where the band took shape.

"Liyana means 'it's raining'," Mabhena says. "And Africa is a dry place, so whenever it rains, we feel blessed. So we feel that whenever we're singing onstage, we bless our audience."

"It's quite tough to live in Zimbabwe, especially when you are disabled." Her stepmother despised her. "I felt like nothing; I felt useless. I really agreed with her, 'cause at the end of the day I would find out that, yeah, for real, there is nothing that I can do for myself. I ended up believing in whatever she said."

Mabhena was born with arthrogryposis, a condition that deforms the joints; it has cost her both of her legs, and makes it difficult for her to use her arms. When she was born, her father's mother advised her mother not to nurse her. After her parents abandoned her, she was cared for by her maternal grandmother, a rural farmer who kept Mabhena at her side as she worked. "The bond between Prudence and her grandmother is amazing," says Roger Williams. "Her grandmother taught her to sing. She would carry her out to the fields with her, and she would lay her in the fields as she worked in the fields. She would sing to Prudence, and Prudence learned to get comfort from music."

"My lovely grandmum," Mabhena says, listening to a clip from the movie in which she and her grandmother sing together. "I love her, because she's actually the one who made me see life as something important."

It seems almost as if Mabhena wakes up singing. In fact, in the film, there's a scene where she sings while she's having her teeth brushed by a caregiver. Music, she says, "brings joy into my life."

"Maybe because of the film, my parents have changed a bit," she says, quietly. "They now know how I felt."

As do many of her fellow Zimbabweans. When Mabhena, now a teacher at the school where she discovered how to put her joy in music to work, made her homecoming after the trip to the Oscar ceremony, there were hundreds of people waiting at the airport. As she was carried off the plane, at the foot of the stairs was her father, on his knees, tears streaming down his face, begging her for forgiveness.

Develop and implement own strategy

A strategy is a plan of action. Developing a stress management strategy begins with identifying the stressors in your life. Implementing the stress management strategy requires you to take charge of your physical well-being, your thoughts, your emotions, your social activities and your environment. It also involves how you cope with problems. This means changing the stressful situation when you can and changing your reaction when you can't. Your sense of being in control is vital. Have confidence in yourself and your ability to influence events, and persevere.

**Identify the stressor. Is it:**
- temporary
- a part of your lifestyle
- someone else's doing
- a part of your personality
- caused by some event?

**Assess your coping mechanisms**
- Exercise regularly; it reduces and prevents the effects of stress.
- Eat a healthy diet; well-nourished bodies cope better with stress.
- Keep your sense of humour; laughter helps your body fight stress. Laugh at yourself too!
- Avoid alcohol, drugs and cigarettes.
- Cut down on your intake of sugar and caffeine.
- Get enough quality sleep; you think more rationally when you are rested.

**Form a support system**
- Spend time with those you love.
- Build a network of good friends.
- Connect with people who motivate you.
- Go for counselling, if necessary.

**Acquire good organisational skills**
- Examine your schedule, responsibilities and daily tasks; prioritise what must be done.
- Keep your physical surroundings neat and orderly so that you can find things and avoid clutter.
- Improve your time management so that you can meet deadlines and have time to relax.
- Ask for help when you need it.
- Set aside relaxation time.

**Make time to relax and have fun**
- Do something you enjoy every day; take a walk, spend time in nature, write in your journal, play with a pet, listen to music.
- Develop a hobby or get involved in a sport.
- Take up an activity or join a club; for example, yoga makes your body more flexible and able to relax. Meditation focuses on correct breathing, relaxation and mental clarity.
- Watch comedy programmes to keep your sense of humour.

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**Keywords**

<table>
<thead>
<tr>
<th>strategy</th>
<th>plan designed to achieve an objective</th>
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</thead>
<tbody>
<tr>
<td>prioritise</td>
<td>decide the order of importance of tasks</td>
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Topic: Development of the self in society

Conflict resolution skills

Interpersonal conflict resolution

Interpersonal conflict occurs when people disagree about something or when they cannot associate with each other. It is natural for people to disagree at times, because everyone is different. Conflict happens between individuals, such as family members, friends, peers and work colleagues. This is often due to the fact that people don't always understand each other. Interpersonal conflict also takes place on a larger scale, for example, between groups of different nationalities, races, religions and cultures. People with different interests and values can also come into conflict with each other.

- Stay calm, so that you correctly interpret the verbal (spoken) and non-verbal (physical/body language) communication of others.
- Control your emotions and behaviour. This way, you communicate your needs without threatening or frightening others.
- Pay attention to the feelings expressed by others, as well as the words spoken by them.
- Be aware of your differences and respect them. Avoid disrespectful words and actions.
- Stay focused on the problem causing the conflict and you won't be distracted by your emotions.

Intrapersonal conflict resolution

Intrapersonal conflict happens within yourself. You can become emotionally conflicted when you are tempted to do something that goes against your beliefs and values. An example is having sex before marriage.

- Reduce your stress immediately, using stress management techniques, so you can consider your internal conflict calmly.
- Control your emotions and rationally obtain information about what you find confusing or conflicting with your beliefs, before you decide whether or not to change your view.

Interpersonal conflict is often the result of a disagreement.
Term 1 Week 3

Keywords
- formal: following rules
- superficial: without depth and understanding

Unit 3 Initiating, building and sustaining positive relationships and factors influencing effective communication

Initiating, building and sustaining positive relationships

Communities function on different types of relationships. The strength of the community depends on the quality of the relationships between its members. When people work well together, they are able to make a difference in their community.

Every relationship you form is different, but important. Relationships are central to everything you do. You first form relationships with your family and move into relationships with your friends as you get older. You expand your circle of relationships further when you start school. While many of these relationships may not be close, or may be more formal, they benefit you when they are positive.

You learn about yourself through your relationships with other people and you judge your success by comparing yourself to others. The relationships you develop should give you support and make you happy. Sometimes, however, they can be challenging. This is when effective communication is important.

Initiating positive relationships

While relationships start for many different reasons, there are common behaviours that encourage people to initiate a relationship.

- Establish trust by being open and honest: talk about what is important to you, so the person gets to know who you are.
- Express your thoughts and feelings sincerely. This makes your relationship more genuine and less superficial.
- Don’t allow outside distractions to interfere with the conversation.
- Listen attentively; be genuinely interested in what the other person has to say.
- Take the time to get to know each other.
- Speak about your interests and find out what interests the other person has.
- Smile when you speak; you will appear friendly.
- Be alert, so you are considerate of the other person’s feelings, beliefs and attitudes.

Building positive relationships

Building relationships is like building houses: they both have to have a good foundation. The term “people skills” is often used in the workplace. To have good “people skills”, you have to initiate, build and sustain positive relationships. Different types of relationships play different roles in your life and they need different kinds of people skills.
Topic: Development of the self in society

Qualities that serve as a good foundation for building relationships

Respect others' culture
Be open-minded.
Be kind and generous.
Appreciate others' uniqueness.
Allow freedom to be themselves.
Understand the emotions of others.

Respect the rights of everyone
Practise effective communication skills.
Accept responsibility for your actions.

Tools needed to build relationships

Keywords

network: people connected to each other
self-awareness: knowledge, ideas and beliefs about oneself
empathy: the ability to identify with the experience and emotions of others

Cement the relationship to make it last.

Spud 0a Life Orientation Grade 12

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Keywords

- **compassion**: sympathetic pity or feeling and concern for the suffering or misfortunes of others
- **honesty**: free of deceit; truthful and sincere
- **tolerance**: the ability to accept things you disagree with

Sustaining positive relationships

It takes time and effort to sustain (keep something going) positive or healthy relationships once you have initiated or started and built them. One of the most important aspects of a positive relationship is that you share things. Share events that happen in your life, share your ideas and your opinions. Relationships last when you are able to share your feelings and trust that the other person will listen to you and support you.

By sharing your thoughts and feelings with others, you are showing them that they are important to you. You appreciate each other for who you are. Relationships that are mutually beneficial to each other last.

Tolerance is the ability to accept things you disagree with. It is important because it allows you to make mistakes without being judged or rejected. In the relationship, you accept that you are not perfect and allow each other to grow. This makes you feel safe in the relationship. You realise that you want to sustain the relationship if you find it hard to stop spending time with the person.

Compassion is essential in any lasting relationship. It is an emotion that arises when you sense that someone is experiencing difficulty. Having compassion for each other encourages you to support each other.

Honesty is vital to sustain positive relationships. You trust each other and rely on each other for support. When disagreements happen, you discuss the matter calmly and respectfully. Working through disagreements often makes the relationship stronger, as you look for ways to resolve the disagreement together.
Importance of communication

Understanding others is a vital key to successful relationships. Through communicating with others, you learn about the needs of those in your relationships and you are able to express yourself.

Communication can be both verbal (speaking) and physical (body language). When other people don’t want you to know how they are feeling, they will not speak about it. You can pick up signs about their emotions by looking at their facial expressions, considering the way they stand and listening to the tones of their voices.

Factors that influence effective communication

Often, people are unaware of certain factors that influence effective communication. They enter conversations with personal biases and attitudes, which influence the way they listen to others.

Personality

People with self-awareness understand others more easily. Assertive people explain their needs clearly, yet respect the needs of others. Aggressive people use strong language, which is often excessive for the situation.

Attitudes and values

The words people use reveal their attitudes and values. Sometimes, their language discriminates against a particular sector of the population. An example is the use of terms for people, like “mankind”, “sportsmanship” and “chairman”. Some see this as discriminating against women. By changing the way they speak, people can become less discriminatory in their relationships.

Acceptance of responsibilities

People who accept responsibility for their thoughts, beliefs and attitudes can interpret the message of others more accurately, because they discount their own biases. They apologise when they are in the wrong.
Appropriate expression of views and feelings

People respect others' rights and dignity when they express themselves appropriately, whether in agreement or not. They watch their tone of voice and change their way of speaking to sustain the relationship.

Respect the feelings of others

People do not always say what they are feeling. Being aware of this alerts you to look for non-verbal clues, like body language. This makes it possible to understand others on a deeper level and be more sensitive to the feelings of others in their own communication.

Always try to express yourself appropriately.

Accepting responsibility in a relationship and apologising when you are in the wrong is an important aspect of effective communication.
Unit 4  Adapting to growth and change, and transition between school and post-school destination

Adapting to growth and change
Any change is stressful – even the changes people welcome. It can be difficult and frightening to accept change, because it requires finding new ways of thinking and doing things. Change happens all the time and creates opportunities for growth.

Change in circumstances
Some people struggle with change, while those who have learnt coping mechanisms stay in control. Change requires courage and perseverance. Read the following inspirational story about how it is possible to adapt to change in your circumstances and grow.

Case Study

Shark attack
Lifesavers Achmat and Taariq Hassiem were taking part in a routine training exercise off Sunset Beach in Cape Town. Achmat noticed a dark shadow near his younger brother, before seeing the fin of a shark. He realised that his brother would not reach shallow water in time. He began splashing in the water to draw the shark’s attention away from Taariq. While this action saved his brother’s life, Achmat was attacked and his leg was subsequently amputated. Achmat was a talented sportsman and dreamed of playing professional soccer. His ambition was to represent the country in a sport.

Achmat battled to accept what had happened. Over time, with physiotherapy, he learnt to walk with a prosthetic leg. His sense of humour gradually returned. He says that swimming changed his life and helped him cope with the depression he initially experienced after the incident. His friend, Natalie du Toit, convinced him to begin swimming. His success in the pool became the greatest factor in his healing process.

In 2007, the year following the attack, he started training. He printed out the times of the Paralympic swimmers and used them to motivate himself. In 2008 he represented the country at the Beijing Paralympics. In 2009 he swam the 7,5 km Freedom swim from Robben Island to the mainland, despite his fear of going back into the sea. In 2012, he won every event he entered at the SA Nedbank National Championships for the Physically Disabled, taking home eight gold medals. He qualified to swim in the Paralympic Games in London in 2012 where he won a bronze medal.

Source: Adapted from “My leg for my brother”, You magazine, accessed 17 May 2012
Development of the self in society

**Transition between school and post-school destination**

Teenagers experience various changes, such as wanting to be independent, being attracted to the opposite sex and experimenting with new things. This is part of the process of growing up. At the end of their school careers or post-school, teenagers have to deal with the transition from their life at school to their life after school. This change moves them out of their comfort zones.

**Positive and negative aspects of change**

Change challenges peoples' habits, beliefs and values. It is positive when it motivates people to grow. A negative aspect is when it demands that people accept a loss, feel uncertain and are disloyal towards their culture and other people. This causes people stress, they may challenge their identity and feel incompetent. For example, various studies of young people, ranging from nine to 18 months post-school, identified problems like depression, low self-esteem, lack of family support, financial difficulties and job dissatisfaction.

**Investigation of other views**

Other views on change include the concepts of technical change and adaptive change. Technical change involves circumstances where people have to solve problems for which they already know the answers. Adaptive change involves situations where people don't know the solutions. The second type of change affects the emotions, thinking and lifestyles of people. It requires problem-solving skills like experimenting, discovering and adjusting.

**Insights regarding the life cycle and related traditional practices**

Most cultures celebrate the life cycle transitions, recognising the stages of birth, infancy, childhood, school age, adolescence, young adulthood, middle adulthood and late adulthood. Each stage is symbolic of a person's growth and brings specific needs, experiences, behaviours and abilities.

Traditional practices vary according to the culture. One of the most common, however, among the Nguni, Basotho, Venda, Tsonga and Xhosa, for example, is initiation. Practised throughout the rural and urban communities in South Africa, it is practised at birth, during puberty and at death, among others. Ceremonies differ slightly, but follow the same principles. The traditional healer or ancestors play an important role. Soon after birth, the newborn is named, usually after an ancestor who has "returned" in the child. The child is then considered to inherit some of the nature, qualities and the status of the ancestor.

Initiation rites during puberty involve the change from boyhood (ubukhwenkwe) to manhood (ubudoda). Boys between 15 and 25 years of age are circumcised and taught about adult behaviour at initiation schools. This integrates them into their community. Girls' initiation occurs around their first menstrual period when they learn about marriage. Traditionally, a husband is chosen and a process of courtship begins, which involves giving gifts and providing services to the families to help cement the marriage.

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**Keywords**

- post-school: after the time at school; the period after schooling has been completed
- comfort zones: the areas in which someone operates with ease and free from anxiety or pressure

**Life Orientation in South Africa**

- Traditional knowledge systems include certain behaviours to signify change in a person's life. Some cultures differentiate between the sexes with regard to change. An example is the Zulu and Xhosa, practice of umhlanga. Married women were expected to speak differently as a symbol of the change in their lives brought on by their marriage and as a sign of respect for their in-laws. Today, women use a few select words as a respect language.

**Career focus**

- Physiotherapist: treats people who have been injured, using massage and exercise. A Bachelor of Physiotherapy Degree, in the Faculty of Health Sciences, takes four years to complete. Mathematics and Physical Science are required to get into the course. Candidates must also complete the National Benchmark Test and the Value-added Questionnaire to gain entry to the course.
Extension

Discussion: Other views on change
Investigate how change is regarded in your culture. Discuss the life cycle with your parents or caregivers, grandparents and other people in your community. Identify which stages of change are more important and how they are acknowledged. Write brief notes for a class discussion.

Life Orientation in South Africa

Indigenous knowledge systems recognise the value of children. In some cultures, having children is the most important responsibility in life. People who are childless are regarded as having failed the community and the ancestors. People without children cannot become ancestors themselves and do not have a place in the continuity of communal life.

Topic: Development of the self in society

It's great not to have to decide what to do every day.
I couldn't wait to leave school, but now I'm not so sure.
We won't see all our friends anymore.
I'll even miss some of the teachers!
We'll have to make new friends all over again.
I like things just the way they are.
Will I still be able to play my favourite sport?
We don't know what it's like outside school.
This is a major problem!
The statistics say we won't get jobs.
I've no idea what I want to do.
I'm not really qualified for anything.
There's so much work to do, I don't have time to apply for a study loan...
I don't know if I'll be accepted to study further...
I haven't even passed Grade 12 yet!
... or look for a job.
I don't want to stop being popular.
Then there's the stress of examinations...
How are we supposed to cope?
How are we supposed to cope?
Unit 5  Personal lifestyle plan to promote quality of life

A personal lifestyle plan combines present actions and goals for the future. Many young people follow the lifestyles of those they see around them, instead of making their own plan for their lives. The usual life cycle involves completing school, studying further or entering the workplace, getting married and having children.

It may be easier to avoid making decisions and formulating plans while you are young, but leaving school without a lifestyle plan could lead to regrets concerning your quality of life in the future. Researching careers and setting goals while you are still at school is important.

Life events may force you to change your plans and you may not be able to follow your lifestyle plan all the way. However, if you have no plan, you allow others to make decisions for you.

There are several good habits that you can develop now to improve your quality of life and lay the foundation of your lifestyle plan.

How to improve your quality of life
- Develop a sense of purpose in life. You may discover your career through discussions with people or through volunteer work.
- Form a support system. Family members, friends and community members can be a valuable source of emotional support. They can also help with practical needs, like transport.

Create a balance between your schoolwork, family responsibilities and personal needs. Manage your time carefully.

Get enough sleep for your body to recover from the activities of the day.
Topic: Development of the self in society

- Plan time for the activities you enjoy.
- Learn to accept change as an opportunity for growth.
- Keep your sense of humour. Many people who have coped with stress and change claim to have relied on their sense of humour.

**Term 1 Week 5**

**Activity 5.1 Creating a personal lifestyle plan to promote quality of life**

1. Consider the actions you should take to develop a personal lifestyle plan.
2. Write them out in bold letters on a piece of paper to create a poster.
3. Decorate the poster with pictures from newspapers and magazines that show people doing your favourite or planned activities.
4. Formulate how you will be able to adopt each habit in your lifestyle. Write brief notes on the back of your poster.
5. Display the poster where you are able to see it regularly.

Total: 20 marks
Revision activity 1

1. Identify four types of stressors and give an example for each one. (8)
2. Define and compare positive stress and negative stress. (4)
3. Explain the following:
   a) coping mechanisms (2)
   b) stress management strategy. (2)
4. Formulate four conflict resolution skills. (4)
5. Establish the importance of relationships for community life. (4)
6. List and explain the qualities that sustain positive relationships. (8)
7. Name the factors that influence effective communication. (5)
8. Report on the positive and negative aspects of change. (6)
9. Discuss the meaning of a life cycle transition. (3)
10. a) Why is a lifestyle plan important? (2)
    b) Conclude how a lifestyle plan relates to your quality of life. (5)
11. Assess how change affects your quality of life
    a) in a positive way (3)
    b) in a negative way (4)
12. Decide why it is necessary to develop a stress management strategy, even if you are not currently feeling stressed. (3)
13. Read the case study below before answering the questions that follow.

Case study

Sibusiso: Fit father

When my daughter Precious was born, I weighed 104 kilograms. I was way overweight. I grew up playing sports, but then I became lazy. While my wife was pregnant, I put on all the weight and ate all the food in the house, not her. Two weeks after Precious was born, I decided enough was enough. I changed my routine and started running every evening. I mapped out a 2.5 kilometre route. I couldn't even walk one kilometre the first time and had to walk before I even got to a hill. But my friend and I decided to run the Two Ocean's Marathon. I felt that if I committed to the race it would motivate me to keep training. I also cut down on junk food and alcohol. After two months, I could run the 2.5 kilometre route, including a hill, without stopping, more than once. By February this year, I had lost 22 kilograms.

Source: Adapted from Runner's World: Beginners, Summer 2012, page 34

a) What was the catalyst for Sibusiso's decision to lose weight? (1)
b) How did Sibusiso's big goal contribute to his success? (2)
c) What other parts of Sibusiso's life did he change along with his fitness? (2)
d) What was the result of the change? (2)

Total: 70 marks
Education in South Africa

"Education is the most powerful weapon which you can use to change the world." Nelson Mandela.
This module will focus on:
- the process of assessment and examination writing skills and applying these skills
  - revision of own study skills, strategies and styles
  - revision of examination writing skills (read the question, plan the response and answer the questions)
- the importance of School Based Assessment
- the importance of obtaining the National Senior Certificate (NSC)
- development of a study plan for Grade 12
- participation in programmes that promote achievement of personal fitness and health goals.

By the end of this module, you should be able to:
- understand the purpose of assessment
- think about and improve your own examination writing skills
- think about your own study skills, strategies and styles
- understand the purpose and nature of School Based Assessment
- understand the importance of obtaining the National Senior Certificate (NSC)
- develop your own study plan for Grade 12
- participate in programmes that promote achievement of personal fitness and health goals.

You are already in your twelfth and last year of school. During this time, you have learnt a lot about studying and writing tests and examinations. You know your strengths and weaknesses. But you also need to remind yourself constantly of practical ways to keep your thinking clear and your brain functioning and to reduce the number of blockages you so often unknowingly create for yourself.

Practise your study techniques frequently. Regular revision will keep the information fresh in your memory. Adopt a healthy lifestyle to keep functioning well and to ensure long-term improvement. Get enough sleep; have a regular bedtime and avoid very late nights; exercise regularly each day—walk, cycle, jog, play tennis, swim or take part in other sport; learn to relax with one of the many relaxation techniques available, such as deep breathing, stretching or walking; have a balanced diet and eat fresh, wholesome, natural food; don't pollute your body with drugs, caffeine, alcohol or cigarettes. Good study and examination writing skills will be much more effective if you look after yourself.

By now you also know what works for you and what does not work when you are preparing for tests and examinations. This module reminds you of the value and the importance of study and examination writing skills. You will be given the opportunity to improve your skills and to develop a study plan for Grade 12 to help you to reach your final goal: to pass your Grade 12 examinations and to obtain a National Senior Certificate.
Unit 1 Reflect on the process of assessment and examination writing skills

Reflect on the process of assessment

Most of us get stressed when we hear the word “assessment”. The first thing that comes to mind are tests and examinations. But why is it necessary to assessed? The main purpose of assessment is to enhance individual growth and development. Through assessment your progress is monitored and you receive feedback on your growth and development.

In Grade 12, you will be assessed both internally (by your teachers) and externally (by the Department of Basic Education).

The internal assessment (School Based Assessment) mark will be 25% and the external assessment mark will make up 75% of the total mark as specified in the Curriculum and Assessment Policy Statement (CAPS).

The internal assessment will be externally moderated. Life Orientation is the only subject that is not externally assessed or examined. However, you will be promoted or issued a National Senior Certificate (NSC) without providing concrete evidence of performance in the five stipulated assessment tasks for Grade 12 Life Orientation. You should also meet the minimum promotion certification requirements for the NSC. You need to reflect on your own assessment writing skills and strategies in order to succeed in Grade 12 Life Orientation.

Extension

Relaxation technique to practise at home and use before your examinations

Sit quietly in a comfortable position. Close your eyes. Relax all your muscles; begin at your feet and then move up to your face. Keep your muscles relaxed. Breathe in deeply through your nose. Become aware of your breathing. As you breathe out, say the word “one” silently to yourself. For example, breathe in, out, “one”, in, out, “one”. Breathe easily and naturally. Continue for 10 to 20 minutes. When you finish, sit quietly for several minutes, first with your eyes closed, then briefly open your eyes. Do not get up immediately; wait for a few minutes. Don’t worry about whether you relaxed deeply. Don’t do anything and allow yourself to relax at your own pace. When distracting thoughts get into your head, ignore them; start to repeat the word “one” again. Practise this once or twice a day and soon you will find it very easy to relax.

Reflect on your own study and examination writing skills and strategies.

Spot On Life Orientation Grade 10

Term 1 Week 6

Fact

The National Senior Certificate (NSC) examinations, commonly known as “matric”, have made significant progress over the years since the first formal examination was conducted in South Africa under the University of the Cape of Good Hope in 1838.

Career focus

Marine Biologist:
Marine Biology involves all aspects of plant and animal life in the sea. Marine biologists study the occurrence, distribution and development of plants and animals and how they are influenced by environmental factors.

Degree: BSc degree with Zoology, Botany, Marine Biology as major subjects with supporting courses in Physiology, Geology, Statistics and Mathematics - most universities.
BSc (Physical Oceanography) - UCT
Diploma: N.Dip: Marine Engineering - CPUT,
N.Dip: Maritime Studies - DUT, Northlink
N.Dip: Oceanography - CPUT
Adapted from source: http://www.pacecareers.com, accessed 10 January 2013
Topic: Study skills

Reflect on examination writing skills

In previous grades, you learnt about different examination writing skills, strategies and styles. We are not all the same and, because of this, we don't all study in the same way. What works for one person may not work for another person. That is why it is important to know about all these study skills, strategies and styles and to choose the ones that work for you.

In Term 4 of this year, you will look at specific skills needed when preparing for the final Grade 12 examination. During this term, however, you will reflect on the skills you are already using and decide whether they work for you. If not, you should find out what works for you and change what you do in order to achieve success.

Examinations are stressful, even for people who have worked hard consistently throughout the year. How often have you heard someone say, "I studied so hard for the examination, but when I saw the paper, I went blank"? Writing an examination is a skill that you can learn.

Apply these skills

- **Look at the time that you have.** Work out how much time you have per mark. Then use only the time you have to answer each question.
- **Read the question.** There are many types of questions that can be asked in a test or examination. Analyse the question. Read each question carefully and use a pen, pencil or highlighter to circle the keywords or instructions.
- **Plan your answer.** You do this when you look at the keywords and the instructions. Ask yourself what the question is asking or telling you to do. Examples are: define, name, compare, analyse and apply.
- **Look at the marks that have been given for each question;** this will tell you how much you need to write.
- **Answer the question and relax.** If you are stressed or anxious, you can't think clearly.

Revise own study skills, strategies and styles

Study skills are those skills that help you to make the best of the learning experience. Study skills are skills that can be learnt, like examination writing skills, concentration and memory skills, and many more.

A learning or study style is the preferred way in which a person takes in, understands, organises and recalls information. The style that helps you to remember best is the one that you should try to use most often. You will also learn better and more quickly if the teaching styles used by your teacher match your preferred study style. In Grade 11, you learnt that learners can be classified as reading and writing learners, visual learners, auditory learners or bodily kinaesthetic (physical) learners.
Study strategies are ways used to get information into and out of your brain. Depending on your preferred study style, you will choose strategies that work for you. For example, some people prefer doing summaries by making a mind map, while others prefer explaining/teaching the work, making it visual, auditory, reading and writing, or bodily/kinaesthetic. Study strategies also depend on the subject and type of work you are studying.

The mind map below summarises the different study skills, strategies and thinking styles:

Example of a study skill

Developing good organisation skills is important if you want to be successful at school and in other areas of your life. Anyone can put routines and systems in place to become more organised.

Poor organisational skills can cost you more than just time, marks, energy, freedom, credibility and the respect of your peers and your teachers. They can cause low productivity, high stress, frustration and inefficient work habits. If you are not organised, your self-esteem may become low. But it is possible to turn your negative experiences into learning experiences.
Organise your life so that you don't become like Alexander pictured below. It will help you to turn your negative experiences into positive experiences.

Can you identify the signs of disorganisation in Alexander's life?

I started a filing system at the beginning of the year, but I have no idea where this should go!

I'll do it tomorrow. Maybe my mom will remember where I filed it.

I don't know where to start. Should I do my Mathematics homework or the Life Orientation task? I don't even know exactly what is expected of me with the Life Orientation written task. Where do I get the information? There are just not enough hours in the day to finish off this work. Do the teachers think we are machines that can work without stopping?

I'm not good at studying anyway. I don't know why I should even try. I would much rather sleep or kick my soccer ball around than study.

Example of a study strategy

Using a mind map is a way to organise and summarise information that you understand and want to recall later.

According to Tony Buzan, the world-renowned inventor of mind maps, a mind map is "an easy way to get information into and out of your brain". When you use a mind map, it helps you to study and to revise your work in a shorter amount of time and it also helps you to make notes that are not too boring. A mind map is made up of words, colours, lines and pictures.
**Keywords**
- by heart: learnt facts from memory
- criteria: principles

**Revise examination writing skills**

**Read the question**

Carefully read the questions with a pen in your hand. Identify and underline the keywords.

There are many types of questions that can occur in examination papers: the spidergram below illustrates some examples to consider.

**Recognition questions:**
Identify the correct answer, for example, multiple choice questions, match the columns, and true or false questions. Recall or remember the answer to the question.

**Recall questions:**
Answers you have learnt by heart.
Remember facts, for example, define, describe, list and identify.

**Analysis questions:**
When you are asked to break down a whole topic into its different parts, for example, discuss, compare, explain, classify and use a diagram to explain.

**Application questions:**
Show how what you have learnt can be used in real life, for example, apply, demonstrate and solve.

**Evaluation questions:**
When you form an opinion based on certain criteria, for example, assess, judge, interpret and justify.

**Synthesis questions:**
When you are asked to put parts of a topic together to make a new whole, for example create, formulate and draw conclusions.

**Plan the response**

Think about what the question is actually asking. What are you expected to include in your answer? What material will be relevant or applicable? The most common complaint from teachers is that learners do not answer the question.

The stress of working under time constraints in the examination room can make all your good study intentions disappear. However, this is when it's important than ever to get your ideas across clearly and concisely.

**Answer the question**

Different types of questions should be approached differently.

The answers required by multiple choice questions:
- They are usually concerned with terms and definitions.
- When looking at the questions, always try to work out what the answer is before you look at the possibilities.
Term 1 Week 6

**Tips**

Some tips to help you sleep before an examination or test
- Stop revising 90 minutes before preparing for bed.
- Relax with friends, music or a book.
- Have a warm bath or shower.
- Use a relaxation exercise.
- If your head is still buzzing with thoughts in the middle of the night, have a notebook at the side of the bed and write them down.

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**Activity 1.1 Self-reflections**

45 minutes

1. a) Refer to page 47. Identify the things that Alexander did to make his studying a negative experience. (5)
   b) Evaluate the organisational skills that you have. To do this, compare the organisational skills that you have to the ones that Alexander has. Think of things you can do to improve your organisational skills. (5)

2. Reflect on your own study skills, strategies and styles. Your teacher will provide you with a table to complete. (10)

3. a) Pretend that you are a teacher and that you have to teach study skills, strategies and styles.
   b) Brainstorm and formulate a handout on the learning skills, strategies and styles found in the mind map on page 46. Your handout should consist of one A4 page and must include relevant keywords. These must be explained. The handout must include a table to compare different learning styles. The information must be well-organised and the design should be appropriate.
   c) Pretend to teach your chosen topic to a Grade 12 class. After you have presented all your information, you need to assess and report on which learning style, skills and strategies apply to you. Your teacher will provide you with the assessment criteria that will be used to assess your role-play and your handout. (15)

Total: 35 marks

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**Short answer questions**

- These usually require a briefer and more descriptive answer than paragraph type questions, which ask you to discuss and expand on a topic.
- If you have trouble working out how to start answering a question that asks you to "explain", imagine that you are telling a friend about the topic.

**Longer paragraph type questions**

- They are analysis, application, evaluation and synthesis type questions.
- Make one point or argument per paragraph and summarise to show how it answers the question.
- Short paragraphs with one or two pieces of evidence are sufficient.
Unit 2 Importance of School Based Assessment and obtaining the National Senior Certificate (NSC).

"Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine and that the child of farm workers can become the president of a country."

Nelson Mandela

Importance of School Based Assessment

As discussed previously, assessment in Grade 12 will take place both internally (School Based Assessment) and externally. School Based Assessment will account for 25 per cent and the external assessment mark will make up 75 per cent of the total mark. School Based Assessment means all formal assessment including examinations, conducted by the school throughout the year on a continual basis. In Grade 12, the School Based Assessment component includes all the Formal Assessment Tasks, including the mid-year and September examinations. The purpose of School Based Assessment is to develop and improve learning and to prepare you for external examinations. School Based Assessment is important, as it gives Grade 12 learners a realistic idea of their own competence. To ensure that School Based Assessment is valid, fair and reliable, it is externally moderated by the Department of Basic Education.

Importance of obtaining the National Senior Certificate (NSC)

Obtaining a National Senior Certificate (NSC) holds a number of important advantages for those who obtain it. The NSC is based on a new curriculum which takes into account the knowledge and skills people will need after leaving school.

The advantages of the NSC
Develop a study plan for Grade 12

In order to succeed in both internal (School Based Assessment) and external assessment processes, you need to be organised and disciplined. You must develop and make use of a study plan to complete your Grade 12 school year successfully. A study plan will increase your efficiency and productivity. Studying leads to success.

A study plan includes setting goals, as well as a study timetable. If you’re struggling with a heavy load, or running out of time to study for examinations, you can use examination goalsetting to work out which subjects to focus more effort on in the lead-up to examinations. Examination goals relate to how well you want or need to do in each of your subjects.

Develop a systematic plan to achieve your goals. A study timetable is vital in ensuring you do adequate preparation before your tests and examinations. In your study plan, you need to include deadlines for achieving goals, prioritise, plan and schedule all you have to do. Plan every week in advance, taking the day, week, month, term and year ahead into consideration. This year, you should spend at least 45 minutes studying every day. This way, you will remember more information and won’t have to “cram” for tests. In Term 4, you will draw up your own study timetable in preparation for your final Grade 12 examinations.

Develop your own study plan for Grade 12

- Include your personal goals per subject, and for all areas of your life
- Do homework on the day that you get it
- Choose one subject
- Study for 45 minutes
- Read, summarise
- Include exercise and chores

- Choose one subject per week day
- Make summaries in an exercise book (one per subject)
- Do extra activities for subjects like Mathematics
- Cut back on time-wasting activities, like watching TV

- Include tests and FATs
- Include social obligations
- Include your personal exercise programme
- Include sections to learn for each subject

Keywords

- efficiency: producing good work without wasting time
- productivity: producing good results

Fact

The National Curriculum Statement Grades R–12 aims to produce learners who are able to:
- identify and solve problems and make decisions using critical and creative thinking
- work effectively as individuals and with others as members of a team
- organise and manage themselves and their activities responsibly and effectively
- collect, analyse, organise and critically evaluate information
- communicate effectively using visual, symbolic and/or language skills in various modes
- use Science and Technology effectively and critically, showing responsibility towards the environment and the health of others
- demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
An example of a seven-day study timetable

Aidan drew up a seven-day study plan showing periods of time in the left hand column. He decided that he would study for 50 minutes and then take a 10-minute break after each study session. He filled in fixed commitments for each day. For example, school, sport practice and choir practice, as well as time to travel and to eat. The remaining blocks he colour-coded to indicate time spent on 34 different study sessions he identified per week. He prioritised his work for the week. Homework and preparing for tests and other tests had to be done first.

<table>
<thead>
<tr>
<th>Times</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:30-6:15</td>
<td>wake-up, breakfast</td>
<td>wake-up, breakfast</td>
<td>wake-up, breakfast</td>
<td>wake-up, breakfast</td>
<td>wake-up, breakfast</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6:15-7:00</td>
<td>shower and dress</td>
<td>shower and dress</td>
<td>shower and dress</td>
<td>shower and dress</td>
<td>shower and dress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7:00-7:30</td>
<td>travel to school</td>
<td>travel to school</td>
<td>travel to school</td>
<td>travel to school</td>
<td>travel to school</td>
<td>-</td>
<td>wake-up</td>
</tr>
<tr>
<td>7:30-14:00</td>
<td>school</td>
<td>school</td>
<td>school</td>
<td>school</td>
<td>school</td>
<td>school</td>
<td>school</td>
</tr>
<tr>
<td>14:00-14:30</td>
<td>travel home and lunch</td>
<td>soccer practice</td>
<td>travel home and lunch</td>
<td>soccer match</td>
<td>choir practice</td>
<td>lunch</td>
<td>Study 29 extra time</td>
</tr>
<tr>
<td>14:30-15:20</td>
<td>Study 1 English literature revise Chapter 2</td>
<td>Study 12 Life Orientation revise Module 1 Unit 1</td>
<td>Study 7 Business Studies Module 3</td>
<td>Study 13 Life Orientation revise Module 1 Unit 2-3</td>
<td>Study 22 summarise Business Studies Module 5</td>
<td>Study 27 revise Business Studies Module 4</td>
<td>Study 30 revise Business Studies Module 3</td>
</tr>
<tr>
<td>15:20-15:30</td>
<td>take a break</td>
<td>travel home and lunch</td>
<td>travel home and lunch</td>
<td>soccer match</td>
<td>travel home and lunch</td>
<td>take a break</td>
<td>take a break</td>
</tr>
<tr>
<td>15:30-16:20</td>
<td>Study 2 English literature revise Chapter 3</td>
<td>Study 8 Life Orientation finalise summaries done last week</td>
<td>Study 14 summarise Business Studies Module 4</td>
<td>Study 18 Life Orientation revise Module 1 units 4-5</td>
<td>Study 23 extra time</td>
<td>Study 28 revise Business Studies Module 5</td>
<td>Study 31 revise Business Studies Module 4</td>
</tr>
<tr>
<td>16:20-16:30</td>
<td>take a break</td>
<td>take a break</td>
<td>take a break</td>
<td>take a break</td>
<td>take a break</td>
<td>take a break</td>
<td>take a break</td>
</tr>
<tr>
<td>16:30-17:20</td>
<td>Study 3 homework</td>
<td>Study 14 summarise Business Studies Module 4</td>
<td>Study 18 Life Orientation revise Module 1 units 4-5</td>
<td>Study 23 extra time</td>
<td>Study 28 revise Business Studies Module 5</td>
<td>Study 31 revise Business Studies Module 4</td>
<td>Study 31 revise Business Studies Module 4</td>
</tr>
<tr>
<td>17:20-17:30</td>
<td>take a break</td>
<td>take a break</td>
<td>take a break</td>
<td>take a break</td>
<td>take a break</td>
<td>supper, movies</td>
<td>take a break</td>
</tr>
</tbody>
</table>
Aidan also scheduled recreational activities and left a few empty blocks to give himself some flexibility, in case he needed additional time to complete activities or to take on something he did not plan for. He is writing two tests this week, English Literature on Monday and Life Orientation on Friday. He also has to prepare for his Business Studies test next week.

Aidan’s study timetable continued

<table>
<thead>
<tr>
<th>Times</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>17:30-18:30</td>
<td>supper and relax</td>
<td>supper and relax</td>
<td>supper and relax</td>
<td>supper and relax</td>
<td>movies</td>
<td>study 32 revise Business Studies Module 5</td>
<td></td>
</tr>
<tr>
<td>18:30-19:20</td>
<td>Study 4 homework</td>
<td>Study 9 homework</td>
<td>Study 15 homework</td>
<td>Study 19 Life Orientation revise Module 2 unit 2</td>
<td>Study 24 homework</td>
<td>movies</td>
<td>supper, TV</td>
</tr>
<tr>
<td>19:20-19:30</td>
<td>take a break</td>
<td>take a break</td>
<td>take a break</td>
<td>take a break</td>
<td>take a break</td>
<td>relax with friends</td>
<td>TV</td>
</tr>
<tr>
<td>19:30-20:20</td>
<td>Study 5 English literature revise chapter 4</td>
<td>Study 10 homework</td>
<td>Study 16 homework</td>
<td>Study 20 Life Orientation revise what is still needed</td>
<td>Study 25 homework</td>
<td>relax with friends</td>
<td>Study 33 revise Business Studies Module 3-5</td>
</tr>
<tr>
<td>20:20-20:30</td>
<td>take a break</td>
<td>take a break</td>
<td>take a break</td>
<td>take a break</td>
<td>watch TV</td>
<td>relax with friends</td>
<td>take a break</td>
</tr>
<tr>
<td>20:30-21:00</td>
<td>Study 6 English literature revise overview Chapters 2, 3 and 4</td>
<td>Study 11 extra time</td>
<td>Study 17 extra time</td>
<td>Study 21 extra time</td>
<td>watch TV</td>
<td>relax with friends</td>
<td>Study 34 extra time</td>
</tr>
<tr>
<td>21:00-21:15</td>
<td>relax</td>
<td>relax</td>
<td>relax</td>
<td>relax</td>
<td>relax</td>
<td>relax with friends</td>
<td>relax</td>
</tr>
<tr>
<td>21:15</td>
<td>bedtime</td>
<td>bedtime</td>
<td>bedtime</td>
<td>bedtime</td>
<td>bedtime</td>
<td>bedtime</td>
<td>bedtime</td>
</tr>
</tbody>
</table>
Volunteering in South Africa

There are so many different ways that you can help those around you. Consider volunteering some of your time to help those who are less fortunate than you.
3 Careers and career choices

This module will focus on:
- commitment to a decision taken: job or course application for additional or higher education, skills for final action (availability of funds, completing forms, accommodation and travel arrangements), locate appropriate work or study opportunities from various sources and determine requirements for acceptance and possible challenges
- strategies to achieve goals
- reasons for and impact of unemployment
- innovative solutions to counteract unemployment: volunteering, part-time jobs, community work, entrepreneurship and informal jobs
- financial and social viability of entrepreneurship and other employment options, including awareness of SARS tax obligations
- the impact of corruption and fraud on the individual, company, community and country
- participation and movement performance in programmes that promote achievement of personal fitness and health goals

By the end of this module, you should be able to:
- commit to a decision taken
- understand how to apply for a job or a course
- apply skills for final action
- apply for financial aid
- complete forms
- put together a curriculum vitae
- consider and arrange accommodation and travel arrangements
- locate appropriate work and study opportunities
- analyse the reasons for unemployment
- evaluate the social and financial impact of unemployment
- evaluate the viability of options to counteract unemployment
- understand the purpose of tax
- become aware of the impact of corruption and fraud on South African society
- participate in programmes that promote achievement of personal fitness and health goals.

This is the time in your life where you are exploring new things. It can be a scary time if you do not know where to go and what to do. You have to have the knowledge and the skills to make informed decisions about a job or a course in additional or higher education. You will have to contact institutions, fill out application forms, produce your curriculum vitae (CV), apply for and arrange financial aid, and arrange transport and accommodation.

Unfortunately, unemployment is a reality for many South Africans. Entrepreneurial spirit needs to be nurtured in South Africans as a way to counteract unemployment. This module will expose you to innovative solutions to counteract unemployment and encourage you to evaluate critically the financial and social viability of options like entrepreneurship and volunteer work. Sadly, there are many examples of reports of fraud and corruption in local and national newspapers. This module will teach you about the purpose of paying tax and the impact of corruption and fraud on not only the individual, but also on companies, communities and our country.
Unit 1 Commitment to a decision taken

The first and most important step in achieving any goal is making the commitment to it. That is how every big thing in life is accomplished. You have already made the decision either to find a job after Grade 12, or to apply for entrance at an FET college, university of technology or university. Now you have to commit to your decision and find ways to make it happen.

Job or course application for additional or higher education

When you apply for a course in additional or higher education, you will be asked to complete a student application/registration form. Make sure that the educational institution you apply to offers the course you want to study and that you meet the requirements for the particular educational institution, as well as any additional requirements that may be asked for, depending on the specific institution or course. Remember, requirements for the same course may differ from one educational institution to the other.

Application forms to register and apply to study at an educational institution can be obtained from the Student Support Centre (also called the Client Service Centre) at the educational institution of your choice. Alternatively, you can phone these offices and ask them to mail an application form to you, or you can download a form from their websites.

When you apply for a job, you are typically asked to complete an employment application form. That way, the employer has a record of your personal and employment history, verified and signed by you, the applicant. You will also have to submit your curriculum vitae and a covering letter or letter of application. Make sure that when you apply for an advertised job, you meet the requirements for this particular job.

Application forms can be obtained from the Human Resources office of the company you apply to for a job. The job advertisement usually provides you with contact details and also with information on where to post or email your application.

It is important for your job or course applications to be complete, correct and accurate and that any other documents required are supplied. Remember, all applications have a closing date. Most educational institutions expect you to apply the year preceding the year of study; while you are in Grade 12. You will be asked for your highest academic results, which will most probably be your Grade 11 results. Some applications close at the end of June. Ensure that you know exactly when applications open and also when they close. Late applications cost more and often lead to frustration when you find your chosen course of study is full.
Once you have applied, you have not been automatically accepted.

It is also vitally important to remember that there are no guarantees of finding a job or a place in tertiary education after Grade 12. The competition for places at tertiary institutions and jobs means that you need to be encouraged to aim for high marks, to send applications in early, and to apply to a variety of institutions, for different courses, or for a variety of jobs.

Skills for final action

Once you have made a final decision regarding your future career, you need skills for final action. These skills include finding a way to pay for studies, filling in application forms, putting together your curriculum vitae, writing a covering letter or letter of application, making accommodation and travel arrangements, and many more.

Availability of funds

Few people can afford to pay for additional or higher education. Some people work and study at the same time and are able to pay for their studies in this way. You can, however, also apply for a bank loan, bursary, scholarship, learnership, or to the National Student Financial Aid Scheme (NSFAS). Each of these options has specific requirements, like good academic results, sporting achievements or proof of financial need. Your choice depends on your specific situation and needs. Before applying, it is important to research the requirements for each of the options, to determine if you qualify.

The information below was obtained from the NQF website, http://www.careerhelp.org.za, and will give you an idea of how application takes place and the type of requirements needed for this particular option.

Students' Guide to Funding

If you want to study one of the National Certificate (Vocational) programmes at a public Further Education and Training (FET) college, and you meet all the requirements, you could have your studies paid for you in the form of a bursary. The National Student Financial Aid Scheme (NSFAS) administers these bursaries – money to cover the costs of your studies – and you don't have to repay anything!

How to apply

1. First apply to the FET college for admission to a course of study.
2. Complete bursary application forms at the Student Support Centre at the FET college.
3. Provide all the documents needed, including: a certified copy of your South African identity document, certified copies of your parents' payslips and, copies of the identity documents of other members of your family who are studying or at school, and so on.
4. The Student Support Centre will use the information you have provided to assess you in terms of the Financial Means Test, a way of determining financial need.
Completing forms

When you apply for a job or a course you want to study, or when you apply for financial assistance, you have to fill in an application form. See page 64 for guidance on how to fill in an application form.

A typical application form

[The form is filled with various sections for personal details, contact information, education and employment history, and financial information.]
Term 1 Week 8

Tips

If you are asked for additional information or documents, it's your responsibility to respond promptly and accurately. Keep copies of all the forms and documents relating to your application.

How to fill in an application form

- First complete the whole application form in pencil.
- Use plain block (capital) letters and rewrite the answers neatly in black.
- Erase all your pencil marks and don't damage the page.
- Be careful not to crease or dirty your form.
- Always send certified copies of the documents they want, for example, identity document. These need to be stamped at a police station. Never send your original documents.
- Send in the original application form.
- Always keep a copy of your application form.

Accommodation and travel arrangements

If you are planning on working or studying far from home, you will need to consider the cost of additional accommodation and transport.

Case study

Lethabo Mthembu

Lethabo grew up in Polokwane. She was fortunate enough to be selected to study Physiotherapy at the University of Pretoria. Owing to her good marks in Mathematics and Natural/Physical Science, she was able to apply for a scholarship that would cover her study and accommodation costs at the university. The university accommodation is within walking distance of her classes, so she will not have to worry about transport, unless she wants to go home during holidays. If, however, she does not get the scholarship, she will have to make other plans. As a back-up plan, she has also applied for more-than-one scholarship and bursaries.
Locate appropriate work or study opportunities from various sources

You already know that to make good career decisions, you need to have enough information about yourself and the environment in which you want to work. You have made informed decisions regarding your future career and are committed to find strategies to achieve your goals. You need questions answered like:

- "Where can I find appropriate work or study opportunities?"
- "How will I afford it?"
- "What are the requirements for acceptance?"
- "How do I deal with possible challenges?"

It is important to consult a variety of sources. The list of sources below will help you to start, but you will have to find others too, depending on your particular needs.

- Educational institutions: Visit them, write to them, phone them or look at their websites.
- Individual career counselling: Many tertiary institutions offer individual career counselling on their websites for free or for a small fee.
- The Bursary Register: This is a handy guide that is published annually to assist prospective students in finding study finance. Always make sure you have the latest version. The e-book provides over 200 pages of the most up-to-date information available on the various bursaries that are offered for study at South African tertiary institutions.
- Read your local newspaper every day so that you know about the latest trends, companies that are growing, and about jobs that are available. Various newspapers across the country publish a supplement, which provides updated information about career fields, careers, study opportunities, work environments and activities.
  - The Star: Workplace – Monday and Wednesday
  - Pretoria News: Workplace – Monday and Wednesday
  - Cape Times: Career Times – Monday
  - Cape Argus: Workplace – Wednesday
- Advertisements for jobs that are advertised in newspapers or on the Internet always have contact details, in the form of phone numbers, fax numbers, postal or physical addresses, or email addresses.
- Career books have contact details for companies, banks and educational institutions.
Keyword

exhibitions: shows that display information or an organised presentation

Career focus

Career counsellors: help people examine their interests, abilities and personalities to find and enter the career that best fits them. Training can be a lengthy process, as there is much to learn. Furthermore, education continues throughout this profession, as new careers emerge in changing societies and economies. Appropriate degrees, such as a BA with majors in Psychology, Sociology, or Social Work, are offered at all universities. A certificate in Career Guidance is offered at some universities. It is recommended that a postgraduate qualification, like a BEd, be obtained, which also requires registration at the Health Professions Council of South Africa.

Determining requirements for acceptance and possible challenges

Work opportunities

Prospective employers require appropriate skills, qualifications and experience when looking for suitable candidates. When looking at and considering advertisements for appropriate work opportunities, do not apply for every advertisement you see. Look at it carefully to determine the requirements and possible challenges you will experience before applying.

Study the example advertisements on the next page to determine if you will qualify for the requirements. Also identify possible challenges.
Driver needed for Kids Transport Business

Requirements: Need driver's license and own vehicle
A friendly and patients personality that enjoys working with children.
Qualifications: Training will be given
Start: immediately
Salary: competitive
Contact: Tembi at 073 123 44 55

Part time bookshop assistant Ballito Mall

Requirements: Knowledge about authors and titles essential
Own transport to work
Retail experience
Start: The beginning of next year
Salary: R2 200/ month
Contact: Chris at 083 333 44 22

Study opportunities

Requirements for admission depend on:
- the type of qualification (degree, diploma or higher certificate),
- the educational institution you choose to study at and
- also on the course you choose to study.

There are different NSC requirements for degree, diploma and certificate courses. Being familiar with these requirements will motivate you to work towards your chosen career goals and also help you to make informed and realistic career choices. In addition an educational institution may also specify an appropriate level of subject achievement for admission to a particular course, as seen in the examples provided below.

Bachelor's Degree
- The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi with an achievement rating of 4 (Adequate achievement, 50-59%) OR
- better than a 4 rating in four subjects chosen from the recognised 20-credit NSC subjects, also known as designated subjects. Satisfactory Achievement in four designated NSC subjects provides the primary basis for admission to a Bachelor's Degree programme.

Possible challenges
- An educational institution is entitled to specify an appropriate level of subject achievement for a particular programme. For example, admission requirements for a Bachelor's Degree in Music might include a specified level of achievement in the corresponding recognised NSC subjects. At the University of Pretoria the following additional requirements are needed to qualify: Music HG 50% or SG 60% or Grade V Unisa Theory and Grade VII Practical.

Diploma
- The minimum admission requirement is a National Senior Certificate as certified by Umalusi with an achievement rating of 3 (moderate achievement, 40-49%) OR
- better in four recognised NSC 20-credit subjects.

Possible challenges
- Institutional and programme needs may require appropriate combinations of recognised FETC subjects and levels of achievement. For example, a Diploma in Datametrics might require a pass at a prescribed level in Mathematics or Information Technology.

Higher Certificate
- The minimum admission requirement is a National Senior Certificate as certified by Umalusi.

Possible challenges
- Institutional and programme needs may require appropriate combinations of recognised NSC subjects and levels of achievement. For example, an institution may determine that a Higher Certificate in Architectural Design requires, in addition to the NSC, a specified level of attainment in Design and an associated recognised subject.
Strategies to achieve goals

Achieving your goals depends on how well you plan your actions. One aspect of achieving goals is that all successful people have in common is that they set specific goals and work out a plan for achieving them. This means that they determine exactly what it is they want and know how they are going to get there. Another aspect they have in common is flexibility. While you have every intention of achieving your goals, unexpected problems might come your way. Because of this, you should be flexible enough to rearrange your plans if necessary.

Steps in setting and achieving goals:

1. Write your goals down to make them clear and organise them in a systematic way. By writing them down, you are acknowledging them. You are also making them concrete, where you can determine and take responsibility for what must be done. Be realistic; it will help you to stay motivated.

2. Devise a plan for reaching your goals. Set dates for the achievement of your goal, setting long-term, short-term, as well as daily goals.

Achieve goals

1. Work systematically through your plan. For example, implement the use of a day-planner system to help you plan your time and to follow your progress towards your achievement.

2. You need to acquire the knowledge and information that you will need to accomplish or achieve whatever it is you are attempting. For example, if your goal is to obtain a qualification in journalism, you will also need to read about it to find out more about the requirements as well as speak to people who have achieved the same goal in order to learn about the requirements and the mental strategies that are necessary to accomplish this goal.

3. Stick to your goals, no matter what. You must be motivated, determined and be prepared to do whatever it takes (without hurting anyone) to accomplish your goals.

Activity 1.1 Skills and strategies to achieve goals

1. Work as a class and read through and discuss the different details that need to be filled in (pages 66 and 67) on the application form.

2. Complete the example of an application form. You will need a pencil, eraser, black pen and a copy of the application form on pages 66 and 67.

3. Brainstorm the purpose of each of the following with your class and write a short paragraph defining each of them:

   - application form
   - letter of application
   - references
   - testimonial
   - curriculum vitae
Activity 1.1  Skills and strategies to achieve goals (continued)

4. Examine the table below. Draw up your own to do list and complete it as you go on.

<table>
<thead>
<tr>
<th>Putting together a curriculum vitae</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I know the layout of a CV?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a certified copy of my latest marks.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>I have a certified copy of my identity document.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>I have a recent testimonial.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>I have the contact details of my references.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>I have an application form.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I wrote a covering letter or letter of application.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>I know the closing date and have diarised it.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>I have the correct postal address, fax number or email address to send my application.</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

a) Decide on the format you are going to use for your curriculum vitae.
b) Put together your own curriculum vitae.
c) Type it yourself, or get someone to type it for you.
d) Add what you still need to do and tick (✔) what you have already done on your “to do” list.
e) Hand in a copy of your completed curriculum vitae (which is also known as a CV) and a to do list for your teacher to assess.

Total: 20 marks

Activity 1.2  Locate appropriate work or study opportunities

1. Read the advertisement for a learnership below.

**Hospitality Industry Learnership Programme**

Have you recently completed matric? Are you currently unemployed? We are one of the largest hotel chains in South Africa, and we invite you to apply to be included in a Hospitality Learnership Programme starting on 7 March. The learnership includes both theory and practicals, which will involve work placements. The programme lasts 12 months, and the training is based on the National Certificate.

Job requirements: Successful completion of matric, unemployed, resident in KwaZulu-Natal.

a) Identify sources you can make use of to search for learnerships. (3)
b) Comment on why this learnership would be a good option for a learner who meets the requirements. (3)
c) Predict possible challenges someone may experience if they obtained this learnership. (4)

Total: 10 marks
Written Task: Commitment to a decision taken regarding career and career choice:

Form of Assessment: Written report

During Term 1 you will complete and hand in your written task. It covers commitment to a decision taken regarding career and career choices. Your teacher will discuss a due date with you.

Purpose: This Written Task requires you to read and write in order to demonstrate your understanding of the knowledge gained and the application of knowledge and skills.

Process: You have decided whether you will study or enter the labour market when you finish Grade 12. Now is time to commit to your decision. Provide written evidence of an investigation into appropriate work or study opportunities including the sub-topics indicated below.

Instructions and format

Your task will be presented in the form of a written report consisting of 2 main sections relating to the criteria of the task listed in points 1 and 2 below. Make sure that you cover all the sub-headings listed in a) – c) under both points 1 and 2.

1. Briefly give an outline of your decision taken, explaining:
   a) appropriate work or study opportunities and requirements for acceptance or application (20 mar)
   b) possible challenges you may face (10 mar)
   c) availability of funds and expected expenses as well as planned accommodation and travel arrangements. (15 mar)

2. Design an action plan in table form, indicating:
   a) skills and strategies to achieve your career goals, for example, obtaining an application form, writing a letter of application, obtaining references and a testimonial, and putting together your curriculum vitae.
   b) time frames and limits and if it has been done yet, for example

<table>
<thead>
<tr>
<th>Skills and strategies to achieve my career goals</th>
<th>Time frames and limits</th>
<th>Done (✓)</th>
</tr>
</thead>
<tbody>
<tr>
<td>application form:</td>
<td>30 March</td>
<td></td>
</tr>
<tr>
<td>- obtain from university of technology</td>
<td>7 April</td>
<td></td>
</tr>
<tr>
<td>- complete</td>
<td>14 April</td>
<td></td>
</tr>
<tr>
<td>- hand in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) any extra information needed to personalise your plan, for example, Contact Ms Malunga regarding testimonial.</td>
<td>(Total for action plan table: 15 mar)</td>
<td></td>
</tr>
</tbody>
</table>

Report writing guidelines:

Writing a report is examining a given problem or issue and suggesting a practical solution. You will be assessed on your report writing skills. Make use of the following guidelines when writing your report:

a) Be absolutely clear on the criteria of the task.

b) Research, investigate and collect information relating to the criteria of the task.

c) Interpret the information collected and say how it can be used in planning and implementing your future plans. Suggest practical solutions for your specific situation.

d) Start your report with a brief summary of the 2 main sections of your report as listed in points 1 and 2. The person reading your report should be able to understand what the report is about by reading the first paragraph.

e) Structure each paragraph that follows relating to the criteria of the task as stated in your introduction paragraph. In other words make sure that you discuss each of the sub-headings under point 1 in a separate paragraph. Introduce your "Action Plan" table in a logical manner. Your report should be presented in a clear, concise way. It should also be well organised, logical and easy to follow.

f) End the report the way you started it. Summarise the information that you discussed under points 1 and 2. Make sure that it is clear what decision you have taken regarding your career and career choices. (Total for report writing skills: 20 mar)

Total: 80 mar
## Exemplar Formal Assessment Task (FAT) 1

### Criteria, descriptors and mark allocation

#### 1 a) Level of research and investigation done regarding work/study opportunities and requirements for acceptance or application

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>Identified very little and/or inappropriate work/study opportunities and provided very few requirements, if any, for acceptance and application.</td>
</tr>
<tr>
<td>6-10</td>
<td>Identified some work and/or study opportunities and provided some of the requirements for acceptance and application.</td>
</tr>
<tr>
<td>11-14</td>
<td>Identified good quality work and/or study opportunities and provided most of the requirements for acceptance and application.</td>
</tr>
<tr>
<td>15-20</td>
<td>Identified excellent quality of work and/or study opportunities and provided all of the requirements for acceptance and application.</td>
</tr>
</tbody>
</table>

#### 1 b) Level of understanding and insight about possible challenges he/she may experience

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>Showed poor understanding and insight as to possible challenges he/she may experience.</td>
</tr>
<tr>
<td>3-5</td>
<td>Showed limited understanding and insight as to possible challenges he/she may experience.</td>
</tr>
<tr>
<td>6-7</td>
<td>Showed satisfactory understanding and insight as to possible challenges he/she may experience.</td>
</tr>
<tr>
<td>8-10</td>
<td>Showed excellent understanding and insight as to possible challenges he/she may experience.</td>
</tr>
</tbody>
</table>

#### 1 c) Level of problem solving and decision making skills regarding availability of funds and expected expenses, accommodation and travel arrangements

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>Struggled to identify, problem solve and plan availability of funds and expected expenses, accommodation and travel arrangements accordingly.</td>
</tr>
<tr>
<td>5-8</td>
<td>Identified availability of funds and expected expenses, accommodation and travel arrangements, but struggled to problem solve and plan accordingly.</td>
</tr>
<tr>
<td>9-11</td>
<td>Identified, problem solved and planned availability of funds and expected expenses, accommodation and travel arrangements well.</td>
</tr>
<tr>
<td>12-15</td>
<td>Identified, problem solved and planned availability of funds and expected expenses, accommodation and travel arrangements excellently.</td>
</tr>
</tbody>
</table>

#### 2 a - c) Level of design of action plan in table form. Must show - skills and strategies to achieve goals, time frames and limits and extra information that personalises the plan

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>The information presented indicates very few, if any, strategies to achieve career goals, time frames and limits. The strategies are impossible to reach. No extra, or very little, information to personalise his/her plan.</td>
</tr>
<tr>
<td>5-8</td>
<td>The information presented indicates that some thought has been given to strategies to achieve career goals, time frames and limits. The strategies are, however, not always viable. A little extra information was provided to personalise his/her plan.</td>
</tr>
<tr>
<td>9-11</td>
<td>The information presented provides a reasonable number of viable strategies to achieve career goals, time frames and limits. Extra information was provided to personalise his/her plan.</td>
</tr>
<tr>
<td>12-15</td>
<td>Information presented provides excellent and well formulated strategies to achieve career goals, time frames and limits. A great number of extra information was provided to personalise his/her plan.</td>
</tr>
</tbody>
</table>

### Level of report writing skills

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>Very little or no attention has been given to report writing skills. The information is presented in an unclear, disorganised manner. It is messy and cluttered. The report is difficult to follow.</td>
</tr>
<tr>
<td>6-10</td>
<td>Some attention has been given to report writing skills, but about half the guidelines provided were not followed. The information is presented with some thought, clarity and logic, but the report is difficult to follow at times.</td>
</tr>
<tr>
<td>11-14</td>
<td>Attention has been given to report writing skills. Most of the guidelines provided were followed. The Information is presented in a clear manner. It is fairly well organised and the report mostly easy to follow.</td>
</tr>
<tr>
<td>15-20</td>
<td>Displays excellent report writing skills. All guidelines have been meticulously followed. The Information is presented in a clear, concise way. It is well organised, logical and the report is easy to follow.</td>
</tr>
</tbody>
</table>

### Total:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

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Unit 2 Reasons for and impact of unemployment

Reasons for unemployment

Unemployment is a reality for many school leavers. Without employment, young people are unable to contribute to the long-term welfare of their and communities. According to research, various reasons exist for the unemployment level South Africa is experiencing.

- During the apartheid era, very little money was spent on educating. Today, those people are without jobs because they are unskilled.
- The lack of marketable skills hinders growth of the South African market. Many South Africans have poor education levels. Less than 40% of children who start school write their final matric examination.
- The lack of skills has been worsened by the growth in the tertiary sector of the economy at the expense of the primary sector (particularly agriculture and mining).
- Overly protective South African labour laws (for employees) make it unattractive to hire new staff. For example, it is very difficult to dismiss retrench workers.
- Like the rest of the world, the availability of machines and other tech has led to an increase in unemployment. Machines are used to do what people used to do in the past.
- The unemployment rates in the rural sector of South Africa are much higher than the unemployment rates in the urban areas, which is typical of developing countries. People who live in rural areas experience barriers such as high transport costs and a lack of social networking to pass on information about jobs. They also lack formal labour market information and tech. These difficulties make job searches expensive, difficult and high risk. Those with no resources and little cash.

This means that, whereas unemployment causes much poverty, poverty turns contributes to high and sustained unemployment.

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Spot On Life Orientation Grade 11

How will I be able to pay for my food, clothes, and transport? I am not saying what your brother did is right. But I can understand that he got desperate and made bad decisions!

My brother has not been working for years. He joined a gang that broke people's houses and was caught. He is in jail for robbery and murder.

How will I be able to provide a future for my child?

I feel worthless. Sit around doing nothing every day.
Impact of unemployment

Since the end of apartheid, South Africa has been seen as the bright shining star of Africa — a stable, integrated democracy on a continent more known for dictatorships and racial divisions. The rainbow nation, however, has to find ways to deal with the impact of unemployment.

South Africa has one of the highest unemployment rates in the world and it is still rising. Unemployment is possibly the most important and difficult problem facing the South African economy and its authority. As unemployment causes the unemployed to suffer emotional, mental and physical hardship, it poses a severe threat to social and political stability of our country.

When someone is actively looking for work, is able to work, but cannot find any work, that person is unemployed. The case study below give us a glimpse into the world of the unemployed:

Case study

I’ve really tried

I’ve written letters to companies where I thought I could get work. I’ve stood in queues hoping one of the building contractors would choose me to work for the day.

I’ve really tried.

I had a job as a builder’s helper, and I know quite a lot about building work, but I was laid off. Now I’m competing with hundreds of other guys for the same few days’ work. Even when I get hired, I can’t argue about the hours or the pay. R80 a day sometimes, or even less.

I have three kids, and sometimes I don’t eat so that they can have a bit more food. Some days none of us eat because I have no money.

Unemployment has a direct effect on the economy, on poverty and on population movement, amongst others.

Impact on the economy

Unemployment has a direct impact on the economy. An increase in the number of unemployed people leads to an increase in the number of people who depend on social assistance or welfare programmes. If fewer people are working, there are fewer taxpayers. This puts a large burden on the country’s taxpayers because a huge portion of the country’s budget goes towards providing grants, housing, primary education and healthcare for the unemployed.
Keyword

slums: an overcrowded area of a city in which the housing is usually in very bad condition

Impact on poverty

Poverty can be defined as not having enough food, clothing, shelter and safe water. Unemployment considerably increases the risk of poverty, especially in areas that have no (or limited) welfare programmes. It directly reduces a person’s chances of meeting their most basic human needs: food, shelter, health and security. In many cases, the cycle of unemployment and poverty can continue from one generation to the next.

Impact on crime

Wherever there is unemployment, crime is almost certain to follow. People with no jobs and no potential for employment turn to illegal methods to get money to survive. According to the South African Police Service, 2010 was the first year in which the annual murder rate in the country fell below 17,000 since the end of apartheid. This figure demonstrates the huge problems South Africa has with gang-related and organised crime.

Impact on population movement

Countries that are generally poor and have high unemployment rates tend to have very high levels of overpopulation in their major cities. People continue to migrate from rural places or smaller towns to the cities in search of employment or better employment opportunities. This creates slums and high levels of crime in the city. It also causes the spread of diseases as people are living in heavily crowded and not properly serviced areas. Because of these factors, development programmes are often focused on cities, and rural areas neglected, which encourages further movement towards cities.

Impact on tourism

A major issue facing South Africa is the negative impression many foreigners have because of the high crime rate. In the buildup to the 2010 FIFA World Cup™ hosted in South Africa, soccer fans travelling to the country were warned about the threats they would face from hijackings, muggings and more serious crime. Tourism is a major source of foreign income for South Africa, and if the reputation of violence continues, a decline in tourism is inevitable.
The impact of unemployment can be reduced by skills development. Skills development assists South Africans, young and old, to fight poverty and fight the skills shortage in the country. This will ensure that young and old are able to contribute to the economy of the country. South Africa is in need of skilled people. It is your responsibility to make use of opportunities to learn and gain the necessary skills and to prepare yourself for the future.

### Develop skills to fight poverty

4 July 2012 by Devereaux Mokel

"Skills development is vital in the fight against poverty and unemployment in South Africa," Higher Education and Training, Minister Blade Nzimande, said on Wednesday. "Skills development is central in the objectives and goals South Africa wants to achieve as a country to fight poverty, inequality and unemployment," Nzimande said at the National Artisan Development Conference in Midrand.

"As a country, we are short of many skills and we need to turn our education system around to be able to respond better to the many skills that we need, and shift the bias away from focusing on university education."

Nzimande said it was important for colleges to train artisans. "We are short of those skills in the country and we need to say to our youngsters that going to a college is not because you are dumb, or a second choice to university."

"There is a shortage of those skills and those are skills that are needed. Some people tend to look down upon them, but they are no less important than doctors."

"This is a priority, which also requires closer working relationships between the labour movement, the employers and the colleges."

Nzimande said every workplace was a training space. "Unless and until employers open their workplaces for our youngsters to acquire the necessary experience, we are not going to crack the problem of skills shortages in our country."

"You can appoint the best coach you want, but unless we have got a development programme from a young age, Bafana Bafana will continue to break our hearts," he quipped.

"Apprenticeships for youngsters are very important. You can't learn to trap a ball when you are 25; you learn to trap a ball at the age of 10, 11 or 12, like the Spanish."

Nzimande said the development of qualified artisans to support the economy was a government priority.

### Activity 2.1 Unemployment in South Africa

20 minutes

1. It is more difficult for people living in rural areas to find employment and to get further education and training. Explain this in your own words. (4)

2. Unemployment has economical, social and emotional implications. Evaluate the statement briefly by giving examples. (4)

3. Higher Education and Training Minister, Blade Nzimande, said, "As a country, we are short of many skills and we need to turn our education system around to be able to respond better to the many skills that we need, and shift the bias away from focusing on university education."

Assess the importance of this statement. (4)

Total: 12 marks

### Extension

You can also do your bit to help the unemployed and poverty stricken. Ask your teacher to help you locate organisations in your area that rely on volunteers. Local religious centres are often a good place to start.
Unit 3 Innovative solutions to counteract unemployment

The rising level of youth unemployment could be curbed effectively through the promotion of innovative solutions like volunteering, part-time jobs, community work, entrepreneurship and informal jobs as a possible care choice.

Volunteering

A volunteer is an unpaid assistant or helper who works without being paid. For example, some people spend time volunteering at volunteer organisations like the Red Cross. Other examples of volunteer organisations are: African Conservation Foundation, The Living Art Farm, Volunteer 4 Africa, Voluntary Centre, Baphumelele Children Home (a community project in Kayelitsha), Haven of Hope (HIV and AIDS project), Drakenstein Lion Park, Cape Town Refugee Centre, Volunteer Child Network, Shavco (volunteer work in education and health), Cape Town Child Welfare and many more.

Part-time jobs

Part-time jobs require you to work fewer hours per day or week than a full-time job. For example, some people work as waiters in a restaurant at night over weekends.

Community work

Community workers provide direct or indirect service for the benefit of the members of the community. Some are paid and some are unpaid. For example, you could volunteer your time and skills to children who need help with reading.
Entrepreneurship

Some young South Africans dream of becoming employees, others dream of becoming employers. An entrepreneur is someone who is capable and willing to develop, organises, manages and takes the risk of starting a business in order to make a profit.

To be an entrepreneur you have to be innovative, adapt to an ever-changing and increasingly competitive marketplace.

Informal jobs

The informal sector in South Africa is another innovative solution to counteract unemployment. Examples of informal jobs are mainly in sales, like a spaza shop, food stand or the selling of clothes on the street. Other examples are:

- Personal services - hairdressing
- Manufacturing - carpentry, sewing, arts and crafts, pottery, beadwork
- Building - bricklaying
- Entertainment and transport - musicians, taxi services.

Financial and social viability of entrepreneurship and other employment options

It is important to consider the financial and social viability of selling your product or service. Consider all the advantages and disadvantages of entrepreneurial and other employment options and ask yourself the question: Are these options financially and socially viable? If something is viable, it means it is practical, workable and possible. In other words, when considering the financial and social advantages and disadvantages, ask yourself, does it work for me?

Entrepreneurship

Entrepreneurs are individuals who identify business opportunities and decide to create a business venture of their own. Entrepreneurs may begin their careers by working for someone in order to gain experience.

Research has shown that many young entrepreneurs in South Africa chose self-employment out of necessity rather than being motivated by attractive opportunities. It is also true that the qualities and talents needed to become an entrepreneur have to be developed. For those who do not have the qualities of an entrepreneur, there are other options including volunteering, part-time jobs and community work.
Volunteering
Volunteers are not paid for the work they do. This means that you will have to have someone to support you financially if you consider this option. In addition, employers often require experience, something young people don't have. On the other hand, if you volunteer, you will acquire the experience you don't have and you will also be exposed to prospective employers who may see your potential and decide to offer you a job.

Part-time jobs
Part-time employees do not receive the same employment benefits and rewards as full-time employees, like medical aid and a retirement fund. Part-time jobs require you to work fewer hours, which means less money. On the other hand, this gives you time to do other things, like study further. This is not so easy when you have a full-time job.

Community work
Depending on the community job you do, it can be paid or unpaid. As with volunteer work, you will have to have someone to support you financially if you consider this option. Community work contributes to the social well-being of the community and can be very rewarding. In addition to the emotional reward, you can build up experience in the particular field you are interested in and you will also be exposed to prospective employers who may see your potential and decide to offer you a job.

Informal jobs
The advantages of the informal sector are that it contributes to the South African economy, it is easy to start, with no or very few overheads or rent to pay, and people in informal jobs often learn skills that they can later use in the formal sector.

The disadvantages are that these jobs are generally on a small scale and you have to depend on your own personal savings to begin. People in this kind of job often have limited access to technology, credit, skills, education and training. There is also a lack of contracts of employment and social protection like contribution to medical aids, pension funds and workers' representation.

Awareness of SARS tax obligations
Everyone who earns an income needs to pay income tax to the South African Revenue Services (SARS). It is the national government's main source of income. This money is used by the government to fund social and economic programmes, and to provide public goods and services, like schools, colleges, universities, hospitals, clinics and roads, as well as defence and security.

Everyone who earns an income, including those who are self-employed, needs to register as a tax payer in order to get a tax number. Your nearest SARS branch should be able to provide you with a form to fill in and information about any other documentation needed.

The South African tax law requires all South Africans (aged below 65 years) earning an income above a specified amount to pay income tax. This amount is determined annually and announced by the Minister of Finance in the annual budget speech.
Case studies illustrating solutions to counteract unemployment

The case studies below point out examples of some available options to counteract unemployment.

**Case study**

**Join Team Red**

"Red Cross is more than a volunteer organisation. For me, it is family." - South African Red Cross Society volunteer, Siphiwe Khuta

Interested in making a difference and in being part of the largest humanitarian organisation in the world? Become a volunteer today! Thousands of our volunteers give their time and passion to help others every day. If you are looking for opportunities to give back to your community, learn and meet new people, have new experiences, or simply for professional development skills training, volunteering for the Red Cross is the right choice for you.

Restoring Family Links

Are you a good listener? Help refugees and asylum seekers to make contact with their families or simply to adjust to life in South Africa. Make a difference in your community while adding something great to your CV.


**Case study**

**Grab every chance to learn about true entrepreneurship**

As seen during a number of platforms and events during Youth Month, like inviting young people to take up existing opportunities, the temptations exist to create an impression that it is easy for young people to become entrepreneurs and contribute to the economy. While entrepreneurship, from a long-term economic sustainability point of view, presents better options for young people, it is important that the risks associated with running a business are equally understood.

Differently put, without proper skills, experience and coaching, it will be financial suicide and dangerous to steer young people into self-business management if they are not provided with the necessary support structure to ensure that their failure is minimised.


**Case study**

**Turning point for youth business**

Y-AGE, short for Youth and Graduate Entrepreneurship Programme, was launched in October last year. The programme has been described as a turning point in the fight against unemployment.

The country has made substantial progress in transforming the South African economy to benefit all citizens, but serious challenges of unemployment and poverty still remain. Y-AGE is a collaborative partnership that aims to stimulate a sustainable entrepreneurial culture practically in South Africa. The programme will support youth in their entrepreneurial projects and new venture creations. Y-AGE brings forward opportunities that will encourage people to put their skills and ideas to full use instead of living hand-to-mouth and depending on government funding. This is a great opportunity for young people to become job creators instead of job seekers.

Source: Adapted from http://www.iol.co.za/turning-point-for-youth-business-1.12318594.UAWPEPU3q14, written and accessed 10 February 2012
The impact of corruption and fraud on the individual, company, community and country

Corruption is an intentional dishonest act. The purpose of corruption generally for personal gain, although this is not always financial. Corruption can take many forms, including conflicts of interest, taking or offering bribes, dishonestly using influence, blackmail, fraud, theft, embezzlement, tax evasion, forgery, nepotism and favouritism. Fraud act of corruption and is deliberate deception, trickery, or cheating to gain some unfair and dishonest advantage. Corruption and fraud cost South Africa billions of rand and impact negatively on the individual, the community and the country.

Case study

Four held for licence corruption

Transport Minister, Ben Martin, says authorities are bent on rooting out the issuing of fraudulent driver’s and car licences. Four people were arrested on Friday for corruption and fraud in connection with the issuing of learner’s and car licences in Oudtshoorn and Calitzdorp, Western Cape police said.

Captain Bernadine Steyn said police conducted an operation, together with the Department of Transport and Works, at three transport premises after a lengthy investigation.

Two men, aged 29 and 30, were arrested at the traffic department in Calitzdorp. A 39-year-old woman was arrested in Oudtshoorn.

Steyn said a 32-year-old man was arrested at a driving school in Olivier Street, Oudtshoorn. Allocations were to be paid as a bribe to traffic officials to issue learner’s licences.

“More arrests are expected to be made.”

The four will appear in the Oudtshoorn Magistrate’s Court on Monday.


Case study

“SA lost R40-billion to fraud in a year”

The provincial operations manager at Standard Bank said the banking industry was losing between R1-billion and R2-billion a year to various types of fraud syndicates, often with the inside help of bank employees.

He said greed was the major cause of crime in the workplace.

“It affects everyone, because banks are in the business of making money – and the money lost is not actually lost, but often recouped in rising bank charges,” he said.

Conference delegates felt that not only greed, but also attitude, was at the root of crime in the workplace.

“It (crime in the workplace) isn’t only an issue of what was right or wrong, or what was in the statutes, but also of ethics, of societal values.”


accessed 1 July 2011

Spot On Life Orientation Grade
Activity 3.1 Counteract unemployment

1. According to research, most young South Africans choose entrepreneurship. Why do they choose this? (1)

2. a) Describe the skills, interests and personality that you think an entrepreneur should have. (4)
b) Not all people have the abilities, interests or personality to be entrepreneurs. Give an example of how these people can counteract unemployment. (1)

3. a) Compare the opportunities in the case studies on page 87. If you could choose between any one of the opportunities, which would it be? Justify your answer by focusing on the abilities, skills and personalities needed for the different options. (3)
b) Identify opportunities similar to those in the case studies to suit you. (2)

4. Read the case studies on page 87.
   a) Analyse the financial and social viability of volunteering and entrepreneurship. (10)
   b) Analyse and comment on the viability of a part-time job for you. (4)

Total: 25 marks

Activity 3.2 Corruption and fraud

1. Read the case studies on page 88. Describe the terms corruption and fraud in your own words and give a suitable example of each. (5)

2. Do you know of any fraud and corruption in your community? Describe it. (2)

3. Propose a solution to corruption and fraud. (2)

4. Corruption and fraud impact on the individual, the company, the community and the country. Write a paragraph of 10 to 15 lines, analysing this statement. Your teacher will provide you with the assessment criteria. (10)

Total: 20 marks
You develop your values and beliefs from many places, such as:
- your culture
- your religion
- your community
- the media
- your education
- your friends and family.

People who have negative beliefs and views about the world usually behave in a negative way and do negative things. They often end up discriminating against people or even violating the human rights of others.

**Discrimination**

Discrimination is the unequal treatment of a person or a group of people for no good reason. There are different types of discrimination, such as racism and sexism.

**Human rights violations**

Every person has human rights. These rights are usually separated into civil rights, political rights and socio-economic rights.

Socio-economic rights can be defined as the rights to education, food, health, land, water, a clean environment, social security and housing. Civil and political rights can be outlined as the rights to equality; human dignity; freedom of security of person; privacy; freedom of religion; belief and opinion; freedom of expression; assembly, demonstration, picket and petition; freedom of association; political rights; citizenship; freedom of movement; freedom of trade, occupation and profession; and labour rights.

In recent years, cultural and environmental rights have also become important.

The pictures, photos and headlines on this and the next page highlight some examples of discrimination and human rights violations.
Activity 1.1 Evaluating own beliefs, values and actions

15 minutes

To be responsible citizens who are in control of our lives, we must be honest with ourselves about who we are and what motivates our behaviour.

Answer the following questions honestly.

1. List three of your most important personal values. (3)
2. List three of your most important personal beliefs or views. (3)
3. What role do you think the Bill of Rights should play in forming our beliefs, values and actions? (2)
4. Do you possess any beliefs or values that could be seen to be discriminatory? Briefly make a list of these. (2)
5. How do people's personal beliefs, views and values influence their actions? Give a real-life example to illustrate your answer. (2)
6. Would you say that you have a positive or negative view of the world? Give reasons for your answers. (1)
7. At one time or other, we have all discriminated against another person or behaved in a way that violated someone's human rights.
   a) Briefly describe a situation or incident in which you were guilty of this. (2)
   b) What do you think led you to behave in this manner? (2)
   c) How do you feel about your behaviour when you think about it now? (1)

Total: 18 marks

Activity 1.2 Discrimination and human rights violations

25 minutes

1. What do you understand by the terms:
   a) discrimination (2)
   b) human rights violations? (2)
2. What do you understand by the term gender discrimination? Give your own example of gender discrimination. (2)
3. “Discrimination prevents people from having positive views and beliefs. This, in turn, has a negative impact on the actions of that person. In essence, one person’s discrimination causes a cycle of negativity.”
   Do you agree or disagree with this statement? Explain. (2)
4. Choose a headline, illustration or photo on page 90 or 91 which catches your attention the most and then answer the following questions:
   a) Briefly describe which issue is being addressed in your choice. (1)
   b) Explain whether it is a form of discrimination or a human rights violation. (1)
   c) What is your position/stance/belief regarding the issue communicated by this headline or photo? (2)
   d) Would you consider your position to be positive, constructive, negative, unhelpful or indifferent? Explain. (2)

Total: 14 marks
4 Democracy and human rights

This module will focus on:
- responsible citizenship:
  - evaluating own position when dealing with discrimination and human rights violations, taking into account the Bill of Rights: participation in discussions, projects, campaigns and events which address discrimination and human rights violations
  - evaluation regarding outcomes of campaigns and events
- the role of the media in a democratic society: electronic and print media
  - freedom of expression and limitations
  - extent to which media reporting reflects a democratic society: topics covered, positions taken by editors, space allocated to topics and geographical distribution (accessibility of information to different groups in society)
  - critical analysis of media and campaigns
  - coverage of sport, sports personalities and recreation activities
- ideologies, beliefs and worldviews on recreation and physical activity across cultures and genders
- participation and movement performance in programmes that promote long-term engagement in community and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical activity
- safety issues relating to participation in community and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical activity.

By the end of this module, you should be able to:
- recognise incidences of discrimination and human rights violations
- think and talk about your position with regard to discrimination and human rights violations
- participate in discussions, projects, campaigns and events which address discrimination and human rights violations
- evaluate the effectiveness of campaigns and events
- discuss the role of media in a democratic society
- understand the balance between freedom of expression and its limitations
- critically analyse the media to ascertain the extent to which it reflects a democratic society with specific focus on topics covered, distribution and campaigns
- discuss how sport, sports personalities and recreation activities are depicted in the media
- investigate and discuss various ideologies, beliefs and worldviews on recreation and physical activity across cultures and genders
- participate in games or traditional and/or non-traditional sports that promote physical activity
- be aware of safety issues relating to participation in community and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical activity.

Sadly, the world that we live in is characterised by a blatant disregard for human rights and countless examples of discrimination and human rights violations take place on a daily basis. As responsible citizens of our country, it is essential that we spend time thinking about the numerous examples of discrimination and human rights violations that we are faced with and take a stand. To do this, we need to be clear about what our position is and then take action. This may mean getting involved in discussions, projects, campaigns and events which address discrimination and human rights violations. The media is an important tool for creating awareness about the many injustices in our world and for promoting democratic life.
Keywords
law-abiding: voluntarily and habitually obeying the law
discriminate: to treat people unfairly because of prejudice
detained: to restrain or keep somebody or something in custody
citizenship: the legal status of being a citizen of a country
social security: a government scheme that provides economic security for people who are retired, unemployed, or unable to work

Unit 1 Responsible citizenship

The term "responsible citizenship" has many possible interpretations, however, it is most often used to describe people who obey rules and help the well-being of their community through their actions on a daily basis.

A responsible citizen is one who:
- applies the principles of human rights to their everyday life
- is law-abiding
- is environmentally friendly
- is respectful of others (does not discriminate)
- pays taxes (if eligible)
- is involved in community events and projects.

In essence, it is a person who is aware of their rights and responsibilities as contained in the Bill of Rights. Below is a summary of some of these rights.

Your teacher will give you a complete summary of the Bill of Rights.

**Summary of some of the rights found in the South African Bill of Rights**

- **Equality:** You cannot be discriminated against.
- **Human dignity:** Your dignity must be respected and protected.
- **Life:** You have the right to life.
- **Freedom and security of the person:** You cannot be detained without trial, tortured or punished cruelly.
- **Freedom of religion, belief and opinion:** You can believe and think whatever you want and follow the religion of your choice.
- **Freedom of expression:** All people can say whatever they want as long as it's not offensive.
- **Citizenship:** Your citizenship cannot be taken away from you.
- **Environment:** You have the right to a healthy environment.
- **Housing:** The government must make sure people get access to proper housing.
- **Healthcare, food, water and social security:** The government must make sure you have access to food and water, healthcare and social security.
- **Education:** You have the right to basic education.

Evaluating own position when dealing with discrimination and human rights violations, taking into account the Bill of Rights

What you think about things and what you believe in affects the things you do. Your personal views, values and beliefs form you and influence the way you will respond to the things that happen around you.

It is important to me that I look good so that people know that I am successful.

I believe that we are here to help other people. It makes me feel good to help people.

My community is suffering because of the AIDS pandemic, but I am doing my bit to help.

I believe that God loves all of his creatures and it is important for me to play a part in caring for animals.

I want to make a difference in the world.

I believe in myself and I know that I will be rich and successful one day.

It is important to me to get a job that makes me happy.

I know that it's wrong to discriminate against someone, but I can't do anything to stop it.
Keywords

freedom of assembly: the individual right to meet freely with other individuals
picket: a person or group of people demonstrating or protesting outside a building, especially a striker or strikers attempting to persuade people to support their cause
petition: a written request signed by many people demanding a specific action from an authority or government
freedom of association: the individual right to come together with other individuals and collectively express or promote a cause

You develop your values and beliefs from many places, such as:

- your culture
- your religion
- your community
- the media
- your education
- your friends and family.

People who have negative beliefs and views about the world usually behave in a negative way and do negative things. They often end up discriminating against people or even violating the human rights of others.

Discrimination

Discrimination is the unequal treatment of a person or a group of people for no good reason. There are different types of discrimination, such as racism and sexism.

Human rights violations

Every person has human rights. These rights are usually separated into civil rights, political rights and socio-economic rights.

Socio-economic rights can be defined as the rights to education, food, health, land, water, a clean environment, social security and housing. Civil and political rights can be outlined as the rights to equality; human dignity; freedom of security of person; privacy; freedom of religion; belief and opinion; freedom of expression; assembly, demonstration, picket and petition; freedom of association; political rights; citizenship; freedom of movement; freedom of trade, occupation and profession; and labour rights. In recent years, cultural and environmental rights have also become important.

The pictures, photos and headlines on this and the next page highlight some examples of discrimination and human rights violations.
Topic: Democracy and human rights

Teaching is a woman's job

Crime reaches new levels

No buses to transport learners to school

Community protests because of poor service delivery

No anti-retrovirals for people with HIV and AIDS
Participation in discussions, projects, campaigns and events which address discrimination and human rights violations

When addressing issues of discrimination and human rights violations, it is difficult to make a stand on your own. You should try to join forces with other like-minded people and get involved in discussions, projects, campaigns and events which address these issues.

**Keywords**

- campaigns: a planned and organised series of actions intended to achieve a specific goal, especially fighting for or against something or raising people's awareness of something
- domestic violence: physical violence between members of a family, especially between spouses or partners
- incest: sexual activity between two people who are considered, for moral or genetic reasons, too closely related to have such a relationship
- advocacy: a political process by an individual or group which aims to influence public policy and resource allocation decisions within political, economic, and environmental sectors
- lobbying: when a group of supporters and representatives of particular interests try to influence political policy on a particular issue

**Case Study**

**People Opposing Women Abuse (POWA)**

People Opposing Women Abuse was established as a response to the high levels of violence against women. POWA was primarily started by volunteers and offered services to women who experienced domestic violence, sexual harassment, rape and incest.

The organisation seeks to empower women through the process of counselling, education, advocacy and lobbying. POWA is based in the Johannesburg inner city area.

Below are some of the initiatives undertaken by POWA.

**Discussions**
- POWA regularly engages with communities through community meetings, community conversations and formal workshops.

**Projects:**
- Many informal community groups have been established to provide training, education and mentorships for women to understand their rights, as well as to develop services that respond directly to their needs.
- POWA currently has two shelters that accommodate about 20 abused women and their children.
- POWA works to influence regional, national and international lawmaking. They also provide expert support to government regarding gender sensitive issues.
- POWA seeks to reach men, perpetrators and young adults, especially through training and public awareness projects.

**Campaigns:**
- a partnership with businesses
- television advertisements
- partnership in the making and distribution of a DVD called Crime – it's a way of life to create awareness and raise funds.
- recording of a special song to raise awareness and funds.

**Events:**
- POWA is a strong supporter and participant in events like the “16 days of activism”.


**Evaluation regarding outcomes of campaigns and events**

When organising or participating in a campaign or event, it is important that you evaluate the success thereof. The following template can help you with your evaluation.

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<th>Evaluation</th>
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<td>How well was the message conveyed?</td>
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<td>Were set goals achieved?</td>
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<td>Have we reached who we wanted to reach?</td>
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<td>How can we improve next time?</td>
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</table>
Activity 1.1 Evaluating own beliefs, values and actions

To be responsible citizens who are in control of our lives, we must be honest with ourselves about who we are and what motivates our behaviour.

Answer the following questions honestly.

1. List three of your most important personal values. (3)
2. List three of your most important personal beliefs or views. (3)
3. The Bill of Rights should play a role in forming our beliefs, values and actions. Assess this statement. (3)
4. Do you possess any beliefs or values that could be seen as discriminatory? Write down three of these. (3)
5. Assess how people's personal beliefs, views and values influence their actions. Give a real-life example to justify your answer. (2)
6. Would you say that you have a positive or negative view of the world? Give reasons for your answers. (1)
7. At one time or other, we have all discriminated against another person or behaved in a way that violated someone's human rights.
   a) Briefly describe a situation or incident in which you were guilty of this. (2)
   b) Analyse what led you to behave in this manner. (2)
   c) Examine how you feel about your behaviour when you reflect on it now. (1)

Total: 20 marks

Activity 1.2 Discrimination and human rights violations

1. What do you understand by the terms:
   a) discrimination (2)
   b) human rights violations? (2)
2. What do you understand by the term gender discrimination? Give your own example of gender discrimination. (2)
3. "Discrimination prevents people from having positive views and beliefs. This, in turn, has a negative impact on the actions of that person. In essence, one person's discrimination causes a cycle of negativity." Do you agree or disagree with this statement? Explain. (3)
4. Choose a headline, illustration or photo on pages 100 or 101 which catches your attention the most and then answer the following questions:
   a) Briefly describe which issue is being addressed in your choice. (1)
   b) Explain whether it is a form of discrimination or a human rights violation. (1)
   c) Argue your position/stance/belief regarding the issue communicated by this headline or photo. (2)
   d) Would you consider your position to be positive, constructive, negative, unhelpful or indifferent? Explain. (2)

Total: 15 marks
Unit 2 The role of media in a democratic society

Electronic and print media

An important part of life is for people to share information, ideas and thoughts. The media makes it possible for us to communicate. This may be in the form of a letter, a telephone call or a CD that has photos on it. However, when we hear the word “media”, we usually think of the mass media. The mass media enables thousands, and sometimes millions, of people to communicate at the same time. Examples of mass media are television, radio, newspapers, the Internet and advertising billboards. This unit will focus on the role of the mass media.

Mass media has become more than just a way to communicate with people. It is a powerful tool that can be used to persuade and influence large numbers of people. It can play an important role to help run a democracy, but can also be very harmful if it is not used in a responsible way.

“The media's the most powerful entity on Earth. It has the power to make the innocent guilty and to make the guilty innocent, and that's power, because they control the minds of the masses.”
Malcolm X, Muslim imam and activist

The media has a great deal of power to ensure democracy within a country, but, at the same time, it can also be very destructive. The media has the responsibility to make sure that communication is honest and true, and that it always acts in the interests of democracy. This will allow citizens to get the information that they need to make informed decisions and to take part in society.

The media has the responsibility to:
- be professional at all times
- analyse and understand what is in the public's interest
- inform citizens about issues that affect their lives
- represent different views and voices
- be objective
- make sure it does very good research
- make sure its reports are not biased
- make sure that reporters are properly trained
- accommodate the interests and needs of all citizens equally
- be accessible.

The media is part of the foundation of our democracy in South Africa.
Freedom of expression and limitations

Freedom of expression is the foundation of any democracy. It is a basic human right to be enjoyed by all.

Freedom of expression in the media is essential for the health of a democracy for two important reasons:

- Firstly, by giving information, it makes sure that citizens can make responsible choices that they have thought about rather than acting out of ignorance or misinformation.
- Secondly, it acts as a watchdog, monitoring the actions of elected representatives, making sure that they stick to their oaths of office and carry out the wishes of those who put them into office.

However, limitations exist. People communicating through the media are not free to express ideas/views that might violate the rights of others or threaten national security and public order.

In 2012, much controversy surrounded the government’s proposal of a new “Protection of Information Bill”. This Bill proposed that various government officials or departments could, at their discretion, classify public information as secret. Commercial information could also be made secret, making it extremely difficult to hold business and government accountable for inefficiency and corruption. In addition, anyone caught revealing classified information could be jailed. This caused an outcry among journalists and concerned citizens.

Keyword

freedom of expression: the right to speak or act without restriction, interference, or fear
misinformation: wrong or inaccurate information
watchdog: a person or organisation guarding against illegal practices, unacceptable standards, or inefficiency
accountable: answerable or held responsible for corruption: dishonesty or exploitation of position of power or responsibility
**Keywords**

sensationalism: the deliberate use of shocking or exciting stories and pictures in the media
distribution: delivery to various areas

**Extension**

Take special note of news that you hear on the radio, see on television and read about in the newspaper. Identify an issue dealt with in the media, for example, a national strike. Start a scrapbook in which you can make notes and paste in different articles about this issue. Make sure you collect information from different sources. Once you have collected information, think about the following questions:

1. In your opinion, are these reports giving a balanced view of the issue?
2. Are all interested parties being represented equally?
3. Have you come across any examples of irresponsible reporting? Give examples.

---

**Extent to which media reporting reflects a democratic society**

It is clear that the media is expected to act in the interest of democracy. Sadly, owing to various factors, the media does not always live up to this responsibility. The media needs to sell advertising space in order to pay for their running costs. Companies that advertise in the media, place a great deal of pressure on the media to appeal to certain sectors of the public, as these are the target groups for their advertisements. Simply put, advertisers want the media to present information that will attract the public, thereby ensuring the visibility and promotion of their products to a large audience.

Unfortunately, sensationalism is what draws people's attention and, because of this, the media often falls into the trap of focusing on sensational issues, as these are a way of improving their ratings (popularity). As their ratings increase, so they can charge more and more for advertising space. Inequalities in distribution and biased opinions do tend to favour the target markets, which in most cases end up being the wealthier, better educated members of society. In other words, newspapers are written for people who can afford them.

**Topics covered**

Topics in the media should cover a wide spectrum of interest and relevance, catering equally for all citizens of a country. For example, national television stations should have a good spread of news, entertainment, documentary and educational material that caters for all groups and tastes. Unfortunately, owing to factors mentioned above, the topics covered in the media are often determined by the target market, which is not always the majority of citizens.

**Positions taken by editors**

The news has a significant influence on how people view the political and social issues facing a society. Within news organisations, editors are tasked with the job of deciding which stories are to be presented to the public. Ideally, they should do so in an unbiased fashion, striving to act in the public interest. It is difficult for editors to be totally objective, so often their position on a certain topic influences what is finally presented to the public.

**Space allocated to topics**

The amount of space allocated to a certain topic often indicates what the position of a certain newspaper or broadcasting company is. For example, if most space or time is taken up with contentious, controversial issues which stir up emotion known as sensationalism, it is possible that they are more interested in selling their product than they are in informing their readers. In contrast, if more space is allocated to good, factual reporting on relevant issues, it can be concluded that they are really concerned about informing their readers and take their democratic responsibility seriously.
Topic: Democracy and human rights

Geographical distribution (accessibility of information to different groups in society)

South Africa has made great strides in making the media accessible to all people, as well as catering for the differing needs of our diverse people. Much is being done to get information to people who were previously marginalised. In addition to making media more accessible, there are more publications available which cater for specific cultures and languages. Despite these strides, there are still inequalities when it comes to the accessibility of media to different groups in society. The following are some of the factors which influence accessibility:

- infrastructure (roads, electricity and communication networks)
- poverty
- education (literacy)
- geographical position (urban or rural).

Activity 2.1 Comment on the media in South Africa

During the apartheid era, the media was criticised for being the lapdog of the government. Much censorship was in place to stop the media from saying anything negative about the government or their actions. Fortunately, the media enjoys much more freedom in the new South Africa.

1. In your opinion, is the media today totally independent of the government? Give reasons for your opinion. (2)
2. Do you think there are ways in which the government and the media can work together? Explain. (3)
3. Consider the role that TV programmes like Carte Blanche, Special Assignment and 3rd Degree have to play in South Africa's democracy.
   a) What are the benefits of programmes like these? (2)
   b) Many of these programmes have been criticised as being sensational, just reporting on issues that are controversial. Do you agree? Why do you say so? (2)
   c) If it is true that they are simply sensationalist, what are the dangers? (2)
4. What types of media are available to rural consumers? How does this compare with what is available to urban consumers? (4)
5. Are the kinds of media in rural areas increasing or decreasing? (2)
6. Analyse how the quality of the rural media compares to that of urban media? (2)
7. Assess what kinds of things prevent rural areas from having access to media? (4)
8. Are rural areas often in the news? Propose why this is. (2)

Total: 25 marks
Unit 3 Critical analysis of media and coverage of sport and recreation activities

When you gather information, it is important that you do so in a critical manner. Do not think that just because something appears in a newspaper or on the Internet it is 100 per cent factual or correct. You need to ask questions and gather information from a number of different sources before accepting information or forming an opinion.

Critical analysis of media and campaigns

Even though most reporters aim to be unbiased and give a true report of events, their stories are often influenced by their own opinions, the opinions of the media house for whom they work, and the opinions of the target audience or readership for whom they write.

News reporters and advertisers always have a purpose for printing or placing a certain article or advert. Much thought goes into deciding what information and graphics will go into an article or advertisement so as to optimise the chances of the message reaching the target audience.

Over the next few pages, you will look at two different front pages that appeared in the same week, as well as critically analyse two differing advertisements that might appear in the media.

Not everything you read in a newspaper is always factually correct.

When analysing these newspapers and adverts, you will be required to ask some of the following questions:

- Who are they aimed at (who is the target audience or readership)?
- What topics do they focus on?
- What is the content?
- What pictures do they show?
- What are they trying to achieve (purpose)?
- What tactics are they using to appeal to their audience?
- Is the truth being presented?
Four new lives (one a little Nelson) as the world celebrates Mandela Day!

WE all celebrated and the world joined in.

Across Mzansi there was rejoicing for Mandela Day – Mandela’s 94th birthday.

President Obama and even golfer Tiger Woods sent good wishes!

And in the West Rand four mothers brought new life – three girls and a boy – into the world!

The baby boy was called Nelson.

"He’s a special baby, born on Tata’s birthday," said proud mum Lerato Modiko, 24.

In Qunu, Eastern Cape, where Mandela celebrated his birthday, local week-day Primary School kids sang and danced.

Proud grand son Chief Mandla Mandela joined millions of South Africans who devoted 67 minutes of their time to carrying out community service.
‘MADIBA’S HEART WOULD BLEED’

Unacceptable – that’s how Tutu rates state of SA

DA charges NPA of being in contempt over documents

South African Airways has won the 2012 Skytrax Award for the Best Airline in Africa Award for the third year in a row.

Shop with Confidence @ Adams Fourways

Available at Fourways only

Front page of The Star, 19 July 2012
Get the new "GREEN" jeans

SXI JEANS

Look what SXI jeans have done for me. Imagine what they will do for you.
Keywords

biographies: accounts of people's lives written or produced by another person
recreation: an activity that a person takes part in for pleasure or relaxation rather than as work

Coverage of sport, sports personalities and recreation activities

The media plays a major role in bringing sporting events to the general public.
- TV and radio bring matches and competitions into people's homes. They also offer highlights, documentaries and quiz shows about sports.
- The Internet carries a great deal of information about upcoming games, as well as providing results and post-match analyses. Most teams and major athletes have their own websites where you can find all kinds of information about them.
- Newspapers and magazines print predictions and results, as well as articles about athletes and clubs.
- Biographies are big business for ex-sports players. Many books and films are made about sportspeople.

The media coverage of sport has good effects. It generates income, teaches people about various sports and their rules, produces healthy role models for young people to look up to, inspires up-and-coming sportsmen and sportswomen and can even help in coaching new talent.

As South Africa is a sporty and fun-loving nation, a fair amount of space and time is used up by articles and programmes on sports and recreation. The kind of sports and recreation activities covered are largely influenced by the target market. For example, traditionally an Afrikaans newspaper aimed at a white market would most likely focus on rugby, while an English newspaper aimed at an African market would most likely focus on soccer.

Activity 3.1 Critically analysing the media

Take five minutes to discuss the front pages and advertisements found on pages 113 to 115. Your teacher will guide you in your discussion. Once you have done this, answer the following questions in your exercise book.

1. Study the two newspapers found on pages 113 and 114 and then answer the following questions.
   a) Establish the differences between these two newspapers. (5)
   b) Assess the target audience for each newspaper. (4)
   c) Review how you went about deciding who the target audiences were. What kinds of things gave you clues? (3)
   d) How does "cost" influence who reads a certain newspaper? (1)
   e) Are these newspapers appealing to the reader by using sensationalism? Explain how they do this. (2)
   f) The one front page has a great deal of text on it, while the other one only has a little. Do you think this has to do with the target audience? Present a case for your decision. (3)
   g) It is difficult to decide without having seen the rest of the newspaper, but, based solely on the front cover, which of these newspapers would you choose to read? Propose why this is. (1)
Activity 3.1 Critically analysing the media (continued)

2. Study the two advertisements found on page 115 and then answer the following questions.
   a) What is the purpose of both of these advertisements?
   b) Compare these two advertisements.
   c) Which approach is the "Green Jeans" company taking in order to sell their jeans?
   d) Which approach is the "SX" company taking in order to sell their jeans?
   e) What would you say is the target audience readership of each of these adverts?
   f) Which pair of jeans would you choose to buy? Why?

3. Consider the coverage of sport in the media and then answer the following questions.
   a) In which ways is media coverage of sporting events beneficial for sport?
   b) Think about the sporting events that are covered by national TV stations in South Africa.
      i) List two sports that receive coverage.
      ii) Analyse the coverage of sport on national TV stations using the following questions as a guide:
          • Which target markets are catered for?
          • How much time is dedicated to sport (in comparison to other programmes)?
          • How much time is allocated to men's sports in comparison to women's sport?
          • How much time is allocated to professional sports in comparison to amateur sports?
      iii) Not all sports get equal coverage. Why do you think this is?

   Total: 40 marks

Extension

Evaluate how successful you believe your local community newspaper is in promoting and aiding democracy by completing a scorecard like the one below.

<table>
<thead>
<tr>
<th>Newspaper</th>
<th>Excellent</th>
<th>Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is accessible and affordable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caters for diverse groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is objective or not biased</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reports on the actions of community leaders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands what is in the public's interest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Represents different views and voices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informs citizens about issues that affect their lives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does thorough research</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: 40 marks
Unit 4 Ideologies, beliefs and worldviews on recreation and physical activity across cultures and genders

Recreation and physical activity are very important for the health of any society - irrespective of their culture, nationality or gender. Recreation and especially physical activity relieve stress, relax and build self-esteem and confidence in people - no matter who they are, what they believe or where they live. This said, there are numerous, differing ideologies and beliefs about recreation and sport.

There are many types of beliefs, such as political, religious or cultural beliefs. What people believe in affects their views about recreation and sport and it also affects the choices they make about different kinds of recreation and sport. For example:

- Some people think fishing is a great form of relaxation, while others find it boring.
- Some people believe that women should not play contact sport.
- During the 1970s and 1980s many people believed that South Africa should not be allowed to take part in international sport because of apartheid.
  - Some South Africans still support the teams of other countries that they supported during apartheid.

In this unit, you are going to look at how people's beliefs affect their views about sport and recreation activities and the choices they make about taking part in them. Look at the following comments that a number of learners made about sport.

“I don’t play soccer because I’m white and have no chance of getting into a soccer team on a provincial or international level in South Africa.” Shaun, 17

“I don’t play cricket because it is a white man’s sport.” Sihle, 18

“I’m going to become a soccer pro like Benni McCarthy and play in the English Premiership and make loads of money.” Justin, 17, promising soccer player

“There’s no future in playing netball in South Africa because the government is not willing to invest money in it.” Jabo, 16

“I’m too scared to join the rugby club because I’m black.” Thabo, 17

“This is seen as a man’s sport, but women can play it as well. That’s why I’m starting to play rugby.” Sarah, 18

“I’m too scared to join the soccer club because I’m white.” Jason, 16

“I’m going to play soccer in England because of the growing of football in South Africa.” Lerron, 18, promising soccer player
Topic: Democracy and human rights

The many countries and cultures of the world have made invaluable contributions to the world of sport and recreation:

- Baseball (America)
- Chess (India/China; made famous by Russians)
- Karate (Japan)
- Cricket (England)
- Yoga (India)
- Ice hockey (Canada)
- Frisbee throwing (America)
- Golf (Scotland)
- Zip lining (Costa Rica).

- Belly dancing (Middle Eastern countries)
- Snooker (Britain)
- Darts (England)
- Olympic Games (Greece)
- Diketo (Africa)
- Sauna (Finland)
- Spinning (America)
- Ballroom dancing (Europe)

Activity 4.1 Comments about sport

1. Look at the comments about sport made by learners on page 120 and then answer the following questions:
   a) State whether each comment is politically based, racially based, financially based, culturally based or gender based. (5)
   b) Say how you decided whether each comment is:
      i) politically based
      ii) racially based
      iii) financially based
      iv) culturally based
      v) gender based. (5)
   c) Explain how political, racial and financial comments tell us something about a person's personal beliefs or their ideologies. (3)
   d) Do you think all people around the world have the same view on recreation and sporting activities? Give an example to explain your answer. (2)

Total: 15 marks

Activity 4.2 Favourite sports and recreation activities

1. Make a list of four of the sports and recreation activities that young people in your community enjoy. (2)

2. What is your favourite sport or recreation activity that you take part in?
   a) Make a list of two of the beliefs or ideologies that you have about this sport or activity. (2)
   b) Why do you believe this sport or activity is good for you? (2)
   c) Imagine that you have a 40-second slot on a radio station to promote your sport or recreation activity. Write a script for what you would say.
      - Your script must be positive. (3)
      - You must include some of your beliefs or ideologies about the sport or activity. (3)
      - You must mention some of the benefits of your sport or activity. (4)

Total: 16 marks

Spot On Life Orientation Grade 12
Revision activity 4

1. Define each of the following words or terms:
   a) discrimination
   b) human rights violations
   c) Bill of Rights
   d) gender discrimination
   e) media.

2. Propose some of the characteristics of a responsible citizen.

3. Personal values and beliefs can influence your behaviour with regard to discrimination and human rights violations. Appraise this statement.

4. Write a short paragraph in which you identify some of the things that influence your values and beliefs.

5. Determine the two main purposes of the media in a democratic country.

6. What limitations do you believe should be placed on the media?

7. Which factors influence the accessibility of the media to various groups in South Africa?

8. What kinds of things should you look at when analysing a media source (for example, a newspaper)?

9. Recreation and physical activity are good for people. Review this statement.

10. Give an example of how different people can have differing views on recreation and physical activity.

11. a) What are the Paralympic Games?
    b) Why are they important?

12. Read the vision and motto of the Paralympics according to the International Paralympic Committee (IPC):

   The vision of the Paralympic Games is to enable Paralympic athletes to achieve sporting excellence and inspire and excite the world. The official motto is Spirit in Motion.

   a) How do you think Paralympic athletes inspire and excite the world?
   b) Create a motto of your own that highlights something key to the Paralympic Games.

13. Do you think the Paralympic Games are given the same importance as the Olympic Games? Explain.

Total: 40 marks
Conservation in South Africa

It is up to us to work together to protect and conserve South Africa's natural heritage.
Social and environmental responsibility

This module will focus on:
- community responsibility to provide environments and services that promote safe and healthy living:
  - responsibilities of various levels of government: laws, regulations, rules and community services
  - educational and intervention programmes; impact studies
- formulating a personal mission statement for life based on:
  - personal views, values, belief system, religion, ideologies, lifestyle (physical and emotional well-being),
    environmental responsibility, goals for studies and career choices
- impact of vision on:
  - actions/behaviour in life
  - immediate community and society at large
- participation and movement performance in programmes that promote long-term engagement in community
  and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical
  activity.

By the end of this module, you should be able to:
- recognise the necessity of laws to ensure safe and healthy living
- find ways in which you can become involved in promoting health and safety in your community
- understand who you are and what influences the decisions you make
- draw up your own personal mission statement
- acknowledge the importance of a vision for your own life and in positively influencing those around you
- plan to use your vision to impact your behaviour and your community
- participate in programmes that promote long-term engagement in community and/or playground and/or
  indigenous games or traditional and/or non-traditional sports that promote physical activity.

The Constitution outlines certain rights about safe living, and how you have the responsibility to ensure
that your community has access to services and a healthy environment. There are organisations that can
assist your community and ways in which we can promote health and safety through education. You
will look at creating your own personal mission statement and those things that influence your mission
statement. You need to consider how your vision affects your behaviour and how you can use it to make a
positive change in your community.

We are all responsible for looking after our environment and community. Members of a community need
to work together to ensure that people have access to services, and that they are living safe healthy lives.
If you see that there is a problem in your community, you need to report it so that it can be resolved and
no one is harmed by it.
Unit 1 Community responsibility to provide environments and services that promote safe and healthy living

Some of the things that create unsafe and unhealthy living

The majority of harm caused to the environment is done by human beings, such as pollution, overuse of resources and people harming one another. However, there are some natural disasters – such as floods, wind storms and heatwaves – that cause damage. Often the damage caused by natural disasters is made worse by factors such as people living too close to flood lines or not having access to adequate heating or clean water.

Air pollution from exhaust fumes, electricity production, factories and fires can make people and animals sick, and have long-term adverse effects on the environment.

By acting irresponsibly or unlawfully, people cause harm to those around them. Examples of such illegal acts include electricity theft, drug and alcohol abuse, and reckless driving.

Pollution damages the environment and makes many water sources undrinkable. Pollution in rivers and dams kills fish and birds and eventually ends up in oceans. Polluted water causes the spread of diseases, and has other side effects, such as nausea, diarrhoea and vomiting. The Constitution highlights that people should have access to clean water.

Natural disasters, such as floods, affect people whose belongings are damaged or lost and who may contract illnesses such as cholera.

Violence, whether it is domestic violence or violent crime, destroys the safety of a community. Drug and alcohol abuse also have adverse effects on community members.

Every year, South Africa produces over six million tons of waste. Some of this ends up in our school playgrounds and parks, on streets and in our rivers and dams.
Responsibilities of various levels of government: laws, regulations, rules and community services

There are three levels of government legislations in South Africa:
- National: apply to the whole country
- Provincial: apply to specific provinces only
- Local: apply to specific towns, cities or areas within a province

Each level of government is responsible for different safety issues and services.

What are laws, regulations, rules and community services?

Laws are the rules which a country or community has in place to control the behaviour of its citizens. If someone breaks a law, they will face punishment, such as a fine or time in prison, depending on the severity of the crime. Regulations are rules put in place and maintained by different authorities (or levels of government). Rules are regulations specific to an area of activity, for example, there might be water usage rules during a drought. Community services refer to two things: the provision of services within a community, and the voluntary work done to help people in a certain area. Government provides services for individuals, organisations and foreign nationals.

Examples of responsibilities of various levels of government

National: National legislations apply to the whole country. An example is the South African Constitution – the highest law in the country. Within the Constitution, the Bill of Rights specifies those rights that we are all entitled to because we live in South Africa. Section 24 of the Bill of Rights deals with the environment. It states that everyone has the right:

a) to an environment that is not harmful to their health or well-being;

b) to have the environment protected, for the benefit of present and future generations, through reasonable legislative and other measures that –

i) prevent pollution and ecological degradation;

ii) promote conservation; and

iii) secure ecologically sustainable development and use of natural resources while promoting justifiable economic and social development.

Provincial: All provincial legislation must correspond with the national Constitution. This means that it cannot contradict (conflict with) national laws and can only add to laws. An example of a provincial act is the Mpumalanga Liquor Licencing Bill, 2006 which aims “to address and reduce the economic and social costs of excessive alcohol consumption”.

Local: Several Local Government Acts are in place to ensure well-run municipalities and good service delivery. For example, the Municipal Structures Act, 1998 makes local municipalities responsible for the provision of water and electricity and the removal of waste.
Community services to assist in providing environments and services that promote safe and healthy living

The government often works with non-governmental organisations (NGOs) and community services. Depending on the type of issue, there are several NGOs or civic (community) organisations and governmental services that can be contacted to assist. If you are concerned about an issue of health and safety in your community, you can also contact your local police or clinic to discuss it and obtain advice. Some of these are:

<table>
<thead>
<tr>
<th>Name of organisation</th>
<th>Type of community service</th>
<th>Contact details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Protector South Africa</td>
<td>Upholding constitutional rights and values, including health and safety issues. The Public Protector may investigate, on the basis of a complaint or on its own initiative, any level of government. This includes national, provincial and local government.</td>
<td><a href="http://www.publicprotector.org/">http://www.publicprotector.org/</a> or 0800 11 2040</td>
</tr>
<tr>
<td>South African Waste Information Centre (SAWIC)</td>
<td>Provides the public, business, industry and government with access to information on the management of waste in South Africa.</td>
<td><a href="http://www.sawic.org.za">http://www.sawic.org.za</a> or 012 310 3602</td>
</tr>
<tr>
<td>Operation Khanyisa</td>
<td>Operation Khanyisa is a national partnership campaign that promotes the legal, safe and efficient use of electricity in South Africa.</td>
<td><a href="http://www.operationkhanyisa.co.za/">http://www.operationkhanyisa.co.za/</a> or 0800 11 27 22 (Eskom crime reporting line)</td>
</tr>
<tr>
<td>Environmental Management Inspectorate (&quot;Green Scorpions&quot;)</td>
<td>Monitors compliance with and enforces the specific environmental legislation.</td>
<td><a href="http://emi.deat.gov.za">http://emi.deat.gov.za</a> or 0800 205 005</td>
</tr>
</tbody>
</table>

Educational and intervention programmes; impact studies

There are different programmes in place to ensure the health and safety of communities. These include:

- **Educational programmes**: These teach communities what they can do to improve health and safety, including information about reducing, reusing and recycling, anti-litter campaigns, healthcare education and safety education. They provide information about where to go for help if there is a health or safety issue in your community.

- **Intervention programmes**: These address specific problems. For example, if a community is repeatedly affected by floods, a committee made up of individuals from the community and local government addresses whether the community can move to a safer location, or whether the flood plain can be changed.

- **Impact studies**: These assess the success of a programme, or the effects that certain acts have on a community. For example, if an electricity safety educational programme has been implemented, an impact study might assess whether illegal electricity usage has decreased, which could indicate that the programme was successful. Or, if a new hotel is going to be built along a coastline, an environmental impact study will assess how the environment and the people in that community will be affected.
An example of an educational programme

Operation Khanyisa is a partnership campaign to encourage South Africans to use power legally. Operation Khanyisa was formed in 2006 as part of Eskom's Energy Losses Management Programme (ELMP) to deal with energy loss. Eskom has partnered with the South African Local Government Association, Proudly South African, Business Unity South Africa, Business Against Crime and Primedia Crime Line. Operation Khanyisa works with communities. Teams of fieldworkers recruited from these communities work with community leaders to find ways of problem solving. The fieldworkers organise door-to-door visits; school visits, community workshops and meetings to educate communities about the dangers of electricity theft and to encourage legal, safe and efficient power use. You can play a role by finding out more about safe electricity usage and reporting illegal connections.

Operation Khanyisa runs a variety of educational programmes and has many educational resources available on their website about the importance of electricity, how it is made and where it comes from, as well as the importance of legal power use. This is an example of one of their posters:

**USE ELECTRICITY SAFELY**

It is important to remember:
- Power lines should never be touched or cut, even if they appear to be "dead".
- Lines that look as if they have been tampered with should always be reported.
- Never enter banner or exposed electricity substations.
- Wires used in illegal connections are often not insulated and lie across streets, walkways, the road and over the road; this is extremely dangerous as even small amounts of electricity can kill people.
- People that make illegal connections and tamper with meters often charge for connecting but ignore safety precautions. This puts users at risk of electrocution.
- Don't play beneath power lines, or near power substations, transformers and illegal connections.
- Kites shouldn't be flown near power cables, and if they get caught in the cable, don't try and remove them yourself.
- Keep away from broken power cables and any electrical wires.
- Don't climb trees or other structures that are close to power cables or illegal connections.
- Don't touch power lines with e.g. a stick or metal rod, and don't throw stones over power lines.

It is never safe to have illegal connections or tampered meters in homes or businesses.

**BE LEGAL. BE SAFE.**

Report electricity theft anonymously to Primedia Crime Line SMS 32211 (R1/MNS) or dampoer@primedia.co.za

Source: http://www.operationkhanyisa.co.za/static/about-the-campaign, accessed 2 August 2012
An example of an intervention programme: a civic organisation

There are many ways in which people can intervene in a problem. Sometimes individuals lobby to local, provincial or national government to address an issue. Sometimes additional intervention is needed and people form groups within a community, contact media organisations and legal representatives to show the seriousness of the issue, and take it to government representatives to bring about change. Issues that are commonly addressed include:

- lack of access to electricity and clean water
- sewage spills or lack of proper sewerage facilities
- pollution that causes damage to the environment and harms people and animals
- violence within a community.

The following article focuses on the intervention of a civic organisation to end a pollution problem.

**Case study**

**Jubilation after landfill site is shut**

16 November 2011, by Barbara Cole

Celebrations from residents marked the end of a stinking 20-year era for the people of Havenside, Silverglen, Umlazi, Bayview and the surrounding areas of Chatsworth. The community's long battle to close the hazardous Bulbul Drive dumpsite and prevent it from operating until 2021 has finally become a reality. Now that the site has finally closed, engineers will move in to seal it. This should be the end to air pollution, toxic chemical fumes, watering eyes and sicknesses that have plagued nearby schools, resulting in many being evacuated on several occasions. “The toxic chemical smells used to get into homes,” said Shaun Hammond, a member of the Bulbul Drive Monitoring Committee.

Krish Naidoo, a member of the Silverglen Civic Association, who led the struggle against the site for the past 20 years, hailed the closure as “a huge victory” for the residents of Chatsworth. The community had objected to the proposal of an environmental impact assessment in 2009, which would have extended the lifespan of the site until 2021.

Hundreds of people suffered with sicknesses caused by the pollution. “Doctors in Chatsworth have shown concerns over the large number of patients with diseases such as sinusitis, asthma, bronchitis and allergic reactions…”

Initially, these diseases appear to be minor and are treated with medication, which suppresses the symptoms, such as dripping noses, itchy and red eyes, itchy throats, excessive mucus production and coughing and tight chests or difficulty in breathing—but these diseases have more sinister long-term consequences,” the statement said.


**Impact studies**

Impact studies or assessments investigate the possible positive or negative effects that a programme or a proposed project may have on the environment, people and economy of an area. The reason for carrying these out is to ensure that programmes are achieving the desired outcome and that projects are only started if the positive effects outweigh the negative effects and that there won’t be irreversible damage to the environment or harm to the people.
Topic: Social and environmental responsibility

Now you will look at an article about an environmental and heritage impact assessment.

Case study

Mining threatens heritage site in SA

10 July 2012, by John Yeld

South Africa is under pressure from the World Heritage Committee because it has allowed open cast coal mining and approved other mining applications in the contested buffer zone of the Mapungubwe Cultural Landscape in Limpopo. Mapungubwe was given its World Heritage Site status in 2003. Mapungubwe, in the north-west corner of South Africa, contains artifacts (objects) of a rich and highly sophisticated Iron Age trading kingdom that had links with China, India and Arabia. A kingdom flourished there between the 10th and 14th centuries AD.

In November 2010 the World Heritage Committee sent a “reactive monitoring mission” to investigate issues of concern at Mapungubwe, followed in January 2012 by a second mission. Issues investigated included the additional heritage impact assessment (HIA) to assess the potential impact of the proposed large-scale coal mining at Vele. The monitoring missions also had to examine the buffer zones (pieces of land between two areas) and consider the overall state of conservation of the property.

The most recent mission reported that: “Once the open cast mines are refilled and the bush replanted, what remains will be a cultural landscape of coal mining, not a cultural landscape of the K2 and Mapungubwe (archaeological) periods.” It noted that the K2 archaeological area at Mapungubwe had “seriously deteriorated”, and risked being placed on the List of World Heritage in Danger. It recommended the buffer zones should be increased.

The Environmental Affairs Department said: “South Africa remains committed to working with the World Heritage Committee in ensuring effective implementation of the convention, and will be co-operating to provide further information.”


Activity 1.1 Health and safety issues

1. List five effects of air pollution on humans. (5)

2. What role does the Public Protectorate play in addressing health and safety issues? (2)

3. Refer to the information about Operation Khanyisa. How has this campaign involved local communities and how can you get involved? (4)

4. Refer to the case study “Jubilation after landfill site is shut” on page 132.
   a) Name two organisations that became involved in this environmental health issue. (2)
   b) Why were people protesting? (2)
   c) Explain the consequences for the community (both positive and negative) once the landfill site is closed. Think about things such as health, social and economic well-being. (5)

5. Refer to the case study “Mining threatens heritage site in SA”.
   a) What was the name given to the impact study for Mapungubwe in 2010? (1)
   b) Which three things did the mission need to study? (3)
   c) Describe their findings in your own words. (4)

6. Identify a health and safety issue in your community. Describe what the issue is, say who is involved, what laws have been broken or rights affected and what is needed for the situation to be resolved. (4)

Total: 32 marks

Spot On Life Orientation Grade 12
Unit 2  Formulating a personal mission statement for life

In Unit 1 you looked at the things that you can do in your community to ensure the health and safety of yourself and others. In this unit, you are going to create your own mission statement. A mission statement is a declaration of what a person or organisation wants to achieve. A personal mission statement will help you to achieve your goals and to contribute to society in a meaningful way. It helps you to set a plan for your life so that you can have a purpose that you will follow.

When you have found out why you think you are here, you will be able to make sure that everything that you do works towards this purpose. A vision can be defined as a positive picture of a preferable future or a realistic, credible, attractive future for a person or an organisation. A mission statement can also be called a vision statement because, although a mission statement is a general statement that includes a definition of objectives, it should also be a specific statement of specific direction and activities you want to follow. A mission statement is a smart way of saying "These are my goals and the code of ethics I'm going to use to live my life".

Ten benefits of a mission statement

1. A mission statement makes you look at your deepest thoughts and feelings. When you do this, you find out what the purpose of your life is and what is really important to you.
2. When you write a mission statement, it helps you to find your talents, interests and the things you want the most.
3. A mission statement forces you to make clear what your deepest values are and what it is you want to do.
4. A mission statement helps make your values and purpose a part of you.
5. When you make your personal mission statement a part of your daily and weekly planning, it helps you to keep your vision ahead of you.
6. A mission statement is the beginning of personal leadership. It sets guidelines for how you live your life.
7. When you write a mission statement, it forces you to think deeply about your life.
8. At some stage, everyone has to have a purpose. A mission statement helps you to find out what your talents are and how you can make a contribution, and this will show you why you are here.
9. When you write a mission statement, you will find your very own purpose in life and you will find how satisfying it is to have purpose.
10. A personal mission statement helps you to answer three important questions:
   - What is my life about?
   - What do I believe in?
   - What am I doing to live my life in a way that shows what I believe in?
Formulating a personal mission statement for life, based on various influences

There are many factors that will affect how you put together your personal mission statement. These influences are based on who you are and the things that have shaped your personality. They may change as you grow older. It is important to remember when formulating your mission statement that it needs to reflect who you are and your ideals. Don’t feel that you have to say something to impress someone else.

Personal views and values

Personal views are the opinions that you have about certain issues. These may be influenced by your family, friends and role models. For some issues you may choose to research more before having an opinion or a personal view about them. Other views you may make based on your gut feeling. Values are those principles or morals that are important to you. Your personal views and values will form the core of your mission statement. You should use them to guide your behaviour and your decision making. For example, if you value family the most, your mission statement will probably be family-orientated.

Belief system, religion and ideologies

Your belief system, religion and ideology need to be considered when drawing up a mission statement. These include those things that you have faith in, the religion that you have been brought up in or chosen, and the ideas that you have formulated about serious life matters, such as life, death and spirituality.

Lifestyle (physical and emotional well-being)

You need to consider the way in which you live and how you maintain a healthy physical and emotional lifestyle. This may include things like spending time outdoors or keeping active to maintain your physical well-being, giving yourself time to pursue activities you enjoy, such as reading, and ensuring that you treat yourself with respect and kindness to maintain your emotional well-being.
Environmental responsibility

Your mission statement needs to show your opinion about or view environmental responsibility. This includes environmental responsibility at home, in your community and within South Africa. Things to consider:

- How are my actions impacting the Earth?
  - Am I aware about how I use the Earth’s resources and have I made an effort to recycle, re-use and reduce waste?

- How am I helping the Earth?
  - Have I done something and am I involved in a project to make the environment a safer, more sustainable place to be?

- How am I positively influencing my society?

Goals for studies and career choices

Your goals for studies and career choices shape what you want to do with your life and how you are going to achieve. It is important that you have a list of steps that you can take to reach your goals in order to ensure that you can break things up into manageable, achievable tasks and track your progress. Things that you need to consider include:

- What do I need to achieve at school in order to follow my dream?
- Do my chosen study and career path go well with my values, interests and strengths? This will ensure that you are happy in what you choose to do.
- What do I need to do once I have completed Grade 12 to continue to use my potential to reach my goals?
  - Have I investigated all options? Have I been accepted for my preferred course of studies and/or work experience? If not, what are the alternatives?
- Once I am studying or working, what additional things can I do to enhance myself and make me the best candidate for the career of my choice?

You need to consider how you can achieve your goals and influence your future.
Activity 2.1 Personal mission statements

1. a) What do you understand by the term personal mission statement? (2)
   b) Why do you think that every person should have a personal mission statement? (2)

2. Read Dayandran's personal mission statement.

Hi, I'm Dayandran.
I give thanks for my life. I feel joy in work and in organising and directing my energy to improve myself and contribute to the world. I'm not afraid to fail often and keep trying. I seek out positive and inspiring people, and treat others as I wish to be treated. I can grow by taking more risks, by being open to new people, experiences, and challenges. I will change what I can, accept what I can't change, and know the difference between the two.

With my family and friends, I will create positive experiences, seeking opportunities for when we can be together. At work, I will serve the goals of my company. I will have good relationships with co-workers and strive to meet common goals.

To serve the community, I will support organisations that provide housing, healthcare or vocational training for those in need.

   a) Suggest what Dayandran's values, beliefs and personal way of looking at life are. (8)
   b) Say what the chances are that Dayandran will make a meaningful contribution to making South Africa a better place. Explain why you say this. (3)

Total: 15 marks

Activity 2.2 Develop your own mission statement

1. Refer to the influences on pages 139 and 140:
   - Personal views and values
   - Belief system, religion and ideologies
   - Lifestyle (physical and emotional well-being)
   - Environmental responsibility
   - Goals for studies and career choices.

Use these to brainstorm in your exercise book what is important to you. Then use this information to develop and write your own personal mission statement. (10)

2. Write your personal mission statement on a piece of paper and display it in a place where you will always see it. (1)

3. Describe how your mission statement will influence you to make a meaningful contribution to South African society. (4)

Total: 15 marks
Unit 3  Impact of vision

Your vision or personal mission statement includes the ideals, desires and goals you want out of life. Your vision influences the way in which you choose to behave and the goals that you have for yourself and your community. The personal mission statement that you developed in Unit 2 is a summary of your vision for your life. As you learnt in that unit, a vision is the way you would ideally like the future to be and the attractive picture that you have in your mind of this future.

Remember, your vision is based on your personal views, values, belief system, religion, ideologies, lifestyle (physical and emotional well-being), environmental responsibility, and goals for studies and career choices.

Impact of vision on actions/behaviour in life

Every day you need to make many decisions about how to behave and what you are going to do. Some of these will be simple decisions, like whether or not to pick up a piece of litter you’ve accidentally dropped next to a bin. Other decisions will be more difficult, like what you are going to do with your life and how you are going to make a positive difference in the world. Your vision, which includes your values and goals, will influence how you choose to act and the outcomes that you want for your life. If you have a clear vision and you are dedicated to achieving it, you will find that you act in a way that helps you to show others your values and helps you to achieve your goals.

Remember, each big goal is met with a series of small actions. Read the article below about how one teenage girl’s vision to make a difference in the lives of others has changed the lives of 3 000 other children.

Case study

Prestigious award for Plumstead teen

23 November 2011, by Lauren Isaacs

The founder of The Chaeli Campaign, Michaela Mycroft, 17, has been awarded this year’s prestigious International Children’s Peace Prize. Mycroft, from Plumstead, was one of five nominees selected out of 98 children from 42 countries.

Michaela was born with Cerebral Palsy which left her wheelchair-bound. Eight years ago, with the help of her sister and three friends, Mycroft decided to sell cards and flower pots to raise money for a motorised wheelchair. They raised R20 000 in seven weeks. Because of the success of this project, “Chaeli” as she is known, felt the need to help other children.

Her organisation now employs 20 people and assists more than 3 000 disabled South African children every year by providing special equipment. The prize is worth €100 000 (R1 million) which Mycroft said will be used to help other children with disabilities. It was awarded by the Dutch organisation, KidsRights.

“Winning the award means a lot to me. It means that people are now going to hear our story all over the world. People are recognising that the work we do is very important in creating a peaceful society and that means a lot more than I can express,” she said. The Grade 11 Reddam House Constantia pupil said the prize gave her an opportunity to make a real impact.

“The message my achievement sends out to children, especially those who are disabled is: ‘Always believe in yourself and know that you have gifts that the world needs’.”

Impact of vision on immediate community and society at large

Through your attitude and your actions, you are able to influence those around you. If you choose to have a negative attitude and not to take part in programmes to uplift your community, you will see things more negatively, and be treated with less enthusiasm and kindness by others. If, however, you ensure that you live your life according to your mission statement and work towards achieving a better future for your community and South Africa as a whole, you can be a part of building a great nation.

Activity 3.1 The impact of vision on behaviour and the community

Refer to the case study about Michaela Mycroft and answer the following questions.

1. How often is the International Children’s Peace Prize awarded? (1)
2. What are the criteria for this award? (2)
3. How has Michaela used her vision to impact her community and society? (3)
4. In your own words, explain what the Chaeli Campaign is and how it has helped other people. (4)

Total: 10 marks

Activity 3.2 Use your vision

1. List five things that influence your vision. (5)
2. Think about someone who has used their vision to make an impact in your community. Write a paragraph in which you describe:
   o what you think the person’s vision is
   o how their actions portray their vision
   o what difficulties the person has overcome
   o what they have achieved
   o how they have inspired you and others in the community. (10)
3. In Grade 11 you looked at how to plan and achieve life goals. To use your vision to impact on your behaviour in life and on your community, you should plan what you want to do. To plan successfully, you need to know:
   o what you want to achieve
   o why you want to achieve it
   o how you will achieve it
   o when you want to achieve it.
   a) Create a plan in which you identify how you want to use your vision to influence your behaviour in life, taking into account each of the points above. (5)
   b) Create a plan in which you identify how you want to use your vision to influence your community, taking into account each of the points above. (5)

Total: 25 marks
Revision activity 5

1. List five things that create an unsafe and harmful environment. (5)
2. Say whether the following are true or false. Justify your answer.
   a) The government is responsible for looking after our environment and community. (1)
   b) Laws are the rules which a country or community has in place to control the behaviour of its citizens. (1)
   c) All provincial legislation must correspond with the national Constitution. (1)
   d) Intervention programmes are programmes to assess the success of a programme. (1)
   e) Influences are based on who you are and the things that have shaped your personality. They may change as you grow older. (1)
3. Explain what regulations are and why they are put in place to protect community health. (3)
4. Describe what an education programme is and how it can improve health and safety. (4)
5. Read the case study below and answer the questions that follow.

Case study

Residents moved to safer location

by Shamela Fisher, 4 February 2013

Approximately 200 people living in an informal settlement in Germiston will be moved to a safer location on Monday. For the past 10 years, residents of the Jupiter informal settlement have lived next to companies that work with highly dangerous chemicals, including flammable gases and hydrochloric acid. Last year, Eyewitness News reported on the serious health risk residents faced. There was little to no access to water and toilets, which forced children to play in toxic waste.

After waiting for six months, locals will finally be moved to a temporary piece of land in Vosloorus. They will each receive a piece of land with access to water and chemical toilets. There are schools near to the land and they will be able to use the mobile clinic that visits the area.

Adapted from: http://ewn.co.za/2013/02/04/Germiston-residents-moved-to-safer-homes, accessed 5 February 2013

a) Identify how this community's environmental rights had been neglected. (2)
b) Explain how this community's rights will be improved once they move to Vosloorus. Illustrate your answer by specifying which human rights will be improved. (4)
c) Assess whether there are any negative effects on this community being moved. (2)
6. Why is it important that a mission statement makes you look at your deepest thoughts and feelings? (1)
7. How does your vision influence the way you act? (3)
8. How can you use sound to adapt games for visually impaired participants? (2)
9. What did you gain from learning about or playing indigenous games? (1)

Total: 32 marks
Innovators in South Africa

South African innovators have made an impact on the world for some time.

Dr Chris Barnard performed the first heart transplant on 3 December 1967.

Dr Percy Amoils, an orthopaedic surgeon, won the Queen's Award and the Medal of Honour by the US Academy of Applied Science for his invention of the cryoprobe which is used in eye surgery.

Prof. Mufalo Doyoyo invented a material made out of coal ash called Cenocell used to produce concrete without the use of cement.

Ferdinand Chauvier invented the Kreepy Krauly swimming pool vacuum cleaner.

Eric Mowbray Merrifield invented the dolosse, massive 20 ton concrete blocks, to diffuse the action of waves and protect harbour walls and structures along the shoreline.

The "Cybertracker" is a hand-held computer that provides a high-technology method of tracking animals in the field. Louis Liebenberg and Lindsay Stevenson invented the unit, connected to a satellite navigational system, in 1996.
6 Development of the self in society

This module will focus on:
- human factors that cause ill-health, accidents, crises and disasters: psychological, social, religious, cultural practices and different knowledge perspectives
  - lifestyle diseases as a result of poverty and gender imbalances: cancer, hypertension (high blood pressure), diseases of the heart and circulatory system, tuberculosis, sexually transmitted infections including HIV and AIDS
  - contributing factors: eating habits, lack of exercise, smoking, substance abuse and unsafe sexual behaviour
  - intervention strategies: prevention and control, early detection, treatment, care and support
- commitment to participate in physical activities for long-term engagement: develop an action plan
  - long-term effect of participation: physical, mental, social and emotional
  - value-added benefits and diseases of lifestyle
- participation and movement performance in programmes that promote long-term engagement in relaxation and recreational activities
- safety issues relating to participation in relaxation and recreational activities.

By the end of this module, you should be able to:
- recognise human factors that cause ill-health, accidents, crises and disasters
- understand lifestyle diseases as a result of poverty and gender imbalances
- identify various contributing factors to ill-health
- consider appropriate intervention strategies
- commit to participate in physical activities for long-term engagement and develop an action plan
- participate in programmes that promote long-term engagement in relaxation and recreational activities
- be aware of safety issues relating to participation in relaxation and recreational activities.

Human factors cause ill-health, accidents, crises and disasters. Human factors include psychological, social, religious and cultural practices, as well as different knowledge perspectives. You need to examine the different dangers you could face because of lifestyle choices and risks taken. You are responsible for managing your own safety by making informed decisions. Consider the consequences of your decisions.
Unit 1 Human factors that cause ill-health, accidents, crises and disasters

People are the cause of ill-health, accidents, crises and disasters in various ways. They may lack the knowledge about potentially dangerous situations or they may make unwise decisions regarding their behaviour.

Ill-health

The World Health Organization (WHO) defines health as a "state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." Human factors that cause ill-health include psychological, social, religious and cultural practices. For example, people who suffer psychologically from a low self-esteem may take part in risky behaviour like alcohol abuse to make themselves feel better. Socially, people may be pressured by their peers into abusing alcohol or having unprotected sex. Religious beliefs may prevent people who are ill from receiving certain medical treatment. Cultural practices, such as those that create gender imbalances, place women at risk when they cannot refuse sex or demand the use of a condom.

Accidents

Accidents are usually caused by a lack of knowledge and skills and unsafe behaviour. For example, the National Injury Surveillance System found that the three major causes of death for children younger than 14 years were pedestrian accidents, burning and drowning. Statistics show an increase in the number of drownings each year. On average, two people drown in South Africa daily. Males are three times more likely to drown than females, owing to their higher rate of reckless behaviour and use of alcohol. The influence of alcohol also accounts for most of the road accidents involving pedestrians.

Crises

Crises refer to times when extreme difficulty or danger is experienced. For example, shack fires, caused by adults leaving children alone with access to matches. People's lack of knowledge about gas cookers can also result in fires, which usually spread to surrounding shacks and result in widespread destruction.

Disasters

Disasters entail a great amount of damage and loss of human life. Human factors involved in flash floods, for example, concern the lack of infrastructure to cope with excess rainwater. Urban development has created large areas of land that have been paved over with bricks, concrete and tar, reducing the capacity of the land to absorb rainwater. Other examples of disasters caused by people include terrorist attacks and bombings, which destroy many lives and damage property. The 9/11 attack on the Twin Towers in New York is an example of a terrorist attack, which left the city devastated.
Psychological, social, religious and cultural factors can have a negative impact on people’s health and they can be the cause of accidents, crises and disasters. Whether uninformed or deliberate, people can cause harm to themselves and others through their decisions and behaviour.

Psychological factors

People with a low self-esteem may turn to alcohol or other substances, thinking they will feel better about themselves. This could lead to unhealthy sexual behaviour or cause accidents. Others may resort to bad eating habits to comfort themselves and become ill or overweight. Still others may develop eating disorders, depriving themselves of nutrition, so that they lose weight to fit in with the image they have of what a beautiful body looks like. An example of a crisis caused by someone suffering from a serious psychological illness is the shooting of teenagers at a screening of the Batman movie, The Dark Knight Rises, in the United States on 20 July 2012.

Social factors

Poor living conditions and poverty increase the risk of ill-health and accidents. Limited access to clean water and sanitation can lead to disease. Insufficient or poor quality food leads to nutritional deficiencies. Over-crowding, violence, unemployment, minimal access to health services and badly maintained houses lead to ill-health and accidents. Living in unhealthy or dirty surroundings increases the risk of disease. Unsafe sexual behaviour could lead to sexually transmitted infections, such as HIV and AIDS.

Religious factors

It has been found that some people do not get medical help when they are ill because they have faith that their god will heal them. Others believe that their suffering is divine punishment. Some do not believe that humans should interfere in the direction of their fate. An example is where religions forbid blood transfusions for the seriously injured or ill. In 2004, the Kano in Nigeria refused vaccinations that resulted in the re-emergence of polio, which had been eliminated by the World Health Organization child health programmes. People whose religion forbids the use of condoms risk sexually transmitted infections. Wars fought over religion have led to disaster, too. Terrorist attacks by religious extremists cause crises for many innocent victims.

Cultural practices and different knowledge perspectives

One of the main concerns regarding polygamous marriages in South Africa is the possibility of spreading HIV and AIDS, since there are more potential people infected with the disease. Prevention of the disease requires that all the people involved do not have sexual relationships outside of marriage. Any infection would be more widely spread and would include the children in those families, where the practice of communal breastfeeding occurs.

The practice of early marriage entails the marriage of young girls to older men. They are at risk if their husbands are sexually experienced and promiscuous. Their husbands may have been involved with sex workers or may have had affairs with women, exposing themselves to the risk of infection. Some sexually active and infected young brides take young lovers and risk infecting their husbands.
The practice of initiation has been debated between the Department of Health and traditional leaders because of the high incidence of death and injury. Read the following newspaper article.

Clash of customs: peer pressure brings rise in botched circumcisions

Most of the 2012 initiation season’s reported deaths in the Eastern Cape occurred in Mpondoland. Nearly 50 died in July alone. Many deaths are caused by dehydration, exposure to the cold or complications of botched circumcisions. Five initiates had to have their penises amputated and 300 were hospitalised due to injuries related to circumcisions.

The tradition was abandoned by King Faku during the Mfecane period. It has never officially been reinstated by the current Mpondo King, Zanzuko Sigcau. Through the greater intermingling of Xhosa-speaking groups nowadays, the definition of manhood in the area rests on whether one went to an esuthwini, or initiation school.

Those who choose the traditional initiation look down on initiates who have medical circumcisions and this stigma is carried for the rest of their lives.

Because of the social pressure, many men attend unregulated and unregistered initiation schools.

Mothers are not told about their sons’ deaths until the initiates return. When their sons die, they are met by their sons’ clothing at their doors and the mournful singing of the fellow initiates. The ingeri (surgeons) and amakhankatha (nurses) are often young. While it is law that initiates should be older than 18 years, there is no age restriction for the ingeri.

The Health Department wants the ingeri to be trained by medical professionals. Discussions between various parties continue to find a way to modify the practice and to make it relevant to modern times and end the fatalities.

Topic: Development of the self in society

Different knowledge perspectives come from various studies that examine human behaviour. The World Resources Institute reports that the intensification of agriculture, industrialisation and the increase in the use of fossil fuels cause ill-health. By intensifying agriculture, workers and communities are exposed to pesticides. The risk for diseases like malaria increases as land is cleared for farming and irrigation projects are started. Industrialisation brings exposure to heavy metals and other toxic substances.

Activity 1.1 Recognising factors that cause ill-health

1. Define what is meant by health, according to the World Health Organization. (2)
2. a) Name the country with the most HIV and AIDS infections. (1)
b) Cite the number of people infected with HIV and AIDS in this country in 2009. (1)
3. Complete the following sentence by filling in the correct words:
   Accidents are usually caused by a lack of ... and ... and ... behaviour. (3)
4. List the three most common accidents for children younger than 14 years of age. (3)
5. State what crises are. (2)
6. Summarise the social causes of ill-health. (5)
7. Refer to the article on page 154.
   a) What are the causes of death for Initiates? (3)
b) Which social factor is involved with initiation? (2)
c) Outline the view of the traditional initiates regarding those who have medical circumcisions. (1)
d) Quote the legal age for initiation to take place. (1)
e) State what the Department of Health's intention is, concerning initiation practices. (1)

Total: 25 marks

A lack of clean water and good quality food are both social factors that can lead to ill-health.
Unit 2  Lifestyle diseases as a result of poverty and gender imbalances

The World Health Organization (WHO) has added the factors of being socially and economically productive to their original definition of health. The lifestyles of people who live in poverty entail economic deprivation and a lack of the ability to get the help needed. Such help includes access to medical care. Another adverse effect of poverty involves the loss of hope. The daily fight for survival traps people in a cycle where they begin to believe there is no way out. This adds further stress, causes disease and the cycle continues.

WHO research studies identify a combination of poverty and gender inequality as a major cause of HIV and AIDS in South Africa. Results of the research emphasised that young women heading households were more likely to be poor and to be HIV-positive.

Cancer

South Africans have the highest risk for cancer in the world, especially cervical cancer for women. The disease may affect as many as one in 34 South African women and appears when women are still young. In situations of gender imbalance, women do not have the choice whether to have sex or not and this places them at risk. Women with weak immune systems are more likely to develop cervical cancer.

Other types of cancer can be linked to poverty, where the disadvantaged live closer to toxic dumps. Their work often involves being in factories and their work therefore exposes them to various chemicals which can cause cancer. Because of their low income, their inadequate diet, their lack of proper medical care, the stress of job security and the daily struggle under these circumstances, they are more prone to instances of cancer.

Hypertension

The Medical Research Council study on hypertension in South Africa found that 55 per cent of the population examined had high blood pressure. People's stressful lifestyles and poor diet play a role. Conditions of poverty and lack of education and medical care make people vulnerable. Hypertension is referred to as the "silent killer" because people are not aware that they are sufferers.

Diseases of the heart and circulatory system

Studies that have been done in developed countries consistently reveal that people with low incomes and less education generally have higher rates of heart disease than those who are more educated and earn higher salaries.

It was also found that disadvantaged people tended to smoke or be obese. They were less likely to eat fruit and vegetables than people from wealthier groups. Results showed that those who were exposed to poverty for the longest periods were the most vulnerable to suffering from heart disease.

Make sure that you don't get caught by the "silent killer". Check your blood pressure regularly. To measure blood pressure, calculate the systolic reading over the diastolic reading. Systolic refers to the height of the pressure wave in the arteries caused by a heartbeat and diastolic refers to the slackening of pressure between heartbeats. A reading of 120/80 is normal for a young adult. A reading of 140/90 indicates borderline hypertension. A reading of 160/100 is called "stage-two hypertension". A reading of 220/120 indicates harmful hypertension: in this stage, blood begins to leak out of the blood vessels connecting arteries and veins.
Tuberculosis

Tuberculosis (TB) is the leading cause of death in South Africa. This statistic should be considered within the HIV and AIDS epidemic. The country has the highest incidence where TB and HIV appear together. TB is the most common cause of death in HIV-infected people.

The WHO estimates that South Africa ranks as the third highest country in the world regarding the number of tuberculosis sufferers. About one per cent of the population develops TB each year. The disease is most common in conditions of poverty and over-crowding. Since women are the most at risk for HIV and AIDS, they are also most at risk for contracting tuberculosis.

Sexually transmitted infections including HIV and AIDS

Common sexually transmitted infections include gonorrhoea, chlamydial infection, syphilis, trichomoniasis, chancroid, genital herpes, genital warts, human immunodeficiency virus (HIV) infection and hepatitis B infection. Genital human papillomavirus (also called HPV) is the most common sexually transmitted infection. If left untreated in women, it could lead to cervical cancer. Research results by the World Health Organization identify gender inequality as a driving factor in the HIV and AIDS epidemic in Sub-Saharan Africa. The findings also indicate a high percentage of female-headed households, often linked to circumstances of poverty.

Violence, including sexual violence, is widespread in South Africa. Levels of rape and abuse are high. In one large survey, more than four in ten South African men reported being violent towards their partners. More than 25 per cent admitted to committing a rape during the previous year. The sample included men of all race groups and from different social and economic backgrounds.

The genital injuries that result from forced sex increase the likelihood of sexually transmitted infections and HIV infection. The injuries are more serious when virgins and children are raped, and the risk of infection is even higher. Women in abusive relationships cannot negotiate safer sex and are vulnerable to HIV infection. Women in relationships where their partners exercise a lot of control over them are also at risk for HIV infection. This is because they do not have the right to insist on the use of condoms.

Studies confirm that age and gender are related to HIV infection in South Africa and that poverty is linked to HIV infection across all age groups. In a household survey in 2008, The Human Sciences Research Council found that four times more women were HIV positive than the number of men. This was especially true of the 20- to 24-year old group.
Topic: Development of the self in society

According to statistics, the number of teenage pregnancies in South Africa has increased, in spite of all the campaigns which stress the use of condoms and the dangers of HIV and AIDS. The social pressure to be “cool” may be partly responsible for the high incidence of coercive sex amongst teenagers. Another reason cited by researchers is the incidence of girls and young women living in poverty who offer sex for money.

### Extension

**Group work**

In groups of three or four, conduct a survey to determine how and where teenagers obtain their knowledge with regard to sexual matters, and the most effective sources and intervention programmes.

1. Compile a set of ten questions, including the following, but adding your own:
   a) Where did you first learn about sex? Was sex seen in a positive or negative light?
   b) Do you discuss the topic with your parents? Why/why not?
   c) Where do you get information about sexually transmitted infections and HIV and AIDS?
   d) Do you think national prevention campaigns are effective? Why/why not?
   e) Which type of media reaches most teenagers?
   f) What would you suggest as an effective way of intervening in the general trend of risky behaviour?

2. Compare your results with the rest of the class.

3. Discuss the findings of the class.

### Activity 2.1 Investigating lifestyle diseases as a result of poverty and gender imbalances

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<th>30 minutes</th>
<th>2 marks</th>
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<th>2 marks</th>
<th>3 marks</th>
<th>5 marks</th>
<th>2 marks</th>
<th>28 marks</th>
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</thead>
<tbody>
<tr>
<td>1. Name the two factors added by the World Health Organization as part of its definition of health.</td>
<td>(2)</td>
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<tr>
<td>2. Summarise the way people who live in poverty may remain hopeless about their situation.</td>
<td>(2)</td>
<td>(5)</td>
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<tr>
<td>3. Analyse how cancer is linked to poverty.</td>
<td>(2)</td>
<td>(5)</td>
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<td>4. Explain the term “silent killer” as an alternative for hypertension.</td>
<td>(2)</td>
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<tr>
<td>5. a) What is the connection between gender and tuberculosis?</td>
<td>(2)</td>
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<tr>
<td>b) List the conditions common to the disease.</td>
<td>(2)</td>
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<tr>
<td>6. Which behaviours under gender imbalance influence the risk of HIV infection?</td>
<td>(2)</td>
<td>(5)</td>
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<td>(3)</td>
<td>(5)</td>
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<td>7. Refer to the findings of the various research studies mentioned on the previous page with regard to the incidence of HIV infection.</td>
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a) How can gender violence be linked to HIV infection rates?

b) Explain the link between poverty and HIV infection.

**Tips**

For any advice regarding HIV and AIDS, contact the AIDS Helpline Free Call: 0800 001 2322.
Unit 3 Contributing factors that cause ill-health and intervention strategies

Apart from a family history of the specific disease, various factors and combinations of factors cause ill-health. Intervention strategies involve a combination of individual and community effort to prevent or manage ill-health.

**Contributing factors**

Ill-health is often caused by a combination of contributing factors. For example, unhealthy eating habits and a lack of exercise cause Type 2 diabetes and obesity.

**Eating habits**

Bad eating habits, where people rely on fast food and neglect a balance of the healthy food groups, cause ill-health. A survey by the World Health Organization in 2010 found that 70 per cent of the South African population was overweight or obese.

**Lack of exercise**

A lack of exercise is associated with various illnesses like obesity, heart disease and a general lack of well-being.

**Smoking**

Smoking is responsible for 80 per cent of lung cancer deaths. It is also linked to reduced fertility in women, the risk of miscarriage, early birth, low birth weight and stillbirth. Pneumonia and asthma are aggravated by smoking. The habit also causes poor blood flow to the arms and legs.

**Substance abuse**

Studies have linked the smoking of marijuana to mental illness, including anxiety, depression and schizophrenia. It has also been associated with respiratory illnesses, as marijuana is even more carcinogenic than nicotine (found in cigarettes). Alcohol abuse can cause depression.

**Unsafe sexual behaviour**

Research shows that women who became sexually active before 18 years of age and women with many sexual partners have a higher risk of developing cervical cancer. Other sexually transmitted infections, like HIV and AIDS and the human papilloma virus (HPV), are a result of unsafe sexual behaviour.
**Intervention strategies**

Successful intervention strategies include prevention and control of the diseases where possible, the early detection of diseases in patients, their treatment and subsequent care and support.

**Prevention and control**

The South African government launched its HIV counselling and testing campaign (HCT) in 2010. Strategies include advertising the availability of free testing and counselling in health clinics through the use of billboards and other media, and dispelling the stigma attached to HIV and AIDS.

Another example of preventing HIV and unwanted pregnancy is the Stepping Stones programme for HIV prevention. Stepping Stones aims to improve sexual health through building stronger, more equal gender relationships with better communication between partners. The programme consists of 13 three-hour workshops and three peer group meetings. One series of interventions in KwaZulu-Natal was carried out mostly in villages, with groups of 20 males and 20 females between 15 and 26 years.

Key features of the approach include:

- participatory learning including critical reflection, role-play and drama
- mainly held in schools
- a final meeting with whole community, in which participants present a special request.

Topics covered in the workshops include sex and love, gender-based violence, what shapes how we act, motivations for sexual behaviour, and communication skills. A Medical Research Council (MRC) study of the programme indicated a significant reduction in intimate partner violence on the part of male participants, fewer new HIV infections among the women, and a new realisation among both men and women that violence against women is wrong. Participants said that Stepping Stones had taught them to express their opinions and feelings clearly, to listen to each other, and to discuss issues rather than remaining quiet and keeping things inside.


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**Traditional knowledge systems**

Traditional knowledge systems include traditional medicines, bought from Amayeza stores, or African chemists. These medicines are derived from plants and animals. A study in the Eastern Cape found that these medicines played an important role in the general well-being of those using them, despite people self-diagnosing their illnesses. It was thought that the belief in their ability to guard against evil and bring good luck and fortune played an important role in uplifting the general well-being among the population studied.

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*Getting the right care and doing an HIV test immediately after being raped is important for the prevention of infection.*

*Spot On Life Orientation Grade 12*
Term 3 Week 3

Notes
Genital human papilloma virus (HPV) is the most common sexually transmitted infection. If the infection is not cleared up, it can cause cervical cancer. Cervical cancer is easy to prevent with regular screening tests. Doctors conduct a Pap smear test to check for HPV or cell changes on the cervix. The Pap smear test is recommended for all women, and can be done in a doctor's office or at a clinic. HPV vaccines are available to protect women against the types of HPV that cause cervical cancer. The vaccines are recommended for girls and boys of 11 and 12 years old. Females between 13 and 26 years who did not get vaccinated when they were younger and who have not had sex with an HPV-infected person will also benefit from the vaccine.


Early detection

Early detection is important for any disease. While hypertension is a chronic disease for which there is no cure, the earlier it is detected, the better it can be managed. The same goes for all illnesses. There is, for example, a good success rate for surviving cancer with early detection.

It is important to check your blood pressure regularly so that you can detect hypertension early.

Treatment

By the end of 2010, 55 per cent of South Africans needing antiretroviral therapy for HIV and AIDS were being treated, according to the World Health Organization. The launch of the HCT campaign saw an increase in the number of treatments from 923 000 to 1.4 million by May 2011.

Care and support

The South African National AIDS Council called for the integration of care for HIV and TB owing to the high incidence of people suffering from the two diseases together. This makes it easier for people being treated for one disease to be tested and treated for the other.

There are many organisations and support groups for the various illnesses. Grandmothers Against Poverty and AIDS (GAPA) is an example of one such organisation. It was initially formed as a self-help project in Khayelitsha, Cape Town. Grandmothers caring for victims of HIV and AIDS receive support. Monthly workshops are held, educating grandmothers about how to cope with the effects of HIV and AIDS on the household. The workshops also include topics on gardening, human rights, the abuse of the elderly, how to access social grants, how to draw up a will and business skills. Grandmothers also attend weekly support groups in the homes of area representatives.

Activity 3.1 Examining contributing factors

1. Examine the following factors as contributors to ill-health:
   a) smoking
   b) substance abuse
   c) unsafe sexual behaviour.
2. Assess the extent to which South Africans have unhealthy eating habits.

Activity 3.2 Analysing intervention strategies

1. Identify the successful strategies for intervention.
2. Give a reason why early detection is important.
3. Discuss the strategy of the South African government with regard to preventing HIV and AIDS.
4. a) Explain the purpose of the Stepping Stones programme.
   b) Describe how the programme works, its key features, and topics covered in the workshops.
   c) Assess whether the programme is successful, citing a reason for your answer.
5. a) Name an example of an organisation which gives ongoing support to members of the community in connection with HIV and AIDS.
   b) Identify two activities of the organisation.

Total: 15 marks

Total: 25 marks


**Unit 4** Commitment to participate in physical activities for long-term engagement: develop an action plan

Physical activities refer to exercises that keep you physically fit and healthy. Regular participation in physical activities prevents various lifestyle diseases. Following an exercise routine demands commitment. You will need to plan a schedule and stick to it.

**Long-term effects of participation**

Long-term effects of participation in physical activities contribute to your physical, mental, social, and emotional well-being. Good health in all these aspects indicates overall good health and well-being, according to the World Health Organization.

**Physical effects**

An active lifestyle prevents chronic diseases and helps you manage your weight. Participating in physical activities strengthens your bones, joints, and muscles. You sleep better at night and have more energy to enjoy life. It has been found that being physically active helps ease chronic pain and improves your ability to function in your daily activities.

**Mental effects**

Physical activity improves your mental health. It keeps your thinking, learning, and judgement skills sharp. Researchers have identified the growth of new brain cells in the areas of the brain which are responsible for memory and learning.

**Social effects**

By taking part in physical activities, you meet other people and make friends. It gives you an opportunity to relax and have fun. Having healthy bones, joints, and muscles allows you to join in activities with other people and be physically active.

**Emotional effects**

Physical activity stimulates chemicals in the brain that make you feel happy and relaxed. It improves your mood and helps prevent depression. Being fit and healthy improves your physical appearance, which makes you feel good about yourself, enhances your self-esteem, and gives you confidence. It enriches your outlook on life.

**Value-added benefits and diseases of lifestyle**

Studies show that physical activity reduces your risk of dying early from lifestyle diseases. Being active keeps you from becoming overweight, prevents Type 2 diabetes and certain types of cancer. It keeps your blood flowing smoothly, lowers blood pressure, and prevents heart disease.
Anyone can commit to participate in physical activities for long-term engagement. It is never too late to start.

Activity 4.1 Develop an action plan

Note: It is important that you consult a doctor before starting an exercise routine if you have been ill or if you are disabled.

Begin an exercise journal. Use an exercise book, or join some pages together.

1. Decorate the front of your journal with pictures of happy, healthy, fit-looking people of all ages, who are participating in physical activities. You may cut out the pictures from magazines or newspapers to make a collage.

2. Identify these activities and list them on the inside cover of your journal.

3. Select some activities that you know you will enjoy. Make sure that they are realistic for you to do. Write these down in your journal.

4. Set goals for your health and write them down on the first page of your journal. Determine the purpose of your exercise plan.

5. Write down your intended activity for the first week. Plan to spend half an hour a day on gentle exercise, like yoga, or relaxed walking. Start working on your flexibility by stretching.

6. Decide how you will increase your activity in the second week. For example, you may plan to walk more quickly and for a longer distance. It may be a good idea to introduce cardiovascular exercises in this week. They include climbing stairs, jogging and cycling.

7. Work on your strength in Week 3. Introduce activities like doing push-ups.


9. Commit to continue long-term participation in physical activities.

Total: 25 marks
1. Define the concept of health, according to the World Health Organization. (4)
2. List the human factors that cause ill-health, accidents, crises and disasters. (4)
3. Give three examples of religious beliefs that can contribute towards ill-health. (6)
4. List and explain two cultural practices that cause ill-health. (4)
5. What is the Department of Health's proposal with regard to the safe practice of circumcision? (2)
6. Assess the link between poverty and lifestyle diseases. (5)
7. Summarise the causes of hypertension. (5)
8. a) Identify the leading cause of death in South Africa. (1)
b) Connect the cause in question 8.a) to another leading cause of death. (1)
9. Describe two situations where women are vulnerable to HIV infection. (4)
10. Identify five contributing factors that cause ill-health. (5)
11. Read the case study below and answer the questions that follow.

**Case study**

**Samuel**

For the last two weeks Samuel, who is overweight, has been feeling unwell. He experiences dizzy spells and often feels exhausted. Even though he is tired, he has trouble falling asleep. He lies awake at night, worrying about issues at work. When he finally falls asleep, he has difficulty getting up in the morning. At work, when his energy level is low, he buys take-away meals to see him through the day. One of Samuel’s colleagues advised him to get his blood pressure and sugar levels checked when he noticed that Samuel was out of breath after they walked to the bus stop. He also suggested that Samuel participate in some form of physical activity.

a) Identify three contributing factors to Samuel’s ill-health. (3)
b) List two suggested intervention strategies. (2)
c) Explain the advantage of early detection, with regard to Samuel’s health. (3)
d) Review the physical effects of long-term participation in physical activities. (5)
12. Doing dance is the equivalent of doing any other form of exercise. Justify this statement. (3)
13. Plan three things that you can do or consider now in order to continue with a physical recreational activity once you have left school. (3)

Total: 60 marks
Topic: Careers and career choices and Physical Education

7

Careers and career choices

This module will focus on:
- core elements of a job contract: worker rights and obligations, conditions of service
  - labour laws: Labour Relations Act, Employment Equity Act and Basic Conditions of Employment Act
  - principles of equity and redress
  - recruitment process: general trends and practices
  - trade unions and organised labour
  - work ethics and social expectations
- the value of work: how work gives meaning to life
- participation and movement performance in programmes that promote long-term engagement in relaxation and recreational activities.

By the end of this module, you should be able to:
- understand and value the importance of the law in the South African workplace
- interpret a contract
- recognise unfair labour practice
- understand the importance of equity and redress
- have insight in the recruitment process
- critically evaluate the value of trade unions and organised labour
- value appropriate ethical behaviour
- participate in programmes that promote long-term engagement in relaxation and recreational activities.

You need the necessary skills, knowledge and attitudes to help you to deal with the legal aspects of a job. We are not always aware of the latest legal documents, but it is your responsibility to protect yourself by knowing what the law says about contracts, workplace conditions, labour relations and equity in the workplace.

The South African law protects all workers in the workplace. All South Africans need to have knowledge regarding the Labour Relations Act, the Employment Equity Act and the Basic Conditions of Employment Act. Often, if workers are not aware of their rights, their employers are able to take advantage of them, for instance by making them work overtime without pay or not giving them enough leave. Since the law is there to help you in this regard, it will benefit you to understand what your rights are.

You must familiarise yourself with the general trends and practices in the recruitment process as well as the role that trade unions and organised labour play in the workplace.

A famous writer, DH Lawrence, said: “Ethics and equity and the principles of justice do not change with the calendar.” This means that, regardless of the time in which you live, you should expect to be treated fairly and equally, as well as expect and display ethical behaviour in the workplace.
Unit 1 Core elements of a job contract: workers’ rights and obligations; conditions of service

Labour laws
The South African law protects all workers in the workplace. The workplace is regulated by three main pieces of legislation. The main day-to-day responsibilities of employers can be found in the Labour Relations Act (LRA), the Employment Equity Act (EEA) and the Basic Conditions of Employment Act (BCEA). These documents explain the key aspects of workplace law.

Labour Relations Act:
- addresses trade union matters, collective bargaining, dismissal law and labour dispute resolution
- addresses unfair labour practice law (for example, the unfair conduct of an employer relating to the promotion, demotion, probation or training of an employee or relating to the provisions of benefits to an employee)
- provides key requirements for a fair dismissal
- gives codes of good practice; these codes are guidelines to deal with issues such as HIV and AIDS, sexual harassment cases and trade union and employer organisation registration.

Employment Equity Act:
- focuses on the removal of unfair workplace discrimination, for example, unfairly discriminating against someone because of disability, religion, gender, sexual orientation and many more.
- applies affirmative action. According to the Act, it is not unfair discrimination to promote affirmative action consistent with the Act or to prefer or exclude any person on the basis of an inherent job requirement.

Basic Conditions of Employment Act:
- controls and standardises the basic conditions of employment
- covers the basic terms of employment, such as the maximum acceptable number of ordinary and overtime working hours in a week, overtime rates, leave, notice periods and tea and lunch breaks.

The letters opposite were written by employees to the editor of a column called Labour law for non-lawyers. The employees raise questions regarding their legal rights in the workplace. The letters and the editor’s replies were printed in the newspaper called Workplace News.
Dear Editor

Poor working conditions for junior doctors in provincial hospitals are leading to poor standards. Unpaid overtime beyond mutually agreed-upon extra hours of service must surely be against the labour laws of this country.

The dignity and professionalism of the medical profession do not allow unacceptable and destructive behaviour such as striking and creating havoc in the streets. What are my rights concerning working hours and overtime?

Dr M Moodley, Amanzimtoti

Dear Editor

I work as a cashier at a well-known fast food restaurant. My employer recently asked me to work the late shift. I stay far from the restaurant and to find transport at that time of night is almost impossible. I do not want to say no, because I do not want to lose my job. What do you suggest I do?

Anonymous, Western Cape

Dear Editor

I have been working for an IT company as a programmer for a year now. I was very lucky to get the job straight after I qualified. I get a good salary every month and I am treated very well. After a year's work I even got a very good bonus. But there is one thing that worries me. I have not yet signed a job contract and I have never been given information in writing about my salary. I have never received a payslip and get paid in cash every month. Do I have to be worried about it?

Aidan Currie, Gauteng

Principles of equity and redress

Gogo and her granddaughter, Kia, are discussing the principles of equity and redress. Gogo can tell her granddaughter the kind of things a lot of books can't, as she has a lot of life experience in this regard.

Gogo: In my day, things were very different. Over the past few years, the labour law has changed a lot. Since 1995, the Labour Relations Act and Basic Conditions of Employment Act have been replaced with completely new versions.

Kia: But Gogo, were there no skills development programmes and employment equity in your day?

Gogo: No, not at all. As a black woman, I had very few rights. Most black women worked on farms or they worked as domestic workers. You are so fortunate to live in a free and democratic country and that new laws have since been created.
Term 3 Week 5

Keywords

business practice: the methods a business employs in order to meet their objectives

Kia: Gogo, why is the Employment Equity Act relevant?

Gogo: The purpose of this Act is to get equity in the workplace. This is achieved when everybody has the same opportunities and everybody is treated fairly. They also make sure that people who were disadvantaged before have the chance to get jobs.

Kia: I have heard people talk about redress. What does that mean?

Gogo: Redress means to rectify a wrong or restoring equity. We need to rectify the wrongs of the past and restore equity in the South African workplace.

Kia: is that where affirmative action comes from?

Gogo: Affirmative action makes sure that qualified people from certain groups, also called designated groups – black people, women and people with disabilities – have the same opportunities to get a job and be promoted. They must also get jobs in all the job categories and at all the levels in a workplace.

An example of employment equity

Case Study

**Give disabled a chance to prove themselves**

Disability management is important if you want diversity in the workplace. It is also good business practice if you want to promote employment equity. But, the mistake that most people in management make is to see disability as a problem in the work environment. “The attitudes of able-bodied people create difficulties when you want to integrate (include) and manage diversity,” says Mapuleng Lesoro, an employment equity specialist. The Employment Equity Act has played a very important role in providing the foundation for addressing issues on disabilities and in providing protection and opportunities for people with disabilities. She says, “To promote the constitutional right to equality, people need to change their attitudes and do the things they are required to do by the Constitution. The mistake that people in management often make is that they take decisions for people with disabilities; they don’t consult them or involve them in discussions that affect them. When managers exclude people with disabilities when they make decisions, it creates unnecessary tension and division. Management should involve people with disabilities to find solutions to make the work environment accessible. This can reduce costs, because most of the time the things that are seen as problems can be solutions that are not expensive,” she says. Most companies are hesitant (or reluctant and slow because of uncertainty or unwillingness) to employ people with disabilities because they think it could be an expense for the company. They don’t think about the skills the person might have and the value they could add to the organisation. Lesoro says that if management wants to understand disability better, they should find out what kind of disabilities their employees have. “There are a lot of people with disabilities who have different skills and qualifications but don’t get opportunities,” she says. When people with disabilities, with the right skills or qualifications apply for a job, organisations need to find out if they are ready to employ a disabled person. If they are not ready, they have to do what is necessary so that they can accommodate (make room for or make it possible for) a disabled person if they are the right person for a job. “Employers need to get the right kind of training so that they know how to accommodate people with disabilities, without imposing their own perceptions,” concludes Lesoro.

Source: "Give disabled a chance to prove themselves" by Nokoza Nklovu, The Star, 11 October 2006
Recruitment process: general trends and practices

Applying for a job can be very frightening. But it doesn't have to be. It is important to know that not all companies follow exactly the same procedure when you apply for a job. Below is a guide that tells you what you can expect.

External recruitment starts when the job is advertised in the newspapers. The first stage of recruitment starts when you submit your job application and send it to the address in the advertisement.

During the interview you'll have the opportunity to meet an experienced interviewer. You can discuss the qualities that the company is looking for and your questions will be answered. The company wants to find out about you, so you'll find them to be open and informal at interviews, but you can expect to be challenged. When you have had the first interview, another selection of the people who have applied for this job takes place.

If you are invited to take part in the third stage, they can ask you to do an assessment. This assessment tests your skills and abilities to do the job you have applied for. You'll also be invited for a second interview. These experiences will give you the opportunity to show what your skills are. You will also get a better idea of the type of work people at this particular company do.

If you are the successful candidate, you will be offered the job. If you accept, you will discuss the terms and conditions of your employment.
Unit 2 Trade unions, organised labour, work ethics and societal expectations

Trade unions have played, and continue to play, an important role in the South African workplace. However, it does not help that laws are in place to protect people in the workplace if workers do not take responsibility for their own good behaviour. What kind of behaviour is expected from workers by society? This is where ethics in the workplace play an important role.

Trade unions and organised labour

Trade unions negotiate on behalf of their members with employers on issues like wages, conditions of service, workplace restructuring and retrenchments. South Africa's trade union movement has played a significant role in shaping labour market and industrial relations policies in the country. During the apartheid era, trade unions worked tirelessly to dismantle apartheid legislation and practices in the workplace.

Today, trade unions are recognised in the Constitution. Workers have the right to join a trade union and unions are entitled to bargain collectively (negotiate as a group) and to apply to strike. Almost all sectors of the economy have representative unions which take on employers over issues affecting their workforce. There are, however, three major trade union federations with affiliates (members or partners) active in the different sectors of the economy. These 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). For example, the National Union of Mineworkers South Africa (NUMSA) is a trade union. With a membership of 300 000, it is the largest affiliate of the Congress of South African Trade Unions.

South Africa's post-1994 labour legislation is among the most progressive in the world. In Unit 1, we looked at the importance and the value of legislation (laws) in the workplace.

Labour legislation also includes institutions to reduce and settle disputes between employers and employees, do away with unfair discrimination, redress past discrimination and nurture good relationships in the workplace. Examples of these institutions are the National Economic Development and Labour Council (NEDLAC), the Labour Court, and the Council for Conciliation, Mediation and Arbitration (CCMA).

Work ethics and societal expectations

Workplace ethics are codes of conduct or behaviour expected by society in the workplace. Good workplace ethics encourage good communication, respect and relationships that are based on honesty and integrity between employees and also between employees and employers.

The article on the next page comments on ethics and values in our community.
Topic: Careers and career choices

Activity 2.1 Trade unions and ethics in the workplace

1. Give reasons why you think workers should belong to trade unions. (6)
2. Analyse the cartoons from various newspapers alongside and answer the questions that follow.
   a) What is the message conveyed by the cartoons regarding the trade unions and strikes? (4)
   b) Explain the double meaning in the second cartoon. (3)
   c) Argue for or against the opinion in the second cartoon. (Justify your answer.) (2)
3. Is it ethical, in your opinion, when people like medical personnel or teachers go on strike? Justify your answer. (5)
4. a) Pretend that you are the owner of a company that sells electrical equipment.
   b) Decide on a name for your company and formulate a list of six to eight values you want your employees to have.
   c) Write a short comment to explain the meaning of each value, for example, honesty.
   d) Write your values on cardboard. Display the cardboard on which you have written your values. (10)

Total: 30 marks

With a tight grip on the economy, the current wave of strikes—with knock-on effects of the resultant fuel shortages—is being felt across the nation. STIDY joins the protest for an end to the industrial action.

Strike: While the teachers strike for better wages and benefits, the more immediate effects are on the learners of SA, who are already suffering this year owing to extra time off for the FIFA Soccer World Cup 2012 in this cartoon from VALO.
Unit 3  The value of work: how work gives meaning to life

Work is not only about earning money; it gives meaning to life for many other reasons. The famous Irish poet and novelist, Oscar Wilde, once said: "The best way to appreciate your job is to imagine yourself without one".

We asked a number of workers to tell us why having a job and a career is important to them:

- "A good day is a pay day. In other words, if you have a job or a career, you can earn money. If you can earn money, you can buy things you need, pay your bills, have a place to live, and basically do things you want to do. Without money, you can't do much!" Bongani, Eastern Cape.

- "Having a job or career makes you feel good. Knowing you can do something well, and earn money for your skills, is a great feeling." Annelise, Gauteng.

- "When you work, you contribute to the community. You help make the economy and your community stronger. You are being a productive citizen (which communities like) and a valued community member." Refilwe, Mpumalanga.

- "When you work, you develop new skills, learn new things, and create a record of employment. Then, when you want to get a new or a better job, or maybe even go to college, your experiences can help you to do that." Shenaaz, North West.

When you have a job or a career, you have self-respect, dignity, and self-worth. You are being responsible and making sure that you can take care of yourself. You are creating a solid foundation that you can build on to have a successful future." Chris, Eastern Cape.

Your first job may not be the type of job you always dreamt of, but remember that every job that you do will give you skills and work experience you can use for a career that will last long after high school, college or university. Make use of every job opportunity you get to contribute to and to gain value from it.

Some people just never seem to be happy with their jobs, no matter what changes they make. Asking them about the meaning of work in their lives would most probably not be very fruitful. These people would be a lot happier with the jobs they had if they were happier with themselves outside of their jobs. Yes, it is important to consider your personality, interests, abilities and values to find the right career for you, but it is just as important to find yourself. The more self-knowledge you have, the happier you will be with yourself and the happier you will be in whatever job you do.
Topic: Careers and career choices

Case study

Work gives life meaning

I am a security guard at a bank. I make sure that people are safe. Before I became a security guard, I was without a job for two years. This was the worst time of my life. I felt useless and without any value. I was ashamed and did not want to tell anyone that I did not have a job. I was ashamed that I had to depend on the charity of other people to survive.

As soon as I started working again, my wife says I started to smile again. She did not have to drag me out of bed in the mornings because I looked forward to getting up and being of use to others.

I am a very alert person and I always focus on detail. When I observe people entering the bank. Last month I got the award for the best employee of the month. I was very proud of the fact that my employer recognised my contribution to the organisation.

It is very important to me that my employer is able to trust me all the time. It is important not to be late for my shift. If I am late, the security guard before me has to work overtime and take over my responsibilities. If I do not come to work, my post will be empty and the bank could lose a lot of money.

My employer can rely on me and knows that I will always do my work as well as I am able to. I am very proud of that. People’s lives depend on me and I have to act responsibly. If I don’t act responsibly, I could lose my job. This will be terrible for me and also for my family. My wife and I have two children and we have to pay for our accommodation, food, electricity, school fees and clothes. I won’t be able to afford a cell phone or buy clothes or any of the extras that our children need. My cousin resigned from his job recently. When I asked him why, he said that he was not happy with his job and that he felt that he was being treated unfairly by his employer. He was lucky to find another job soon after that, but also resigned from the next job within two months. He is currently employed, but complains every day about everything and everyone at work. My wife says she thinks that the problem does not lie with the employers he has had so far, but with him.

Personally, when I think about my job, I can honestly say that there is nothing more satisfying than rolling up your sleeves, putting in an honest day’s work and seeing the results.

Activity 3.1 Work gives meaning to life

1. Explain, in your own words, the problems the unemployed experience. (5)
2. Read the above case study again and answer the questions that follow.
   a) According to the case study, what is the purpose of work in the life of this security guard? (4)
   b) Add anything else to the list that you think was not mentioned. (2)
   c) Why do you think the character in the case study and his cousin experience work so differently? (2)
   d) Propose advice to give the cousin regarding his unhappy job situation. (2)

Total: 15 marks

Career focus

Computer security specialist
Computer security specialists assess administrative, physical and technical security risks to information, software and hardware. They then develop policies, procedures and contingency plans to prevent or minimise the effects of security breaches and concerns. Computer security specialists also know as information technology specialists, or systems security analysts, have a primary role to protect and safeguard information in computer files against accidental or unauthorised modification or disclosure. Employers generally prefer to hire experienced applicants who have a four year Bachelor’s degree or two year diploma in Computer Science or a related discipline. A security background check is normally required. Systems security analysts must continuously upgrade their knowledge because systems and security threats are constantly changing.

1. a) Read the letter below.

Dear Editor

I am a domestic worker and I have been working for my employer for fifteen years. I am very happy in my job, but I feel that my employer is not treating me fairly when it comes to public holidays and leave days. She expects me to work on public holidays and says that only if it falls on a Saturday or a Sunday do I not have to work. This year she asked me not to take my annual leave, but rather to stay and help her over Christmas. I usually do not get paid for the days I am on holiday and she said that it would be better for me to stay and work, because then I would at least get paid for that time.

I don't want to complain to her before I have the correct information. Please help. I don't know what to do.

Tsolofelo Morwe, North West province

b) Formulate advice for Tsolofelo, making use of the Basic Conditions of Employment Act. (10)

2. Define the difference between an employer and an employee. (4)

3. Critically evaluate the following quote: "Workers do not have the right to strike and create chaos running through the streets of the town. It is a barbaric act that does not promote good relations between employer and employee." Substantiate your opinion. (5)

4. Study the cartoon below.
   Interpret what it says about the work ethics of the character. (2)
Revision activity 7

5. a) Read the case study below.

Case study

How does work give meaning to life?

Some people say work makes them feel like they are doing something useful and productive with their lives. Even if it isn’t a creative or community-type job, they feel they are building something and making some kind of contribution to society. For some people, work gives them a feeling of using and stimulating their minds.

Yet others say that having to work with other people in an organisation of some kind allows us to grow as human beings because this gives lots of opportunities for learning how to communicate, work in teams, cope with obstacles and difficulties, and look for the best in every situation and in other people.

b) Critically evaluate the views given in the case study and write a short paragraph evaluating these views of the value of work in a person’s life. Make use of examples to substantiate your answer.

6. Read the case study below.

Case study

Dance lessons in life by Glen de Vries

I come from a family that loves dancing. When I was in high school my mother decided I should learn to dance, so she bought me ballroom dance lessons as a graduation gift. She believed people should be comfortable walking onto a dance floor with a partner.

Eight years ago we (Glen’s firm) were giving a sales presentation to a California company. The second day, one of our employees spilled an enormous cup of coffee over the chief information officer. Then our software wouldn’t work. I thought we’d blown it. But ballroom dancing teaches you to be confident, not arrogant, and we took that approach. We decided to act as if things had gone well and we were on the way to winning their business. We told the group we’d had a bad day, but if they could see us at our best we were sure they’d like us. They ended up being our biggest customer. The lesson is that when you think everything is lost, that’s the time not to give up.

I’ve gotten back into dancing since escorting my mother to a gala fund-raiser for the nonprofit Dancing Classrooms. I’m president of the board. The organisation teaches school children to dance, but it also teaches them poise, mutual respect and confidence.

Source: Adapted from http://www.nytimes.com/2012/05/06/health/dance-lessons-in-life.html,

(2) a) What did Glen learn from ballroom dancing?
(2) b) Propose how Glen made use in his business life of what he had learnt in dance.
(3) c) Assess how children benefit from dancing.
(2) d) Examine how you think dance would/does benefit you? Think about your fitness and health goals from Term 1.

Total: 40 marks
Topic: Study skills and Physical Education

8 Study skills

This module will focus on:
- preparing for success: strategies to follow in order to succeed in the Grade 12 examination
  - revision of own study skills
  - revision of examination writing skills
- participation in a variety of activities that promote lifelong participation in physical activity
- safety issues relating to participation in physical activities.

By the end of this module, you should be able to:
- understand the value of study and examination writing skills
- design and implement a study plan for your final examination
- follow steps for revision and preparation of the examination
- make practical preparations before the examination
- apply examination writing skills during the examination
- participate in a variety of activities that promote lifelong participation in physical activity
- be aware of safety issues relating to participation in physical activities.

You are about to start preparing for your final National Senior Certificate examinations. During this term, you will be revising and expanding on some of the content covered in Term 1. This module looks at strategies to follow in order to succeed in the final Grade 12 examinations.

You will revise your own study skills and examination writing skills. These are all skills that you need to possess in order to be able to study effectively. For example, organisational skills, time management skills, goal setting skills, memory skills, listening skills and many more. These study skills are approaches applied to learning that play a vital role in obtaining good marks. Effective study skills will help you improve your understanding and learning, and ultimately your marks.

In order to achieve your goals during this process, it is vital to continue and keep up with the annual study plan you started in Term 1. A study plan will help you to be organised and disciplined and will enable you to succeed in your studies.

There is not a lot of time left, so you need to make every hour count. You need to plan ahead in order to revise all your subjects for the examinations and to focus on steps in preparing and revising for the examinations. In order to prepare for writing the examinations, you need to look at actual examination papers and how to approach them.
Unit 1 Preparing for success: strategies to follow to succeed in the Grade 12 examinations

You are about to write your final Grade 12 examinations. Once you have passed this last hurdle, you will obtain a National Senior Certificate. A National Senior Certificate is concrete proof of the hard work you have engaged in during the last 12 years of your life. It signifies the culmination of 12 years of formal schooling.

Revision of own study skills

During your schooling career, you have acquired important study skills like organisational skills, time management skills, goal setting skills, memory skills, and many more. It will, however, be useful to revise some of these skills again in order to help you focus on what is important.

Plan ahead: Organise your work and manage your time

You will write your final examinations over the months of October and November. The Department of Basic Education will already make the examination timetable available earlier in the year. The timetable is usually divided into two sessions per day. One examination will be written at 09:00 and another at 14:00. Depending on your subjects, it may happen that you write two papers a day, one after the other and then nothing for a few days. You will therefore not have the same amount of time available before every examination paper. That means that you will have to plan your time carefully in order to be well prepared for every paper. In order to succeed, you need to be organised and disciplined. You must have a study plan to complete your Grade 12 school year successfully and more specifically your final examinations. Your study timetable is vital in ensuring you do adequate preparation before your examinations.

- Use planning tools, such as a calendar, a diary or an electronic device.
- Your timetable must be divided into days and study sessions of 45 to 55 minutes. Each session must be specific and realistic. Include deadlines for achieving goals. Look at the number of sessions you have available and divide the amount of work that needs to be done between the sessions.
- For example, Session 1: Physical Sciences pages 32–40
- Also schedule breaks of 15 minutes between your sessions. Leave the room in which you are studying and do something that relaxes you, like watering plants, going for a walk, sitting outside in the sun or kicking a ball.
- Stick to your schedule, but also be flexible when you need to adjust it. It is always helpful to do a schedule in pencil. This will allow you to make changes when needed.
**Topic: Study skills**

**Important study skills for the Grade 12 examination**

Matric success requires planning and hard work. Preparing for the examination does not happen overnight. It is a process that needs time. The following seven steps are a combination of a variety of study skills you have acquired during your schooling career. Follow these steps and apply the study skills when preparing for your final examination.

**Step 1: Read over your work**
Read over your work (class notes, textbook, study guides) and get an overview of the subject. Underline headings, keywords and important information.

**Step 2: Show understanding/comprehension**
Ask your teacher, a parent or a friend for help if you do not know or understand specific terminology, concepts or skills.

**Step 3: Summarise in your own words**
Set out the work as you prefer. Good notes and summaries are crucial in ensuring that you retain the information learnt. Make use of your preferred study styles (visual, auditory, bodily/kinesthetic). Use study strategies like note-taking, keywords/phrases, linear words, question/answer cards, tables and/or mind maps.

**Step 4: Revise steps 1 to 3**
Read over work and old notes.

**Step 5: Visualise and practise**
Ask a family member or friend to quiz you on the work you have covered. Alternatively, you can explain the work to someone to ensure that you understand it correctly.

**Step 6: Memory techniques**
Make use of memory techniques like acronyms, imagery and association to memorise work. For example, use mind maps to connect topics covered in a subject on one page. Colour similar sections alike and use small pictures and word associations to help you remember things.

**Step 7: Practise past papers**
Look at your old papers and revise your own mistakes. Old NSC examination papers from previous years are a great way to revise and prepare for upcoming NSC examinations. Pretend you are writing these papers for real. Set time aside and write the examination under examination conditions. Work on your own and time yourself. When you’re up, use the memorandum to mark your paper.

**Life Orientation in South Africa**

The SABC 1 TV channel, features a show called Matrics Uploaded on weekdays between 05:00 and 05:50 and 14:30 and 15:30. (Note: times may change from year to year.) You can also follow the show on Facebook under the name “Matrics Uploaded Sabc1.” The Facebook page features questions from various subjects for you to practise and also helps you to answers the questions.

DStv Channel 319, presents a programme called Mindset Learning, which provides matrics with weekday and weekend live shows and examination revision. If your school has DStv, you can view Mindset Learning on Channel 319. The new schedule for the year can be obtained from http://www.mindset.co.za. The Matrics Uploaded team have produced seven DVDs covering content that supports the Grade 10 to 12 curricula. The DVDs offer lessons across six core subjects: Physical Sciences, Mathematics, English First Additional Language, Life Sciences, Mathematical Literacy and Business Studies, Accounting. To order you can contact their sales office at content@sabc.co.za.

You can also download and view up to date lessons as well as previously broadcast lessons from www.matricsuploaded.co.za or www.sabc1.co.za/matrics for revision on specific subjects.
Deal with stress

Another important study skill is the skill to deal with examination stress. Very often, the pressure to perform well academically can leave you feeling overwhelmed and sometimes, quite hopeless. Know that you are not alone and that there are many other learners out there working to pass their Grade 12 year successfully. Stay focused on what needs to be done!

Find ways to relieve your stress:

- Talk to someone like a parent, a friend, or a counsellor.
- Listen to music.
- Exercise.
- Eat properly.
- Get enough sleep.
- Maintain a positive outlook.

This will not only help you to reduce stress, but also help you to lead a healthy lifestyle.
Unit 2 Revision of examination writing skills

Examination writing skills are skills you can learn. These are skills that apply to all types of subjects and all types of studies. Being prepared for an examination does not only include studying and revising, but also some practical preparations before the examination and following a certain procedure during the examination.

Be prepared
- Ensure that you have enough sleep the night before. Even if you are well prepared, you will not be able to perform at your best if you are tired.
- Eat a healthy breakfast before you write – add a protein, like a boiled egg, cheese or yoghurt to your breakfast. It will help you to maintain concentration for longer. Drink enough water, as it plays an important role in keeping the brain healthy. Do not have any oily food like anything fried. This will make you feel tired and you will not be able to focus for long periods of time. Stay away from sweets and sweet drinks. Sugar gives you an immediate high, but does not sustain the energy and often causes headaches.
- Arrive a few minutes earlier at the examination venue. This will help you to feel more relaxed and in control. It will also give you time to get into the right frame of mind for writing the examination.
- If at all possible, you shouldn’t talk too much to the other learners writing the examination while you are waiting. This often stresses you out! Speculating about the questions just before going in to write the examination is bound to make anyone panic or feel under-prepared.
- Ensure that you have all the stationery needed, like pens, pencils, eraser, highlighters, ruler, calculator, protractor, with you and in working order.
- Look after your emotional health. Do not get into new relationships or break up a relationship while you are preparing for or writing examinations. This will only cause distractions and prevent you from focusing on what is important – passing your examinations successfully.

Revise procedure for during the examination

The following is an example of the second page, the instruction page, of an English Home Language Paper 1 examination paper set by the Department of Basic Education for the NSC examination in 2011. The instruction page is typical or similar to most examination instruction pages, irrespective of the subject.

The labels and arrows indicate important information to note and list the procedures to follow during the examination.

Examination writing skills can be learnt.
Term 4 Week 2

**Tips**

Fill in your examination number on your answer sheet - remember, you may not write your name on your answer papers, as all answer papers must remain anonymous during the marking process.

Note the time you have to complete the paper and out of how many marks the paper is. Work out how much time you have per mark. Ensure that you keep to this time allocation. Do not spend too much time on questions you struggle with. Rather move on to those that you can easily answer first and go back to the difficult ones at the end.

Note and count the pages of the question paper to ensure that you have all the pages needed. Some papers may also have answer sheets. Ensure that each of your pages is printed and of good quality.

Read the general instructions – highlight important information.

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**Topic:** Study skills

**Basic Education**

**Department:** SOUTH AFRICA

**National Senior Certificate**

**English Home Language PI**

**November 2011**

**Grade 12**

**Marks 70**

**Time 2 hours**

The question paper consists of 12 pages.

**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of THREE sections:
   - SECTION A: Comprehension (30 marks)
   - SECTION B: Summary (10 marks)
   - SECTION C: Language in context (30 marks).
2. Read ALL the instructions carefully.
3. Answer ALL the questions.
4. Start EACH section on a NEW page.
5. Rule off after each section.
6. Number the answers correctly according to the numbering system used in this question paper.
7. Leave a line after each answer.
8. Pay special attention to spelling and sentence construction.
9. Use the following time frames as a guideline:
   - SECTION A: 50 minutes
   - SECTION B: 25 minutes
   - SECTION C: 45 minutes.
10. Write neatly and legibly.

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Source: http://www.education.gov.za/LinkClick.aspx?fileticket=0wM7tEjQaHExI%3d&tabid=690, accessed 10 July 2012

*Spot On Life Orientation Grade 12*
Careers and career choices

This module will focus on:
- refinement of portfolio of plans for life after school: record of plans and progress towards achievement of those plans
- admission requirements for degree/diploma or higher certificate for the intended field of study
- details of identified institutions that offer finance for the intended course(s): Option 1 and 2
- identified possible employment opportunities
- letters of application and responses for employment/study/bursary
- a short CV, for application for part-time or full-time employment or for a bursary
- participation in a variety of activities that promote lifelong participation in physical activity.

By the end of this module, you should be able to:
- indicate the results you will aim to achieve in the National Senior Certificate examinations
- collect details of identified institution that offer finance for your intended course(s)
- write a letter of application to prospective employers or for bursaries
- develop a short CV
- indicate your progress towards achieving your plans
- participate in a variety of activities that promote lifelong participation in physical activity.

You are about to start a new chapter in your life – life after school. This is an exciting new phase in your life with many new and often challenging experiences. The options for your future are limitless and it’s totally up to you where you go from here. What is important at this stage is attitude—aim to be the best in whatever you do and always be open to new opportunities. If you do that, you’ll soon find the sky is the limit. The minister of education recently spoke to a group of matriculants and said: “...the world is your oyster. Go out there and realise your dreams; this country needs you”.

However, in combination with a good attitude, you also need to set your goals and plan for the road ahead.

You need to prepare for life after Grade 12 and your future by refining your portfolio of plans. If you have decided to study after school, you should identify goals towards which to work to gain access to your institution and study of choice and identify at least two institutions that offer financial support for your intended studies. If you have decided to start working after school, you need to identify possible employment opportunities, and respond to the opportunities by writing letters of application as well as a curriculum vitae. Remember, your first choice may not be possible and it is therefore important to look at a variety of options.
**Unit 1** Refinement of portfolio of plans for life after school: record of plans and progress towards achievement of those plans

Grade 12 is an important year in your school career, as it is the year that you will begin to prepare for your life after school. Taking into consideration your career interests, your strengths, personality and values, you may decide you want to continue your studies, or you may decide you want to enter the world of work. To assist you in preparing for your life after school, making informed decisions and setting and achieving goals, you should develop a portfolio.

Your portfolio is a valuable record of your plans for life after school and your progress towards those plans. Your portfolio should include components like your personal timetable for the NSC, the minimum requirements for degree, diploma and higher certificate study, details of identified institutions that offer finance for the intended course(s), letters of application to prospective employers or for bursaries and curricula vitae to prospective employers, for study or bursaries.

**Admission requirements for degree/diploma or higher certificate for the intended field of study**

It is important that you know the admission requirements for your particular choice of institution of learning. You should also investigate and be well informed about the courses offered and the entrance requirements for your particular course.

Read the case study below.

**Nosheena Kahn**

Nosheena has decided to to study a National Diploma in Computer Systems at Vaal University of Technology to qualify as a computer systems technician. She found out that the admission requirements for a diploma are a minimum of 30% in the language of learning and teaching of the higher education institution and an achievement rating of 3 (40 to 49%) or better in four recognised NSC subjects.

She realises, however, that many learners apply for these courses and that there are only a limited number of study positions available. Therefore, it is important that she achieves much more than the minimum requirements if she wants to be admitted. She also knows that the institutions often require certain NSC subjects and levels of achievement in those subjects. She went onto their website at [http://www.vut.ac.za/new/](http://www.vut.ac.za/new/) and downloaded their Engineering booklet for more information. She discovered:

- Initial selection for this course will be based on the final Grade 11 marks or Grade 12 March/April/June results.
- Minimum admission requirements for all Engineering courses at the Vaal University of Technology are:
Unit 2 Identified possible employment opportunities, letters of application and a short CV

In this unit, you will continue to put together a record of the plans you have for your life after school and monitor your progress towards achievement of those plans in your portfolio.

Identified possible employment opportunities

If you have decided to start working after school, you may have questions that need to be answered.

- I have identified possible employment opportunities. What do I do next?
- What are the minimum requirements when you apply for a job?
- I need information about writing a covering letter or letter of application.
- When and where do I look for a job?
- Am I going to earn while I learn (study part-time)?
- Am I going to take some time out from studying and work for a year or so?

The case studies that follow explain how to take action in order to help you to prepare for life after Grade 12 and help you to shape your future.

Kago Morwe

Kago searched through the local newspapers daily and found information about the latest trends, companies that are growing and about jobs that are available. He found the following job advertisement, which he applied for:

SALES REPRESENTATIVE

Job-type: Permanent
Location: Western Cape
Starting date: As soon as possible
Remuneration: R5 000 + Commission
Fuel and cell phone allowance
Driver’s licence and own vehicle essential
Send CV, letter of application, copies of ID and Grade 12 certificates to riaan@woodenwindowsanddoors.co.za
Letters of application and responses for employment/study/bursary

A good letter of application, also known as a covering letter, is extremely important in the application process. Often it is the first contact with the prospective employer.

Case study

Ashwin Abrahams

Ashwin saw a job advertisement in the newspaper and applied for the position advertised.

CREATIVE KIDS
Cape Town

Creative Kids is a non-governmental organisation that requires the assistance of a creative, enthusiastic and compassionate Art assistant to join their dynamic team of community workers.

Vacancy: Junior Art Assistant

Experience: Experience in community work will be a plus.

Qualifications: The successful applicant should have an NSC, Art as matric subject, passion for community upliftment and creative flair.

Starting date: 1 February 2014

Closing date: 1 December 2013

Kindly forward your letter of application and CV to applications@creativekids.co.za

Dear Sir/Madam

Application for Junior Art Assistant position

My name is Ashwin Abrahams and I am responding to your advertisement in the Cape Argus newspaper, which advertised a vacancy for a Junior Art Assistant.

Last year, in 2012, I completed my Grade 12 at Table Mountain High School with university exemption. I obtained a C average and an A symbol for Art. I received the school prize for the most promising Art student during my Grade 11 year and also got a special mention at my school’s prizegiving in Grade 12.

I have volunteered at organisations, including the Red Cross and at the Mother Teresa AIDS Orphanage, during school holidays. Volunteering and being exposed to communities of different cultures, religions and socio-economic backgrounds has equipped me with great experience and taught me valuable life skills. I therefore believe that I will be able to make a valuable contribution to your organisation. I believe that my desire to help others, as well as my creative abilities, make me very well suited for the position of Junior Art Assistant at Creative Kids.

Please see my CV attached to this letter for further information about my qualifications, extramural activities and references.

I look forward to hearing from you.

Yours sincerely,

Ashwin Abrahams
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Ashwin Abrahams

CURRICULUM VITAE OF ASHWIN ABRAHAMS

PERSONAL DETAILS
- Name and full names: Abrahams, Ashwin
- Date of birth: 23 May 1995
- ID Number: 950253 6466 141
- Address: 10 Jacaranda Lane, Cape Town, 8295
- Contact number: 082 968 1798
- Email address: ashwin.abrahams@oo.jemail.com
- Sex: Male
- Marital status: Single
- Parents: None
- Race: White
- Nationality: South African
- Current record: None

QUALIFICATIONS
- Current education
- Formal institution: Table Mountain High School
- Date of completion obtained: Grade 12 (NSC)

WORK EXPERIENCE
Name and address of employer: Mother Teresa AIDS Orphanage
Date of employment: School holidays 2011-2012
Position: Volunteer

Name and address of employer: Red Cross Children’s Hospital
Date of employment: December 2012
Position: Volunteer

REFEREES
1. Ms Arendse. Director Mother Teresa AIDS Orphanage
   Contact details: 021 679 7171
2. Dr Fortuin. Co-ordinator Red Cross Children’s Hospital
   Contact details: 082 363 13 85

ATTACHMENTS
1. National Senior Certificate
2. Art Award
3. Reference letter – Ms Arendse – Director Mother Teresa AIDS Orphanage
4. Identity Document

Activity 2.1 Record of plans and progress towards achievement of those plans

40 minutes

Read the case studies again and use them as guidance when answering the questions below.
1. Write a letter of application to prospective employers or to apply for bursaries. Add this to your portfolio.
2. Develop a short CV, which you can use for application for part-time or full-time employment or for a bursary application. Add this to your portfolio.

Total: 40 marks
Time allocation: 90 minutes

Mark allocation: 80 Marks

Section A

Answer all the questions in this section.

1. Answer True or False for each of the points below. Give a justification for your answer.
   1.1 The majority of harm to the environment is done by human beings.
   1.2 All of South Africa’s waste is disposed of properly.
   1.3 Laws in a country control the ethics of its citizens.
   1.4 Human activities are the only things that have a severe effect on other people.
   1.5 Volunteers have an important role to play in protecting the environment.
   1.6 There are four levels of government in South Africa.
   1.7 The South African Constitution’s Bill of Rights deals with issues relating to people, not the environment.
   1.8 The government works with NGOs to deliver community services.
   1.9 White Papers set out ideas that people can consider on various issues.
   1.10 An environment that is safe is a human right.
   1.11 A responsible citizen prevents pollution.
   1.12 The South African government is responsible for ensuring a safe environment for all citizens.
   1.13 Exercising in a beautiful environment will improve your body and revitalise your mind and spirit.
   1.14 Relaxation techniques can help you to reduce stress and become calm.
   1.15 Walking as a relaxation tool requires extensive equipment and preparation.

2. Give definitions for the following two words:
   2.1 NGO
   2.2 Lobby

3. Devise a paragraph in which you use all the words you defined in question 2. Your paragraph must make sense and illustrate a message about an environmental issue.
Section B
Answer all the questions in this section.

Read the newspaper article on the following page and answer the questions that follow.

Tanni Grey Thompson:
I was forced to crawl off train

By Nick Collins

26 March 2012

Tanni Grey Thompson, one of Britain’s most successful disabled athletes, has told how she was forced to crawl off a train after no one would help her get her wheelchair on to the platform.

Baroness Thompson, who has eleven Paralympic gold medals to her name, said it was not unusual to be left stranded on trains despite warning operators in advance that she would need assistance from staff.

Describing a situation just weeks ago where she was forced to crawl onto a platform at midnight, the former athlete said it highlighted why disabled people are left feeling like “second class passengers” on public transport.

Her comments came as part of an investigation into “No Go Britain”, a Channel Four News project which lays bare the obstacles and distress faced by disabled people when using public transport.

She said, “I use the trains most weeks to commute and I have often been left on. The most recent one I was left on a train at midnight. Nobody came to get me and at that time of night there was no staff.

“I ended up having to get out of my chair, sit on the floor, which is not a terribly pleasant place to sit, throw my chair off the train and then crawl off. I’m OK because I can do that, but there’s an awful lot of people who can’t.”

Baroness Thompson was born with spina bifida, a congenital disorder known as “split spine” where some of the vertebrae which make up the backbone are fully fused together.

Her success in wheelchair racing made her one of the most successful Paralympians of all time, and after her retirement in 2007 she became a non-executive director of UK Athletics.

Encouraging disabled people to submit their stories to a project on public transport accessibility which launches today, Baroness Thompson - who also sits on the board of Transport for London - said her experiences had made travelling the country a nerve-racking experience.

She said, “As a disabled person travelling you always have an element of fear, feeling very uncomfortable, of panic, of just wondering whether you’re going to get off.

“I think it is fair that a lot of disabled people feel like second class passengers because they don’t have the same treatment as everyone else. I don’t expect to be swept in to first class and treated better than everyone else - I expect to have the same experience, and that is often just not the case.”

The celebrated athlete is helping spearhead “A2B for all”, a project aimed at ensuring public transport does not discriminate against disabilities.

New research produced for the campaign found that disabled passengers are being prevented from using public transport due to discrimination by staff, including being refused access, ignored while on board and verbally abused.

More than half of all disabled people surveyed said they had felt discriminated against while trying to use public transport, with 77 per cent saying they had been prevented from getting on or off the vehicle and 49 per cent saying the vehicle, usually a bus, had not stopped to let them on board.

1. What are the Paralympic Games? (1)
2. List two Paralympic sports played at the Games. (1)
3. Describe what you learnt over the course of the term as you played Paralympic sports that limited the use of some of your abilities. (5)
4. In your own words, define:
   a) Discrimination (1)
   b) Human rights. (1)
5. a) What human rights are being violated in the article "Tanni Grey Thompson: I was forced to crawl off train"? (4)
   b) Explain how each right is violated. (2)
6. In your own words, describe how the treatment of people with disabilities on public transport made/makes them feel. (5)
7. According to the article, summarise the steps being taken to stop the discrimination? (4)
8. Analyse the public transport system as you know it in South Africa, commenting on the facilities and treatment for and of people with disabilities. (2)
9. Devise a programme or campaign that you think could be implemented in South Africa to increase awareness of people with disabilities' access to facilities such as on public transport. (3)

Section C

Answer three of the four questions that follow.

1. Read the letter below sent to an employment expert and answer the questions that follow.

   Dear Expert X

   I have been working in my current position for just over four months, and I am very unhappy. The job ad was for a Personal Assistant to do typing and admin, and sounded very professional and businesslike. In the interview my new manager did mention that she might ask me for help with some personal things like taking her calls and making reservations for her.

   But I spend most of my time running around looking after her! She treats me like a slavvy, and asks me to do things like collecting her and her kids’ dry-cleaning, buying gifts for clients, and even opening and closing her office windows for her. I’ve talked to her about some personal matters, and then I’ve learnt that she passed on what I’d said to other staff members.

I’ve tried raising this issue with my boss, but she just says 'it’s all part of the job.' I’d really like to know whether she is doing something illegal or unfair in treating me this way.

   a) What did the letter writer think she was hired to do? (1)
   b) What does she believe she is being expected to do? (1)
   c) Defend the employer’s position against the letter writer who believes her rights are being violated. (1)
   d) Explain what good workplace ethics are. (1)
e) Describe the behaviour of the employee and the employer in terms of:
   - Communication
   - Respect
   - Honesty
   - Integrity.

f) Advise the letter writer to move forward so that her work brings more meaning to her life. Write a paragraph in reply to her.

2. Read the article below on the findings of Virgil Seahfield of the Department of Labour at the FEDUSA Collective Bargaining Conference held in Johannesburg focusing on "The Effect of Minimum Wage Setting in Vulnerable Sectors in South Africa". Answer the questions that follow.

**Minimum wage in South Africa**

An increase in enforcement of the Minimum Wage in South Africa has resulted in a decline in poverty levels, especially for domestic and farm workers.

The proportion of workers with a written contract also increased significantly, as did the number of workers with an employer paying UIF contributions on their behalf, or contributions to a pension/retirement fund.

However, there are a significant number of employers in South Africa who are still violating minimum wage laws across all employment sectors.

Decent work? Not quite

While overall there was an improvement in working conditions amongst workers covered during the 2001 to 2007 period, domestic workers still remained the worst off, along with workers in the farm, forestry and taxi sectors.

Domestic, farm, forestry and taxi workers were the least likely to receive benefits, such as paid leave, a written contract, pension/retirement, UIF, and medical aid. In other sectors, there was an increase in all these areas, from receiving benefits to getting a written contract.

Compliance

There were a significant number of employers in South Africa who are violating minimum wage laws across all sectors.

In 2007, 45 per cent of all workers in the sectors were not being paid the legal minimum wage. Non-complying employers paid wages that were on average 36 per cent short of the legislative minimum in that year. The following factors play a role in compliance with paying the minimum wage: union membership, the length of time the employee has been employed at the place, and the formality of the firm.


a) What does the Basic Conditions of Employment Act regulate? (1)
b) Explain what the "Minimum Wage" is? (1)
c) Describe the link between Minimum Wage and poverty levels. (2)
d) Critique (evaluate/weigh up) the role that unions play in some of the issues highlighted in the article. (2)
e) Identify vulnerable sectors in South Africa. (1)
1. Assess why the domestic, farm, forestry and taxi workers are described as the most vulnerable.

2. Read the responses below from people who have faced bullying in the workplace. Answer the questions that follow.

**Case Studies**

**Workplace bullying**

“When I started there, I was told that someone had been acting in the position and had expected to get the job. This person continually undermined me and turned other staff against me. I endured 12 months of hell, and felt as if I was sinking in quicksand.” (Mavis)

“I was most hurt by the malice and vindictiveness shown by my colleagues.” (Neo)

“Then the person continually undermined me and turned other staff against me. I endured 12 months of hell, and felt as if I was sinking in quicksand.” (Mavis)

“I was most hurt by the malice and vindictiveness shown by my colleagues.” (Neo)

“I went on stress leave, but the thought of returning filled me with such dread that I never went back.” (Ian)

“You always find reasons, excuses for it. It’s the old clichéd question of why anyone puts up with violence: you always think you can change him, you always feel it’s your fault, if you don’t provoke him, everything’s fine…” (Porisia)

“The misery took over my whole life. I turned nasty and bitter, and treated my wife and kids like whipping posts. After many visits to a psychologist, I was able to think of all the positive things in my life, you know, the family, my age and experience in relation to future job prospects … lots of things that put the situation into perspective. Now I look back and think, well, I wouldn’t want to go through that experience again, but in the end it was just a job I lost.” (Nhlaphla)

“I had lost my identity and self-esteem, and there was a lot of unresolved anger that I had to let go of before I could channel my energies into the future.” (John)

“I practically turned myself inside out to gain his approval, but went nowhere in the company. He ignored my input at meetings, sneered and talked through my presentations. Friends in the business passed on quite vicious rumours about me. I know he started them, but have no proof. At my annual appraisal, all he said was, ‘I suggest that you look for another job.’” (Showe)

“He was out to get her. He started a campaign of whispers and innuendo. At meetings he always made her seem inefficient or unreasonable, hinted that hormones made her behave irrationally, that she was hysterical, menopausal. Little things, all done so carefully that it wasn’t easy to say he was behind it. But he was.” (Veloshn)

“I wanted to go to sleep and not wake up.” (Marita)

“I felt as if I was in a long, dark tunnel.” (Sue)
When I reported her behaviour to our supervisor, I was told I was being over-sensitive. He also suggested I should just 'stay in my office'. I began to believe it was my fault. I started having panic attacks and thought I was going crazy. Eventually I had to leave, and haven't worked since. I will never be the same happy, confident person I was before she bullied me." (Lunga)

"I had a physical and mental breakdown - a persistent skin rash, absolutely no energy. Everything was grey. There was no colour or joy in my life. I could barely raise a smile. I lost hope for the future. My husband left me." (Esme)

"I am experiencing emotional abuse from my male manager. He is a control freak, must have everything his way and he is a very domineering personality. He likes to be in control of everything and I am nervous around him." (Paula)


4. Read the case study and answer the questions that follow.

Case study

Anxious teenager

A 17 year old phoned a children's helpline because she was anxious about meeting her parents' expectations about her academic performance.

She said that her last examination results weren't as good as she had hoped and this was upsetting her. She said that she found some of her subject challenging even though she put in a lot of effort. She revealed that she is often put down by her family due to her results.

a) Describe the stressors that the girl in the case study is experiencing. Add more of your own detail to give a full picture of the girl's anxiety. (2)

b) The girl's stress lay mainly in the examination process. Write a paragraph advising her on how to deal with examination stress by being prepared.

Tip: include preparation prior to exams as well as examination procedures. (3)

c) Analyse how you can apply the 7 steps for preparing for an examination in your own life. List each step and show how you can apply it in order to improve your results. (5)

Total: 80 marks
abuse: verbal or physical mistreatment
accessible: available
accountable: answerable or held responsible for
acronym: a short form or word made from the first letters of words in a phrase
acute: serious, coming quickly to a crisis
advocacy: a political process by an individual or group which aims to influence public policy and resource allocation decisions within political, economic, and environmental sectors
affirmative action: action taken to favour people who were discriminated against in the past in the workplace environment

anxiety: a feeling or state of unease or concern
arbitration: the use of an arbitrator to settle a dispute
biographies: accounts of people's lives written or produced by another person
bias: inclination or prejudice for or against something or someone, sometimes for no real reason
biased: an unfair preference for or dislike of something
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campaigns: a planned and organised series of actions intended to achieve a specific goal, especially fighting for or against something or raising people's awareness of something carcinogenic: having the potential to cause cancer
cardiovascular: relating to the heart and blood vessels
censorship: the act of removing information
Cerebral Palsy: a brain condition that affects body movement and muscle control
Cervical Cancer: cancer of the cervix, which is the neck of the womb
chronic: an illness, situation or condition that lasts for a long time
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controversial: likely to cause disagreement
coping mechanisms: methods or ways of working to deal with challenges
corruption: dishonesty or exploitation of position of power or responsibility
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discriminatory: to treat people unfairly because of prejudice

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despair: hopelessness negative stress
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format: following rules
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freedom of expression: the right to speak or act without restriction, interference, or fear
harassment: bothering or tormenting someone
heritage: history and culture
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landslide: under the rule and influence of government
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media house: a company that produces media, such as television, newspapers or magazines
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misinformation: wrong or inaccurate information
nepotism: preferential treatment of family and friends
network: people connected to each other
nutritional deficiencies: illnesses associated with not having consuming (eating) enough of the nutrients your body needs
objective: not one-sided or biased
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