

## Grade 12 Life Orientation

### CAT Preparation

Dear learner,

- ☺ This document you are holding in your hands is a guide to help you in preparation for your Life Orientation CAT examination.
- ☺ It contains study material, extra notes, supporting images as well as exam practice questions from 2014 to 2018.
- ☺ Ideally, this guide will be a supplement to what your educator does in class, and it can be used effectively as a self-study guide.
- ☺ From *Examination Guidelines for Life Orientation DBE/2014*

#### FORMAT OF THE EXTERNAL COMMON ASSESSMENT TASK (CAT)

This question paper is divided into three sections:

- SECTIONS A and B are COMPULSORY.
- SECTION A consists of multiple-choice questions and questions requiring short responses.
- SECTION B consists of two 15-mark questions to which learners must provide direct responses.
- SECTION C consists of three 15-mark questions of which learners must answer TWO questions.

The outline below will be followed when setting Life Orientation question papers (CAPS).

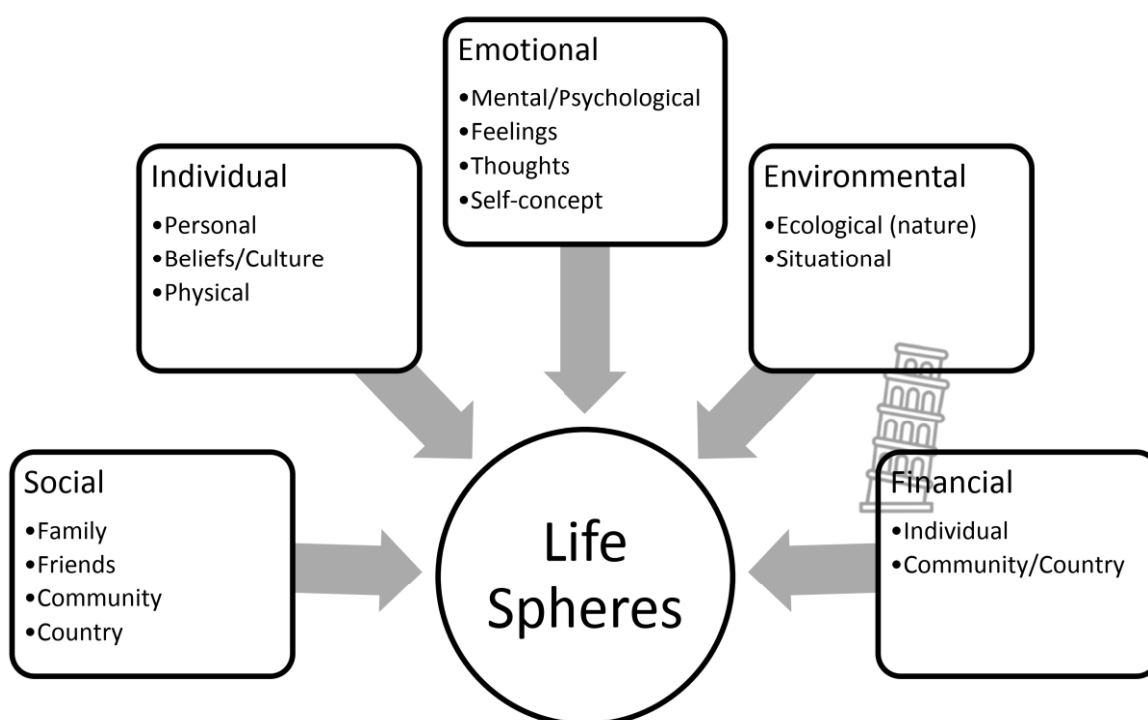
SECTION A: 20 MARKS	SECTION B: 30 MARKS	SECTION C: 30 MARKS
<ul style="list-style-type: none"><li>• All questions are compulsory.</li><li>• A source or case study may be used to contextualise some of the questions.</li><li>• The questions have to be a combination of two or more types of questions ranging from what, why, list, describe, explain, multiple choice and true or false with a justification.</li><li>• Test understanding and factual knowledge.</li><li>• Responses should be short and direct and range from one word to a phrase or a full sentence(s) (in point form).</li></ul>	<ul style="list-style-type: none"><li>• All questions are compulsory.</li><li>• Short open-ended, scenario-based, source-based and case study questions.</li><li>• Questions should be knowledge-based, from information learners have acquired from the Life Orientation content.</li><li>• Learners should display, present and apply knowledge and skills gained and display an understanding of real-life issues affecting the youth and society at large and give advice or possible solutions: demonstrate goal-setting and decision-making skills.</li><li>• Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs.</li></ul>	<ul style="list-style-type: none"><li>• Three 15-mark or four 10-mark questions will be set, of which learners will be expected to answer two or three respectively.</li><li>• Questions will predominantly focus on the application of knowledge and skills.</li><li>• Learners will solve problems, make decisions and give advice, ranging from a few direct responses to extended writing of descriptive paragraphs or short essays that state, evaluate or examine an issue.</li><li>• Each question will focus on the specific topic or the integration of content.</li><li>• A short text/diagram/data/graphs/cartoons can be provided as a stimulus.</li></ul>
<b>NOTE:</b> Information provided in the texts has to be current, up to date, age appropriate and learner-friendly. Each section will include questions at lower, middle and higher cognitive levels.		



## CONTENT AND CONTEXT GUIDELINES

The framework below is provided in the Curriculum and Assessment Policy Statement (CAPS) to assist with the preparation of the core knowledge and concepts required for the Grade 12 Common Assessment Task.

TOPICS	Core knowledge and concepts as prescribed in the CAPS. Teach all the content under each topic as prescribed per term in the CAPS.
Development of the self in society	<ul style="list-style-type: none"> <li>Life skills required to adapt to change as part of on-going healthy lifestyle choices</li> <li>Stress management</li> <li>Conflict resolution</li> <li>Human factors that cause ill health</li> <li>Action plan for lifelong participation in physical activity</li> </ul>
Social and environmental responsibility	<ul style="list-style-type: none"> <li>Environments and services which promote safe and healthy living</li> <li>Responsibilities of various levels of government</li> <li>A personal mission statement for life</li> </ul>
Democracy and human rights	<ul style="list-style-type: none"> <li>Responsible citizenship</li> <li>The role of the media in a democratic society</li> <li>Ideologies, beliefs and worldviews on construction of recreation and physical activity across cultures and genders</li> </ul>
Careers and career choices	<ul style="list-style-type: none"> <li>Commitment to a decision taken: locate appropriate work or study opportunities in various sources</li> <li>Reasons for and impact of unemployment and innovative solutions to counteract unemployment</li> <li>Core elements of a job contract</li> <li>Refinement of portfolio of plans for life after school</li> </ul>
Study skills	<ul style="list-style-type: none"> <li>Reflection on own study and examination writing skills</li> <li>Strategies to follow in order to succeed in Grade 12</li> </ul>
Physical education	<ul style="list-style-type: none"> <li>Achievement of own personal fitness and health goals</li> <li>Long-term engagement in traditional and/or non-traditional sport or playground and/or community and/or indigenous games or relaxation and recreational activities</li> <li>Safety issues</li> </ul>





# TERM 1



TERM 1



# Stress

Stressors (pg. 3-9)

Stress management (pg. 10-14)



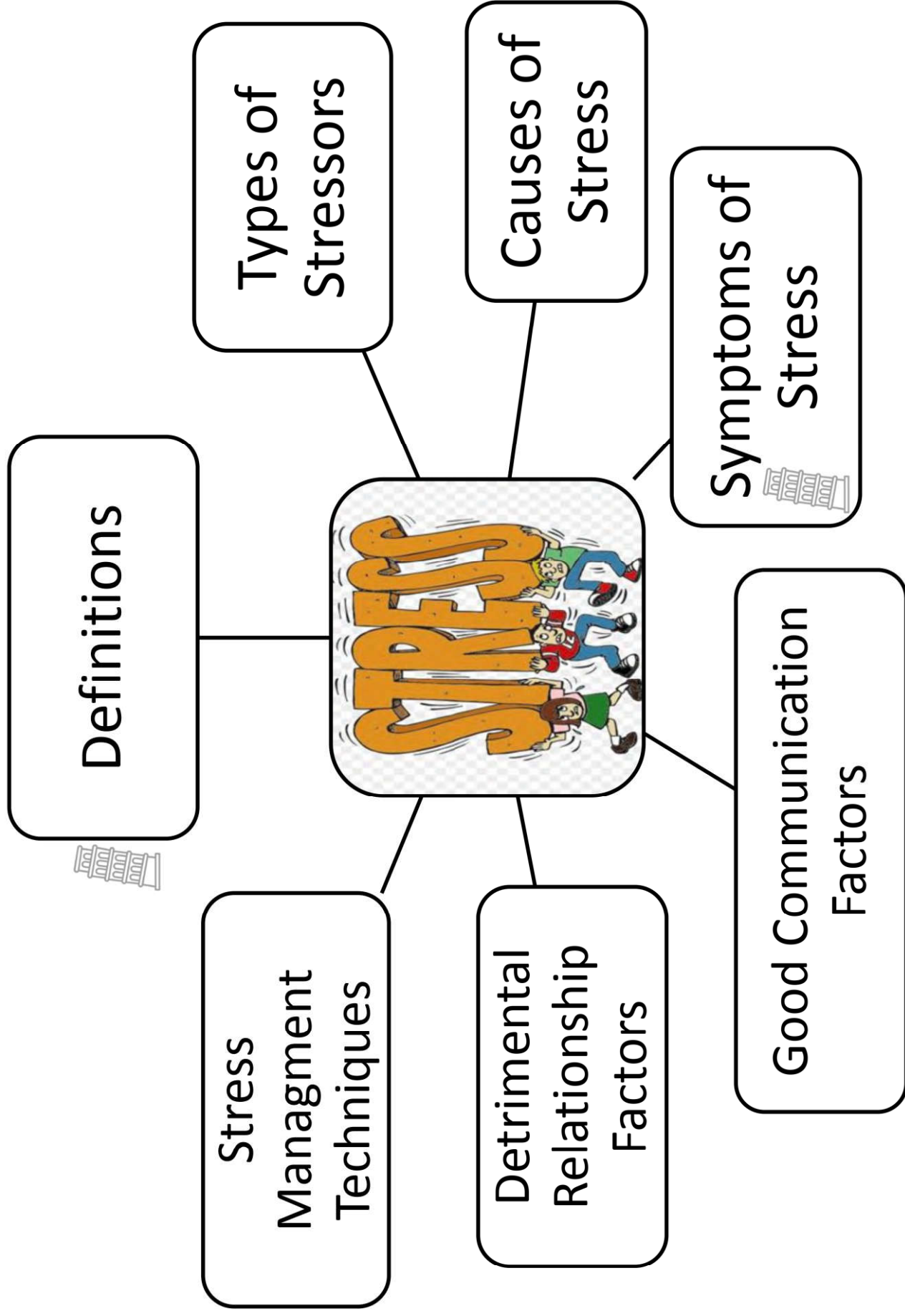
- What is stress?  
Stress is what we feel in situations we find difficult, challenging or even frightening. When we feel we can't cope with the situation.
- What is good stress? (Eustress)  
Stress that makes you ready for action as it gives you adrenalin and energy. E.g. When you have to stand in front of the class and speak. It is for a short term and you can have sweaty palms and a dry mouthy or butterflies in your tummy.
- What is bad stress? (Distress)  
If the stress is more than you can cope with, it is unhealthy. You may become ill, unhappy and depressed. You are not able to do your task as well as you could. You will have headaches or will not be able to sleep.
- What is a stressor?  
A stressor is anything, event or person that causes or triggers stress.
- Symptoms of stress:
  - Short term effects: Faster breathing/faster heart rate/dry mouth. Sweaty palms/tension in your neck/butterflies in your tummy
  - Long term effects: High blood pressure/headaches/ulcers/allergies etc.
- Types of stressors:
  - Physical: caused by physical harm, such as violence and sexual abuse.
  - Environmental: caused by factors like extreme weather or pollution.
  - Personality: people who are more prone to stress than others.
  - Social: caused by the people around you e.g. peer pressure.
  - Emotional: caused by your emotions e.g. relationship problems.
- Why is it important to manage stress?  
Your body produce cortisol and adrenalin. These are 2 stress hormones. Cortisol is the hormone produced by fear, results in anxiety. Adrenalin is the hormone that prepares the body to react physically to a threat. If you fail to manage your stress your body can produce too much of the hormones for too long. The stress will damage your body and change to chronic diseases like high blood pressure.
- Factors that lead to stress in the work place:
  - Poor management/poor planning by
  - Supervisors or managers.
  - Lack of skills from other workers.
  - Poor work relations
  - Poor relations between workers
  - Poor work environment
  - Incompetent workers
  - Jealousy
  - Autocracy by management
  - Tasks are demanding
  - Understaffed
  - Low salary
  - Poor resources to do proper job
  - Poor work ethics by workers
  - Poor benefits
  - Poor attitude of superiors (no support )



- How to manage stress : Behaviours, techniques, strategies and examples of ways in which stress can be managed
  - **Meditation** is a natural method of relieving stress. Simple deep breathing exercises can assist tremendously in relieving stress. Meditation helps to calm the mind.
  - **Exercise** at least 3 times a week and eat healthy foods regularly.
  - **Avoid excess caffeine** intake which can increase feelings of anxiety and agitation.
  - Don't use **illegal drugs, alcohol and tobacco**.
  - Learn **relaxation exercises** (abdominal breathing and muscle relaxation techniques).
  - Develop **assertiveness training skills**. For example, state feelings in polite, firm, and not overly aggressive or passive ways ("I feel angry when you yell at me" "Please stop yelling"). Rehearse and practice situations which cause stress.
  - Learn practical and effective **coping skills**. For example, break a large task into smaller, more attainable tasks.
  - **Decrease negative self -talk**. Challenge negative thoughts about yourself with alternative neutral or positive thoughts. "My life will never get better" can be transformed into "I may feel hopeless now, but my life will probably get better if I work at it and get some help."
  - Learn to **feel good about doing a competent job** rather than demanding perfection from yourself and others.
  - **Take a break from stressful situations**. Activities like listening to music, talking to a friend, drawing, writing, or spending time with a pet can reduce stress.
  - Build **a network of friends** who help you cope in a positive way.
  - A **stress journal** can help you identify the regular stressors in your life and the way you deal with them. Each time you feel stressed; keep track of it in your journal. As you keep a daily log, you will begin to see patterns and common themes.
  - **Learn how to say "no"** – Know your limits and stick to them. Whether in your personal or professional life, refuse to accept added responsibilities when you're close to reaching them. Taking on more than you can handle is a sure recipe for stress and can lead to burn out.
  - **Avoid people who stress you out** – If someone consistently causes stress in your life and you can't turn the relationship around, limit the amount of time you spend with that person or end the relationship entirely.
  - **Plan: Take control of your environment** – If the evening news makes you anxious, turn the TV off. If traffic's got you tense, take a longer but less-travelled route. If going to the market is an unpleasant chore, do your grocery shopping online.
  - **Compile a to-do list** – Analyze your schedule, responsibilities, and daily tasks. If you've got too much on your plate, distinguish between the "should" and the "must." Drop tasks that aren't truly necessary to the bottom of the list or eliminate them.









Exam practice:

1.1.3 In stress management you need to identify the causes of your stress and ...

- A be aware of your thinking patterns.
- B drink lots of energy drinks.
- C work longer hours and eat enough food.
- D speak to everyone about your problems.



1.1.9 One positive effect of stress is that it ...

- A causes changes in appetite, resulting in weight loss.
- B forces you to slow down and do things at leisure.
- C causes sleep loss, which gives you more waking hours to get things done.
- D improves performance, efficiency and refocuses energy.

1.2.3 A type of stressor that originates from destructive relationships with others (1)

2.1 Define the term *stress* and give TWO possible reasons why the boy in the cartoon suffered from examination stress. (1 + 2) (3)

2.2 Discuss ONE physical symptom of stress that may have a negative impact on studying. (1 x 2) (2)

3.1.

Define an *emotional stressor* and explain why the fear of failure in an examination can be classified as such a stressor. (1 + 2) (3)


3.2.

Explain the difference between *positive* and *negative stress* and show how a personal life crisis can result in positive stress. (2 + 1) (3)





## Conflict (pg. 15-18)

CONCEPT	EXPLANATION
Conflict 	Disagreements, opposing viewpoints, or struggles for power between people.
Interpersonal conflict	Happens between people
Intrapersonal conflict	Happens within yourself



### Conflict resolution skills

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





Exam practice:

1.1.7 Assertive behaviour means that you ...

- A can communicate confidently, firmly and politely.
- B can evaluate evidence and argue aggressively.
- C criticise, evaluate and judge the other person.
- D communicate by trying to make others see things your way.

1.1.5 An example of intrapersonal conflict is when ...

- A your friend wants to go to the movies with you, but you want to stay home to finish an assignment that is due the next day.
- B your sporting activities take up too much of your time and your parents want to see you at home more often.
- C you want to go to a university, but your parents want you to go out and get a job.
- D you are not sure whether you should give in to your desire to smoke or act on your own values and beliefs regarding smoking.

1.1.8 If a person is frustrated about a situation and wants to express himself/herself before moving on, it is best to ...

- A offer the person suggestions on how to calm down.
- B politely excuse yourself without giving a reason.
- C allow the person to express his/her feelings to get closure.
- D tell the person that his/her current behaviour is unproductive.

1.1.1 A dispute resolution skill that is used to assist two parties to reach an agreement is called ...

- A cooperation.
- B mediation.
- C collaboration.
- D compromise.

2.5 Propose TWO practical solutions that a learner can use to resolve conflict with his/her parents about poor school performance. (2 x 2) (4)

3.1.

- Evaluate how each of the following personality types deals with interpersonal conflict:

- Passive/Introvert (2)
- Aggressive/Bully (2)
- Assertive/Extrovert (2)

- Justify why each of the following attitudes and behaviour will be ineffective when dealing with interpersonal conflict:

- Avoiding conflict (2)
- Competing with one another (2)
- Compromising your viewpoint (2)



## Relationship communication

- Importance (pg. 19-21)
- Factors influencing (pg. 22-25)

### Initiating, building and sustaining relationships

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

### How do I initiate and build relationships?

- A good way to break the ice when you meet new people is to make sure you hear their names. Ask them about themselves because people do like to talk about themselves.
- You can also start a conversation by talking about neutral subjects if the person is shy. Try to remember the name of the person, so the next time you see them, they feel special because you remembered them.
- Be willing to share a little about yourself, but don't talk about yourself all the time. Avoid boasting or showing off. People don't like braggers.
- Keep up to date with the latest news and topics that people are discussing. If people find you are informed and interesting, they will enjoy talking to you.

### Characteristics and skills of positive relationships

Good relationships help us throughout tough times in our lives. Forming and maintaining good relationships doesn't come easy. You have to look for some qualities and skills and characteristics in the person with whom you are forming a relationship. What are they?

Skills needed by good communicator	<ul style="list-style-type: none"><li>☺ Ability to communicate</li><li>☺ Ability to listen</li><li>☺ Sympathetic</li><li>☺ Not expecting all to have the same view as you</li></ul>
Characteristics and qualities	<ul style="list-style-type: none"><li>👍 Ability to give and take</li><li>👍 Unselfish</li><li>👍 Mutual respect</li><li>👍 Tolerant</li><li>👍 Caring/Supporting</li><li>👍 Respect for others and the work they do</li><li>👍 Can work in a team</li><li>👍 Understanding how others think</li><li>👍 Ability to be yourself</li></ul>

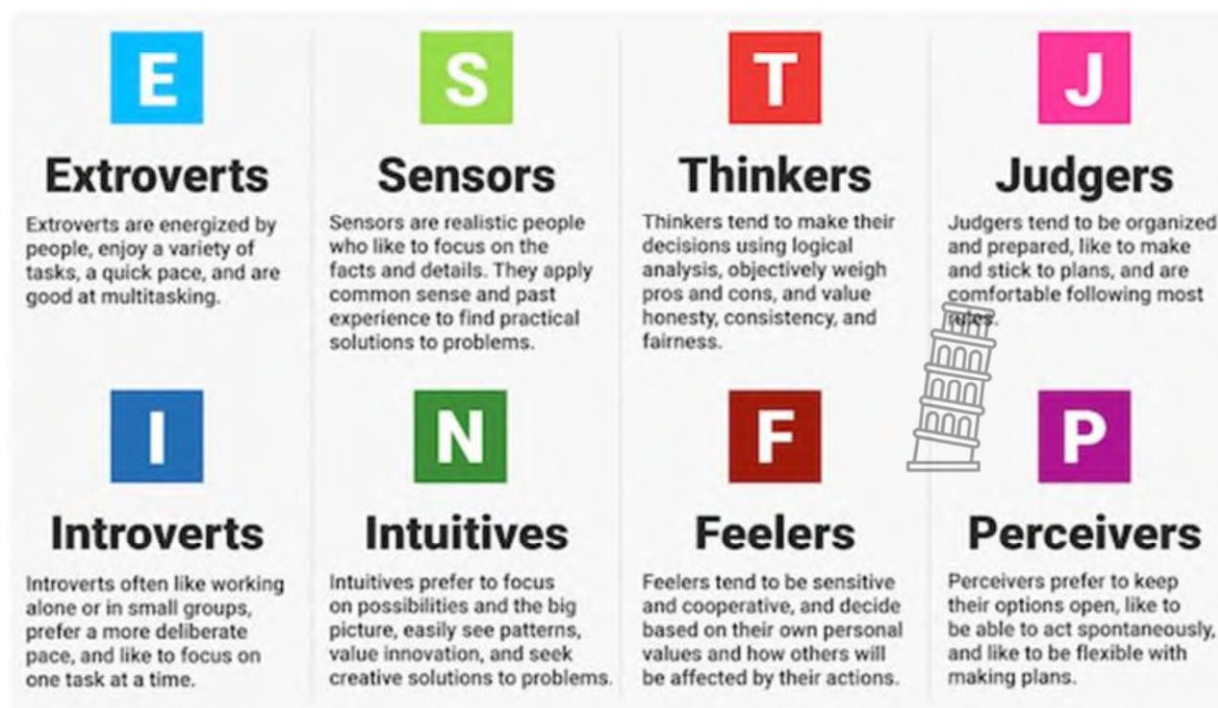




Effective communication	Ineffective ways to communicate
Listen attentively and show empathy	Not listening to the other person
Listen without judging	Interrupt the other person
Understand before your respond	Being judgemental & jumping to conclusions
Speaking clearly without being emotional	Being emotional and overreacting
Understanding the other's feelings	Sarcastic responses or defensive behaviour
Show with your body that you are listening e.g. nod your head to show you listen or agree	Fold your arms and turn away and look around when the person is talking

• **Factors that influence effective communication**

- **Personality:** The way you act, behave, and react and your attitudes all form part of your personality. Remember that we all act in a certain way in a certain situation.
- **Attitudes and values:** If you have an attitude (you think and act) that you are better than others, it will affect communication. If you think that only your ideas, beliefs and values are right and you do not show respect, you will not be a good listener and you will not allow others to freely express their views. This will block communication between you and other people and can lead to conflict.
- **Acceptance of responsibilities:** **Responsibility** means you are accountable, do your duty and take responsibility for your actions. You can be trusted to do a job, because you take responsibility. If you make a mistake, you don't try to shift responsibility to somebody or something else. Effective communication can only happen where there is trust, reliability and responsibility.
- **Appropriate expression of views and feelings:** Appropriate expression of views and feelings mean that you say what you think and feel, but in a way that does not hurt or offend others.
- **Respect the feelings of others:** When you show respect for the feeling of others, they will show respect for you and your feelings.





Discussion:

- What are the characteristics of a healthy relationship?
- What are the characteristics of an unhealthy relationship?
- “Unhealthy relationships are sometimes characterized by gender-based violence”.
  - What is meant by gender-based violence?
  - Is gender-based violence only limited to men beating women? Provide reasons for your response.
- Why do women not always report gender-based violence?
- Why do men not report gender-based violence?
- “Unhealthy relationships are sometimes characterized by poor communication and conflict”.
  - What is meant by intra and interpersonal conflict?
  - How can you communicate in a manner that will not lead to conflict?
- Advise someone who is in an unhealthy relationship on how to deal with:
  - Gender-based violence
  - Poor communication and conflict





Exam Practice:

1.1.1 The following is a good practice for communication in healthy relationships:

- A Both partners express their desires and both do not understand that some issues are private.
- B Both partners determine who the other partner interacts with, but one of them decides when this can happen.
- C Both partners keep record of who wins and who loses arguments.
- D Both parties enjoy spending time apart because they are secure and can explain their needs clearly.

1.1.1 The following qualities are necessary for a successful, long-lasting relationship:

- A Respect, honesty, love and faithfulness
- B Respect, wealth, faithfulness and status
- C Love, looks, honesty and a sense of humour
- D Honesty, respect, status and faithfulness

1.1.5 If you are engaged in conversation, the communication technique that is most likely to ensure that you understand what the other person is attempting to say to you is to ...

- A repeat what you believe the person is saying.
- B nod your head in agreement while the person is speaking.
- C ask the person to speak slowly and clearly.
- D make continuous eye contact while the person is speaking.

1.1.3 If you respect the feelings of others, you must ensure that you listen and ...

- A judge what they are saying.
- B point out the mistakes in what they are saying.
- C reflect on what they are saying.
- D make light about what they are saying.

1.2.3 The ability to show that you understand the feelings of others and that you have sympathy and compassion for them

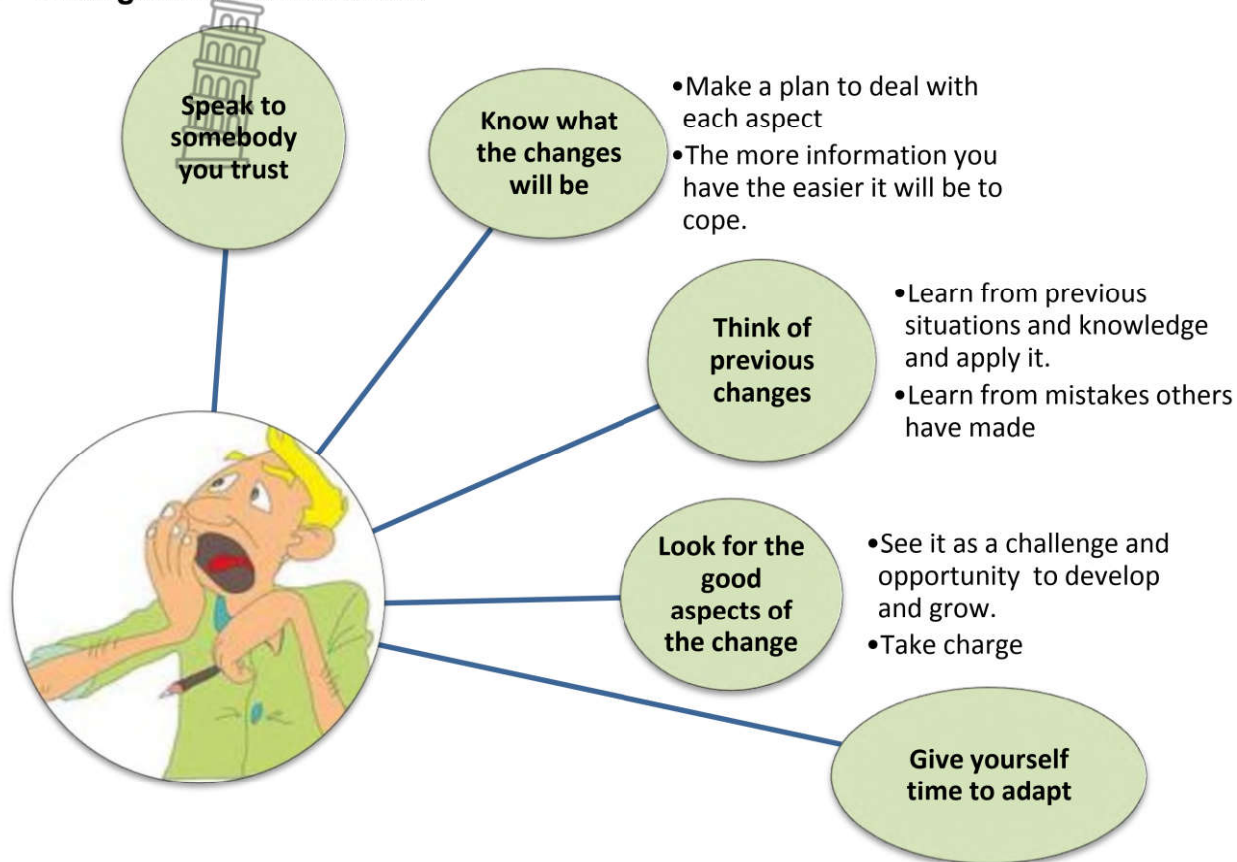




# Change (pg. 26-33)

## Transition between school and post-school destination

### • Change in circumstances



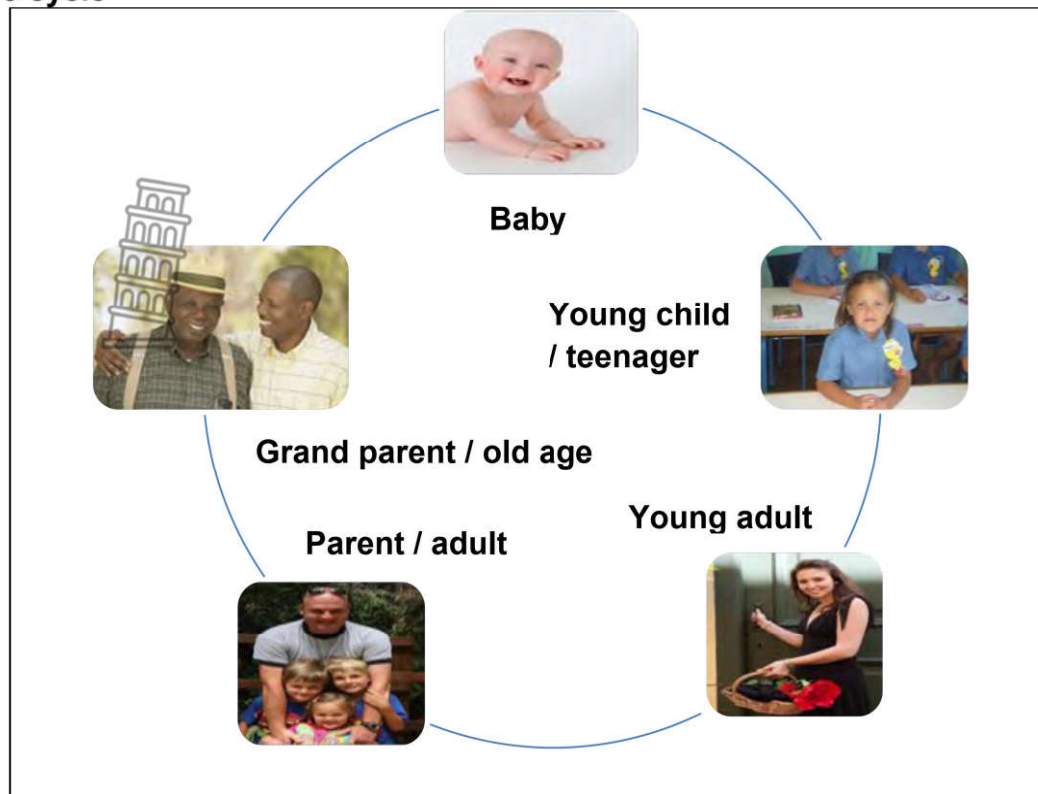
- Plan what to do
- Think of previous change and apply experience
- Talk to somebody you trust
- List the good effects of change
- Develop a positive attitude towards change
- Avoid resisting change
- Change will influence your need for more education
- Give yourself time to adjust to change
- Use your religion / belief system to guide you

### • Positive and negative aspects of change

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



- **Life cycle**



- Stages of development may be marked by rituals.
- The rituals will depend on which traditional practice your culture follows.
- The rituals are also called rites of passage.
- They are a way for cultures to teach values and ways of living.
- Rituals are ceremonies used by people to mark the transition or change from one stage in the life cycle to another.
- Rites of passage help to make it easier to move from one phase to the next.
- Different stages allow different rights, but it also means different responsibilities.

### Changes after school

- More individual responsibility – money, time, planning, routine
- Emotional – isolation, peer pressure
- Independence – make own choices, but also deal with consequences

### Exam Practice:

1.1.9 A major academic change which students encounter in the post-school destination is that a student ...

- A is introduced to many temptations such as drugs and alcohol.
- B has compulsory classes at irregular hours throughout the day.
- C must be mature enough to handle personal freedom.
- D must always complete and hand in assignments on time.

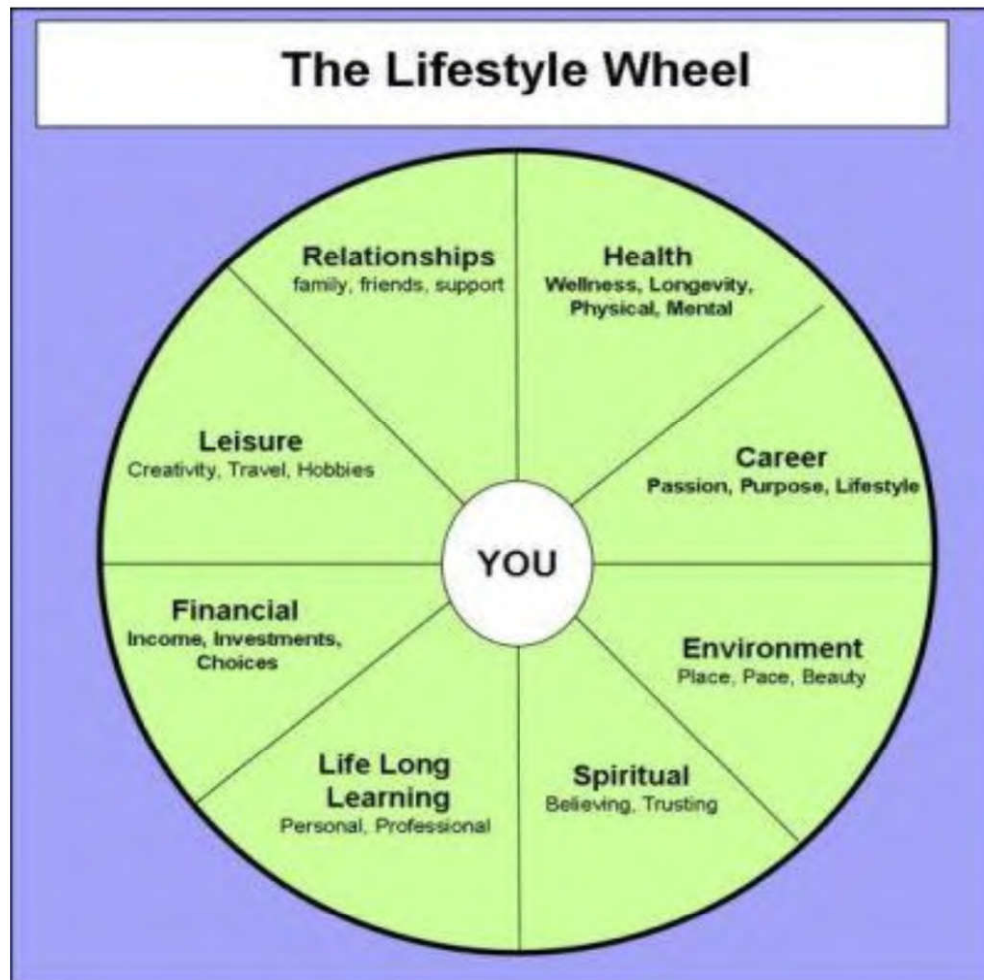
- State THREE challenges you will have to face when you are working away from home. (3 x 1)
- Advise school-leavers on THREE ways to develop a positive attitude towards change that will assist them to adapt to a work environment. (3 x 2)



## Personal lifestyle plan (pg. 34-35)

The following aspects should be included:

- Physical exercise
- Outdoor recreation and relaxation
- Promote healthy habits
- Avoid harmful substances
- Emotional health
- Time management
- Relationships and communication
- Nutrition and weight management
- Sleep
- Abstain from having sex / safe sex
- Cope with change
- Stress management
- Conflict resolution
- Volunteer / help others



Exam practice:

1.
  - Define the term *personal lifestyle plan* and explain the value of such a plan.
  - State THREE aspects to consider when developing a personal lifestyle plan.
  - Discuss THREE ways in which a personal lifestyle plan could assist you to contribute towards a safer society.
2.
  - Assess how a personal lifestyle plan could assist you to experience quality of life during periods of change, by discussing the following components of such a plan:
    - Diet and nutrition (2)
    - Relationship with friends and family (2)
    - Recreation and relaxation (2)

[15]

(6)



## Fitness and BMI

- Safety (pg. 37-40)
- Warm up and cool down (pg. 41-42)
- Fitness and health goals (pg. 43-49)
- Orienteering (pg. 254)

\* Moving Ahead PDF

### Safety in physical fitness

- ☺ Surface area – clear, not too hard/soft
- ☺ Clothing and footwear – comfortable, evaporation, shoes, cap/hat
- ☺ Spacing – move freely (one- to two-arm lengths apart)
- ☺ Drink liquids – about 8 glasses a day
- ☺ Low impact – not harm joints: walking, hiking, swimming and seated workouts
- ☺ High impact – injury risk (both feet leave ground): running, hopping, jump rope

### Warming up and Cooling down

- 👉 Warming up – gentle exercises (5-10 minute) for blood circulation and prepare body
  - Nerves and muscle preparation
  - Reduces injury
    - Run on the spot; windmills; jumping jacks (5 minutes)
    - Stretches (3-5 minutes)
- 👉 Cooling down – gentle exercises to slow heartrate, regulate breathing and rest
  - Stretches – each for 20 seconds

### Fitness and Health Goals

Health-related fitness is important for overall well-being and also supports skilful and enjoyable participation in a variety of movement activities. Keeping the body fit for health incorporates the following components:

- 👉 Cardiovascular Endurance - the ability of your heart and lungs to efficiently transport oxygen to exercising muscles (also referred to as aerobic fitness). Endurance is the ability to perform bouts of exercise or work without fatigue (running out of breath or getting tired).
  - Types of cardiorespiratory measurement exercises:
    - 12-minute run-test
    - Run-on-the-spot test
  - Benefits of improving cardiovascular endurance:
    - Weight management
    - Prevention of heart disease
    - Stronger bones
    - Improved ability to carry out daily tasks with alertness and vigor.





- ✎ Flexibility - the range of motion around a joint.
  - Types of flexibility measurement exercises:
    - Sit-and-reach test
    - Shoulder stretch
  - Benefits of improving flexibility:
    - Decreased muscle tension
    - The ability to move with greater ease
    - Decreased sore muscles.
- ✎ Muscular Endurance - the ability of the muscle to repeatedly contract without fatigue.
- ✎ Muscular Strength - the maximum pulling force of a muscle against a resistance.
  - Types of muscular strength and endurance measurement exercises:
    - Half curl-ups
    - Knee push-ups
  - Benefits of improving muscular endurance and strength:
    - Prevention of muscular injury
    - Enhanced ability to perform physical skills in leisure activity and sports.

## Skill-related components of physical fitness

A skill is the ability to do something efficiently and well. Skills are developed through practice over time. Skill-related physical fitness consists of those components of physical fitness that have a relationship with enhanced performance of motor skills. The components are commonly defined as agility, balance, coordination, power, reaction time, and speed.

**Agility** - the ability to perform a series of explosive power movements in rapid succession in opposing directions (e.g., zigzag running or cutting movements).

**Balance** - the ability to control the body's position, either stationary (e.g., a handstand) or while moving (e.g., a cartwheel).

**Coordination** - the ability to combine balance and agility while moving. Doing two unrelated tasks at the same time requires coordination (e.g. running and dribbling a basketball).

**Power** - the ability to exert maximum muscular contraction instantly in an explosive burst of movement. The two components of power are strength and speed (e.g., jumping or a sprint start).

**Reaction Time** - the ability to respond to a stimulus in as short a time as possible (e.g., goalie stopping a puck in hockey).

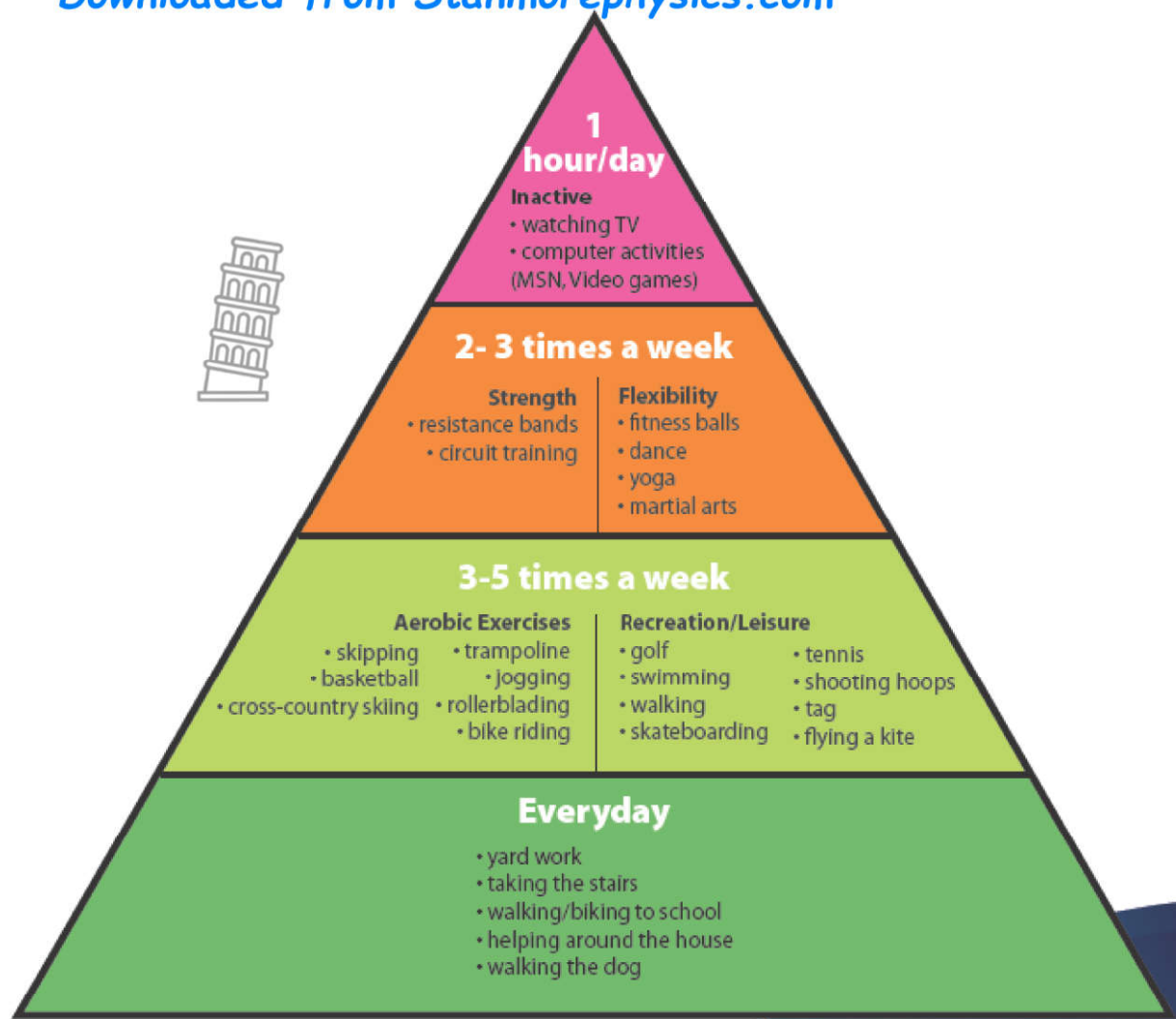
**Speed** - the ability to cover distance or perform a motor skill as quickly as possible. It is generated by a combination of the skills listed above (e.g., sprints).

### BMI (Body Mass Index)

- Measure of your body composition
- BMI = weight in kg / height in m<sup>2</sup>
- Ideal range: 18.5 to 25
- Less than 18.5 = underweight
  - increased infections
  - osteoporosis
- More than 25 = overweight
  - heart disease
  - blood pressure
  - cancer







**Create a SMART fitness goal:**

**S**

**specific and sustainable**  
My goal is specific because

**M**

**measurable and meaningful**  
My goal is measurable and meaningful because

**A**

**action-oriented**  
How will my goal be action-oriented?

**R**

**results based**  
How will my goal be results based?

**T**

**time-bound**  
In what ways is my goal bound by time?





Exam Practice:

- 1.1.3 The term *agility*, as a physical fitness skill, is best described as the ability to ...
- A keep an upright posture while standing or moving effectively.
  - B combine the use of the senses and body parts.
  - C quickly change and control body position and movements.
  - D use strength with speed.
- 1.1.9 The purpose of doing warm-up activities before exercising is to ...
- A strengthen the cardio-vascular system.
  - B focus on the purpose of exercising.
  - C prevent injuries to muscles.
  - D show off physical skills.
- 1.1.2 A physically fit and healthy person should have a body-mass index (BMI) of between ...
- A 16,5 and 24.
  - B 19,5 and 26.
  - C 18,5 and 25.
  - D 17,5 and 28.
- 1.1.3 The following strategy is likely to be most effective in supporting an adolescent's efforts to lose weight:
- A Allow the adolescent to have meals on his/her own when it suits him/her.
  - B Give him/her money to buy quick lunches at the school tuck shop.
  - C Involve the entire family in a healthy eating plan.
  - D Frequently remind the adolescent of the health risks of being obese.
- 1.1.10 The following can be used to establish a person's flexibility
- A Run and jump
  - B Sit and reach
  - C BMI and pulse rate
  - D Hop and skip
- 1.1.1 Emotional benefits of physical activity include ...
- A an increase in fitness levels.
  - B a decrease in the level of teamwork.
  - C an increase in the flexibility of muscles.
  - D a decrease in the level of anxiety.
- 1.1.6 Orientation is a/an ...
- A indigenous game that involves fitness and teamwork.
  - B aerobics programme that includes cardio-vascular exercises.
  - C navigational activity that requires fitness and teamwork.
  - D traditional sport that promotes flexibility and endurance.



1.1.10 A sports administrator is a person who...

- A helps clients achieve fitness objectives by providing one-on-one assessment.
- B oversees the smooth running of a sports organisation and implements policies.
- C motivates, directs and instructs athletes with regard to strategies during a game.
- D organises leisure activities, community functions and sporting competitions. (10 x 1)

1.1.2 Cardiorespiratory fitness can be measured by the ...

- A 12-minute run and sit-and-reach tests.
- B run-on-the-spot and 12-minute run tests.
- C half-curl-up and run-on-the-spot tests.
- D shoulder-stretch and 12-minute run tests.

1.1.4 Low-impact exercises could include ...

- A bouncing, running and cardio-kickboxing.
- B walking, seated workouts and dancing.
- C cycling, walking and rope skipping.
- D running, seated workouts and bouncing.

1.2.2 What is the term used to describe the ability of muscles to stretch and allow joints free movement? (1)

1.2.5 In your own words, describe the difference between *health* and *fitness* in relation to physical education. (2)

1.2.5 State THREE personal safety measures one can take to reduce the risk of injury when participating in physical activities. (3)

1.2.4 Give THREE possible reasons why sport and recreation are important for a country. (3)

1.2.1 A worldwide multisport event involving athletes with a range of physical challenges

1.2.4 A recreational activity in which you find your way from point to point in unfamiliar places within a specific time (1)

1.3.1 Discuss the importance of cooling-down exercises after physical activity. (1 x 2)

1.3.4 Explain ONE mental benefit of participating in physical activities. (1 x 2)



## Assessment & Study skills

- Assessment (pg. 62-63)
- Skills (pg. 63-64)
- Strategies (pg. 64-65)
- Styles (pg. 65-67)

### Process of assessment and examination writing skills:

- **What is assessment?**

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

- **Why assess?**

It identifies how you cope with new knowledge, content and skills.

- **Reasons for assessment**

- **Informal:** not for marks; give feedback and to check understanding/progress
- **Formal:** for marks – measure achievement and provide feedback

- **Different types of assessment?**

- **Formative assessment:** happens when you are working on something and helps you and your teacher work out how you are coping.
- **Summative assessment:** this happens at the end of a term, chapter or project. It measures how you manage over a period of time.
- **Self-assessment:** you assess yourself.





**School-based assessment & NSC** (pg. 68-72)

School-based assessment is all the formal tasks done throughout the year, including:

- ✓ Term tests
  - ✓ Projects and Investigations
  - ✓ Oral presentations
  - ✓ Practical Assessment Tasks
  - ✓ Examinations (June and Prelim)
- } 25% of year mark



**Importance of obtaining the NSC**

- 👉 It allows you to study at a Higher Education Institute.
- 👉 It is a basic requirement if you want to apply for a bursary.
- 👉 Most employers require a NSC as a basic requirement for many jobs.
- 👉 It shows employers you have some skills and knowledge and that know how to learn.

**Exam practice:**

1.1.10 The importance of school-based assessment is that it ...

- A provides feedback on the learners' performance.
- B covers all prescribed content for the grade.
- C is standardised for all learners in the country.
- D excludes tests and examinations.

1.1.4 It is very important to obtain a National Senior Certificate (NSC) because it gives you the opportunity to ...

- A track your progress and shows what you need to focus on.
- B use your time effectively and to focus on studying.
- C receive feedback and to know your strengths and weaknesses.
- D develop through further studies and to find employment.

1.1.7 Examples of school-based assessment tasks are ...

- A homework, projects and examinations.
- B oral presentations, projects and assignments.
- C projects, assignments and homework.
- D class work, projects and assignments.



1.2.4 A teacher's daily observation and monitoring of learners' progress in order to provide feedback

2.1.

- Discuss THREE ways in which school-based assessment can assist in reducing the pressure of external examinations. (3 x 2) (6)



## Studying methods and planning

- 👉 **Study skills** – tools used for study like flashcards, mind-maps, mnemonics, summaries
- 👉 **Study strategies** – plans or methods for study like study plan, place, organisation
- 👉 **Study styles** – particular of studying and learning



# Learning Styles

## VERBAL

Words are your strongpoint!  
You prefer to use words both  
in speech and in writing!

## VISUAL

You prefer to use pictures,  
diagrams, images and spatial  
understanding to help you  
learn

## MUSICAL / AUDITORY

You prefer using sounds or  
music or even rhythms to  
help you learn.

## PHYSICAL / KINAESTHETIC

You use your hands, body  
and sense of touch to help  
you learn. You might 'act  
things out'.

## WHAT'S YOUR LEARNING STYLE?

## LOGICAL / MATHEMATICAL

Learning is easier for you if  
you use logic, reasoning,  
systems and sequences.

## SOCIAL

You like to learn new things  
as a part of a group.  
Explaining your  
understanding to a group  
helps you to learn.

## SOLITARY

You like to work alone. You  
use self-study and prefer your  
own company when  
learning.

## COMBINATION

Your learning style is a  
combination of two or more  
of these styles.

- **The SR3 method:**
  - It stands for Survey, Read, Recall and Review.
  - It is a very effective way of studying as it helps to embed the learning material in your memory.
- **Strategise your study time:**
  - Plan your study time - where, when and what and how are you going to study?
  - Planning is important - have enough time to study efficiently and effectively.
  - Prioritising your daily activities. For example is watching your favourite program going to add value to your life and help you pass examinations.
  - Having sufficient sleep important to concentrate in class.





Develop a study plan for grade 12

- For example:





## EXAM PREPARATION

- **Prepare yourself for an exam**

- Start studying long before the time.
- Make sure you sleep enough
- Practise past papers. It will help you to understand what they expect of you.
- Eat a breakfast before an exam
- Get to the venue on time
- Remember all your equipment like pens, calculators etc.

## EXAM WRITING SKILLS

- **Multiple choice questions:**

- This questions test factual knowledge.
- Often one of the answers is very clearly wrong and you can eliminate it straightaway.
- Work out the answer that is most correct.

- **Essay questions:**

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

- **Preparing for exams:**

Preparing for exam	<ul style="list-style-type: none"><li>-know how many questions you need to answer</li><li>-know what style of questions you will need to answer e.g. essay</li><li>-work through a mock exam to help in your preparation</li></ul>
Night before exam	<p>Get enough sleep – you cannot write if you are tired</p> <p>Prepare all the equipment you might need like calculators etc.</p> <p>Check the time and place you will need to write exams again</p>
Day of exam	<ul style="list-style-type: none"><li>• eat a good breakfast or meal-you cannot concentrate on an empty stomach</li><li>• visualise yourself being successful</li><li>• arrive in time and go to the bathroom</li><li>• avoid discussing the work with friends because this will confuse you ore make you nervous</li></ul>
Exam room	<ul style="list-style-type: none"><li>• think success while you breathe deeply</li><li>• make sure you are handed the right paper especially in language e.g. HL /FAL</li><li>• read and highlight the key words in the instructions</li><li>• complete your details to the front of the exam book</li><li>• read the questions and highlight the key words</li><li>• work out how much time you have for each question</li></ul>



### Presenting a question paper:

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

- ✓ **Hand Writing** – Keep the hand writing legible. If the examiner cannot read your writing you will lose marks. Do not do too much scratching around on the paper. This really makes the paper look dirty.
- ✓ **Figures** – Generally you can draw figures with pen. But preferably draw them with pencil. Generally a free hand diagram would do but when done with a pencil is much easier to correct and change than a one drawn with pen. And it looks much neater.
- ✓ **Rough Work** – Do not do rough work of any kind just next to the sum. Do the rough work in the margin. Or you could just mark the last page as rough work and do all the rough work there. Cancel (draw a line through) all rough work in language papers.
- ✓ **Sub Question** – All the sub question of a question should be attempted in a sequential order. If you do not know a sub question leave appropriate place for it .Do not attempt the sub question anywhere else. This would be highly irritating for the examiner. He might not even check that answer.

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

### • **Key examination question words and their meanings**

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



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

### • Top 10 Mistakes

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



MISTAKE	HOW TO CORRECT
1. Spotting only some questions or cramming too much information into your memory	Start revising long before the exams in order to be able to cover all the work. Plan your study time
2. Arriving late/failing to bring necessary stationary	Give yourself enough time to travel to venue. Make a note on the exam time table e.g. remember calculator.
3. Panic before or during paper	Prepare well, sleep enough before a paper. Tell yourself it is not the end of the world and only an exam paper.
4. Failing to read instructions and scan through questions	Read the instructions and make sure of the number of questions you need to answer. Scan through a paper before you begin to write. Proceed to answer the easy questions first.



5. Failing to allocate time for each question/failing to plan your time	Allocate time to each question. Plan your exam time before you go to the exam room. Know how long you should take for the short and long questions. Allocate your time accordingly. If you fail to plan, you plan to fail!
6. Misinterpreting question/producing and incoherent answer/writing too much or too little	Underline the key words in the question. Make sure you just answer what the question requires.
7. Not sure how to start or end question	Don't waste time by starting over and over again. The emphasis should be on the flow of your ideas. Make sure paragraphs are coherent.
8. Writing illegible/failing to	If your "a" looks like a "u" and your "v" looks like a "u" you will lose marks as the marker give up because he cannot read your answer. Practice your handwriting
9. Reading and writing too slowly	Practice your reading will increase your reading speed. Practice you writing skills or you can try different types of pens and pencils.
10. Forgetting to write your personal particulars	Always start your exam by writing your personal detail on your exam book  Write your name and particulars on the loose pages, as a whole stack of papers may fall apart during transit





**Exam Practice:**

1.1.2 A kinaesthetic learner learns best through mime, drama, ...

- A flash cards and discussion.
- B debate and memorisation.
- C reading aloud and written instructions.
- D playing games and role play.

1.1.7 Study strategies can be defined as ...

- A steps you take to study most effectively.
- B methods to keep track of your formal assessment.
- C collecting information on visual aids.
- D ways to solve problems and make decisions.

1.1.8 One of the most effective study strategies is to ...

- A select a place free from distraction to maximise your concentration.
- B study continuously for at least two hours at a time.
- C increase the time spent on exercise throughout the examination.
- D study the easiest subject first while you are fresh.

1.2.6 Identify and explain ONE study skill that will improve your memory while studying. (2)

1.2.3 Which reading technique is the most suitable to find the following in a newspaper:

- (a) Main ideas, for example identifying stereotyping (1)
- (b) Specific information, for example sports scores (1)

1.2.4 Name the examination writing skill that is used to make judgements that will show your understanding and analysis of a topic. (1)

1.3.2 Why is time management an important aspect to include in a study plan? (2)

1.2.2 A condensed version of the core content of a subject containing bulleted notes, mind maps or tables

1.3.3 Distinguish between *study strategies* and *study skills*. (2 + 2)

2.1.

- Advise your class mates on how to effectively implement the following examination writing skills to help reduce stress when you write an examination:

- Reading questions
- Planning responses
- Answering questions

(3 x 2) (6)



SEPTEMBER 2018

QUESTION 2

Read the extract below and answer the questions that follow.

**FROM MATRIC RESULTS TO FREE HIGHER EDUCATION**

Matric results, as a common social stressor, tend to raise a lot of emotions among learners and their parents, as some learners' commitment to further studies have not yet been finalised due to various challenges they may face.

However, some of these challenges may be overcome after the most recent announcement of free higher education by the government.

Unfortunately, many hopeful applicants could still be turned away by tertiary institutions.

[Adapted from [www.city-press.news24.com](http://www.city-press.news24.com). Accessed on 9 January 2018.]






- 2.1 Define the term *social stressor* and explain how societal expectations with regard to matric results could affect learners emotionally. (1 + 2) (3)
- 2.2 Explain ONE coping skill that can help learners deal with the stress they might experience after receiving disappointing matric results. (1 x 2) (2)
- 2.3 Discuss ONE possible challenge learners may face should they no longer qualify for their intended course of study. (1 x 2) (2)
- 2.4 Advise unsuccessful university applicants on TWO alternative opportunities they could consider to ensure that they can still follow their planned careers. (2 x 2) (4)
- 2.5 Critically discuss TWO possible negative implications that free higher education may have for prospective students. (2 x 2) (4)
- [15]





# Application for work or study (pg. 79-88 & 286-297)

## Commitment to a decision taken

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

## Job / course application for additional or higher education

### • Job application

- Employers use job applications to ensure that they have **consistent information for all candidates**.
- In addition, by signing a job application or acknowledging online that the information in the application is accurate, the **candidate is confirming their job and educational history**. This means that you can be denied employment or fired in the future if you aren't truthful about your employment record (you are actually committing fraud).
- Before you complete a job application, either online or in person, it's important to **have all the information you need to complete the application** on hand. Review these job application tips to be sure you're prepared to submit an application.

### • Job Application Tips

- **Review Your Employment History.** You'll need a list of your employment and education history to list the correct dates of employment, job titles, and education.
- **Download a Sample Job Application.** Download a job application sample and practice filling it out. That way you can be sure you have all the information you need, in advance.
- **Ask for an Application.** If you are applying for a position in-person, ask for a job application, then take it home with you to complete.
- **When You Apply In-Person.** When you pick up or drop off a job application, be sure you are dressed appropriately. You may end up speaking to the manager and it's important to look professional, just in case you get an on-the-spot interview.
- **In-Person Job Application Checklist.** Review this list of information you'll need to apply to complete an in-person job application.
- **Online Job Applications.** Job applications for many companies are available online. Majority of employers use such a service.
- **Follow the Instructions.** Follow the instructions when completing both online and paper job applications.
- **Review Before You Submit.** The company will regard applications that are submitted correctly and accurately in a much better light. In fact, some companies won't accept incomplete applications, you'll be rejected if you don't submit your job application correctly.
- **Be Prepared to Take a Test.** Some companies test applicants for employment to determine if the candidate is a good match for the jobs they are hiring for.
- **Know How to Complete a Job Application.** These instructions how to complete a job application include all the information you need to complete an application for employment and tips and suggestions for writing applications that make a great impression.

## Application for a course at a higher education institute

- Why did you choose this field?      ○ Admission requirements for different courses
- Institution's reputation – SAQA; NQF and CHE
- Availability of funds OR need for funding      ○ Completion of application forms
- Accommodation and travel arrangements      ○ CLOSING DATES!



### Goals – strategies for achievement

<b>S</b>	<b>SPECIFIC</b>	What do I want to achieve? Say exactly what you want to achieve. Who is involved? What do I need to do this?
<b>M</b>	<b>MEASURABLE</b>	You must be able to measure if you make progress and achieve
<b>A</b>	<b>ACHIEVABLE</b>	What do I need to achieve it? Money, skills, abilities.
<b>R</b>	<b>REALISTIC</b>	You must be able to achieve it and must be willing to work towards achieving the goals.
<b>T</b>	<b>TIME BASED</b>	You must set a time limit to achieve your goals

Be **SMART** then have and **ACTION PLAN** then **EVALUATE** your progress!

### ADMISSION REQUIREMENTS TO FURTHER STUDY

<b>BACHELOR'S DEGREE</b>	<b>DIPLOMA</b>	<b>HIGHER CERTIFICATE</b>
<ul style="list-style-type: none"><li>• HL 40%</li><li>• 4 X 50% (designated subjects)</li><li>• 2 x 30%</li></ul>	<ul style="list-style-type: none"><li>• HL 40%</li><li>• 3 X 40% (excl. LO)</li><li>• 2 X 30%</li></ul>	<ul style="list-style-type: none"><li>• HL 40%</li><li>• 2 x 40%</li><li>• 3 x 40%</li></ul>

Remember! Specialised fields can have additional requirements – so check carefully!

### FUNDING/FINANCE FOR FURTHER STUDY

- ⊙ Scholarships/Merit Awards – performance-based
- ⊙ Bursaries – academic/sport/culture
- ⊙ NSFAS (National Student Financial Aid Scheme) – loan converted to bursary
- ⊙ Government bursaries – work for government after graduation
- ⊙ Bursaries from companies/organisations – training schemes and work opportunities
- ⊙ Employer and trade union bursary
- ⊙ Work study programmes – work at institution while you study
- ⊙ Eduloan – various types of loans
- ⊙ Bank loan – pay back after study

### Exam Practice:

1.1.2 The sector education and training authority (SETA) is an institution that has been established to provide ...

- A job placements and salaries at industries.
- B training in skills development.
- C learnerships and diplomas at industries.
- D training in a number of academic fields.



1.2.6 Explain the term *transferable skills*.

(2)

2.1 Give any TWO reasons why many students commit to higher education without having the required funds.

(2 x 1)

(2)



# Unemployment

- Reasons and impact (pg. 89-94)

## What is unemployment?

When you are willing to work, ready for work and desperately wanting a job, but cannot get work because there are just not enough jobs around for everyone. It is when you have no work or career.

## What causes unemployment?

- ⊗ When jobs close down, people get **retrenched**.
- ⊗ Companies try to **save cost by hiring fewer people**, so people are redundant.
- ⊗ Factories close down because **people don't buy certain products** any more.
- ⊗ **Poor market related skills** – people do not have skills they need for market to find job or there are jobs but not the people with the right skills to do them
- ⊗ **Corruption**, which leads to 'jobs for friends' at overly high salaries and takes away jobs from the poor or better qualified
- ⊗ Difficult for first-time entrants to enter labour market; **experience is preferred**
- ⊗ Too many people have the **same qualifications** and too few posts.
- ⊗ Buyers look for **cheap imports** and local people lose jobs as factories close down.
- ⊗ When there are many unemployed people, **fewer goods are produced and fewer services are provided**.
- ⊗ **Investors become scared to invest their money** because they may lose it, as not enough people will buy their goods or use their services
- ⊗ In difficult economic conditions in the world or recession there will be **less money available to spend on luxuries** such as holidays, travel, hotel accommodation and eating out in restaurants. There will be less money to shop for luxury goods such as gifts. So hotels, restaurants and gift shops may go out of business. This leads to further unemployment, because the people, who work there, will then also be without work.
- ⊗ **Graduates' beliefs in how much they are worth** in the job market may lead them to ignore lower-paying jobs, which may be the only jobs available
- ⊗ **High costs of employment**, so firms hire fewer people who do more work
- ⊗ Jobseekers become **discouraged** and give up trying
- ⊗ **Lack of job search skills and information**
- ⊗ **Mechanisation and computers** (Fourth Industrial Revolution) reduce the number of people needed for jobs
- ⊗ **Higher demand than supply**; meaning there are more job applicants than jobs available





**Specific reasons for youth unemployment:**

- ✎ Businesses prefer employees who already have skills and experience to inexperienced and unskilled youth.
- ✎ Employers do not regard schooling as an accurate measure of abilities. Low pass marks for NSC are not acceptable in a competitive workplace.
- ✎ Expectations of youth may not match reality. Some youth would rather not work than do a job thought to be below their hopes.
- ✎ Lack of businesses that are willing to do on-the-job training
- ✎ Lack of entrepreneurial skills
- ✎ Lack of knowledge on how to apply for job or study, study loans and learnerships
- ✎ Lack of networking skills; not knowing whom to contact
- ✎ The youth do not have enough information about the role of FET colleges and their courses that lead to jobs.
- ✎ Poverty, which leads to lack of funds for further qualifications, and lack of money to pay for transport to job interviews, CV printing, airtime and online application access.
- ✎ Some young people make high wage demands at entry level, which workplaces are not willing to agree to.
- ✎ Some youth give up, and stop looking for jobs.
- ✎ There are too many recent qualified graduates that do not match market needs.
- ✎ There are too few universities to accommodate all the applicants.

**The effect or impact of unemployment:**

A job provides satisfaction, support and hope and fulfilment. Unemployment affects the unemployed not only financially, but also personally and socially:

- You will lose self-esteem, self-respect, motivation and sense of purpose in life
- Relationships will be affected. Conflict in families, possibly even domestic violence, divorce or abuse of the unemployed person
- Stress, uncertainty & depression - losing control over life (exclusion and loneliness)
- Boredom and lack of motivation
- Increase of debt and poverty (even hunger and homelessness)
- Drug, tobacco and alcohol abuse
- Can lead to crime and social instability
- Less taxable income for government and less money to spend on education, hospitals, police and road.
- Lack of education and training
- Exploitation and Human trafficking
- HIV and Aids
- Child abuse





- Solutions (pg. 95-97)

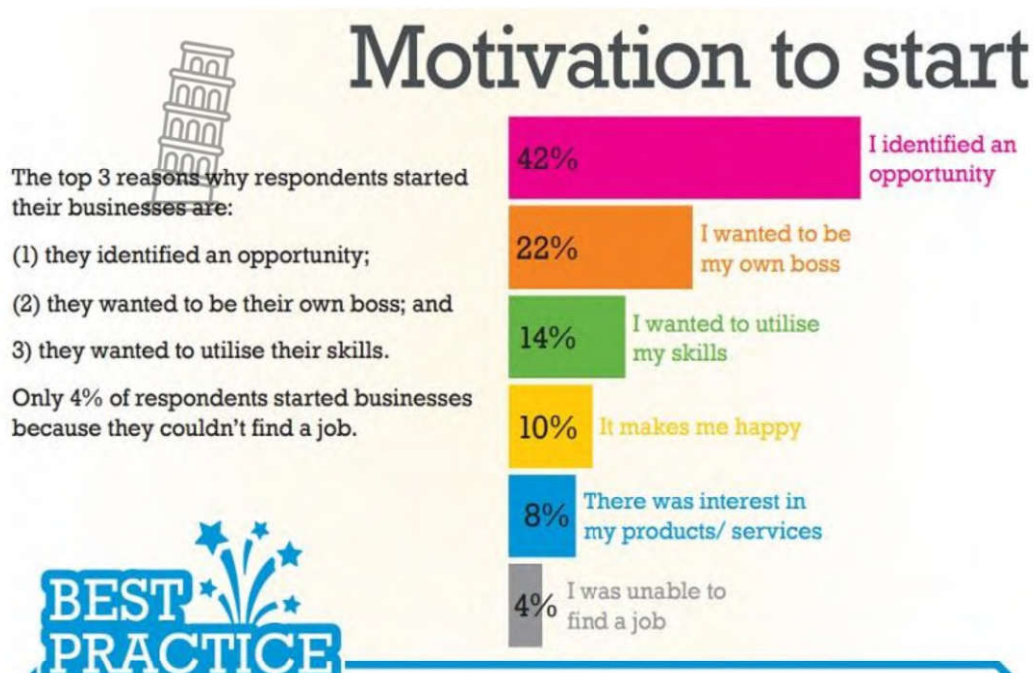
### Innovative solutions to counteract unemployment

- ✓ **Register on the Department of Labour database** as an unemployed work seekers – it is a register of all unemployed people seeking work opportunities. To register your details on this database, you will need to visit your local Labour Centre and complete a work seeker application. The Department of Labour will provide you with a reference number and inform you of learner ships and other opportunities that arise. You can get contact details of Labour Centres in your areas from: <http://www.labour.gov.za/contacts>
- ✓ **Volunteering:** Volunteering means you help others (humans, animals or the environment). You give of your time and skills to others. You do not expect payment. Volunteering makes you feel good about yourself because you are doing something for somebody else. This builds confidence. It also allows you to explore your interests, abilities and skills. This might make it easier for you to choose a career. When you volunteer, you usually get a letter or a certificate to state what kind of work you did and for how many hours. You can add this to your CV as work experience, and it shows that you are willing to help make South Africa a better place.
- ✓ **Part-time jobs;** If you work for a short while or for part of a day or week, you have a part-time job. You can gain a lot of experience through part-time jobs, because you can have more than one job at a time. You will build up good experience, and become skilled in different aspects of work. In addition, you will earn an income, while you build your CV, part-time job
- ✓ **Community work:** Community work means you do something to benefit your community or a community in need. It is also a form of volunteering, but you concentrate on the needs of your community. The work is usually paid for by government or an NGO, or a religious-based organisation.
- ✓ **Entrepreneurship;** To be an entrepreneur you have to see a need and provide a service or goods that people need. This is a great way to earn money while you look for other work opportunities. If your entrepreneurship leads to success, you may turn this into your day-to-day job and also employ others.
- ✓ **Informal jobs** are usually short term. For example, wash cars, do gardening, sell newspapers, make clothes, or sell fruit or sweets at the taxi rank or next to the school. Some people prefer informal employment due to its flexible hours. This allows them to balance family responsibilities. Others find this is the only work they can do to survive.
- ✓ Sign up as a **temporary employees (or temps)**. Some managers assume you're happy as a temp, and you need to let them know that you would be happier as a full-time employee.
- ✓ Contact a **job agency** (a Google search will reveal several in your area), and set up a profile with them. Don't e-mail them - call them.
- ✓ Get employment, no matter where it is, even if it's just a part time job. Whether you want to be a cashier at the local supermarket or a helper at Home Depot, you'll need to start getting some kind of income while looking for your next full time job! Don't think that you are too smart to any job. You must start somewhere.
- ✓ Entrepreneurship and other employment options may be the best way to earn money. The more jobs that are created the better for everyone. Draw up a business plan and see if you have a workable solution.



Discussion:

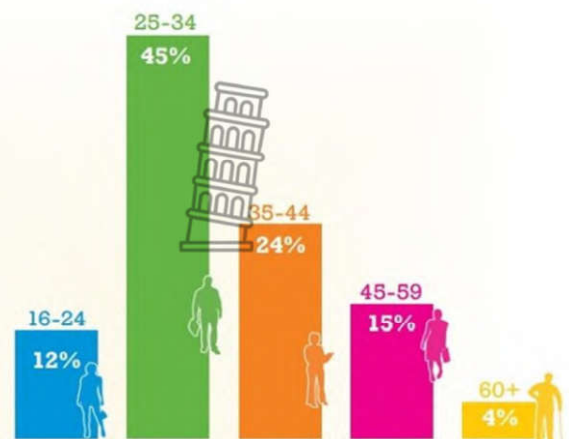
- What is entrepreneurship?
- What are the good characteristics of an entrepreneur?



- According to the research that was conducted, what is the reason for people considering entrepreneurship?
- What are the benefits of entrepreneurship to:
  - The youth
  - The community
  - The country
- Which industries offer niches for young entrepreneurs?
- Which career fields have skills shortages?
- How can entrepreneurship combat unemployment?
- What is unemployment?
- What causes it?
- According to the graph how many % of the unemployed are part of the youth?
- How can the youth combat unemployment?
- What are the benefits of volunteerism?

## Age

The majority (57%) of respondents are classified as youth; a positive result given current challenges of youth unemployment in South Africa.





- SARS and tax obligations (pg. 98-99)

### SARS (South African Revenue Services)

- When you earn a salary, part of your income is taxed. This means that when you look at job application adverts, the amount you see is not the full amount you will earn, as tax will be deducted. When you receive any income tax is deducted.
- You must register at SARS as soon as you start looking for employment.
- Income tax is the government's main source of income. Income tax is a tax levied on all income and profits received by a taxpayer. This includes individuals, companies and trusts. It is every citizen's duty to pay tax. Without income tax, there will be no services, such as roads, hospitals and schools, and the government could not function.
- Even if you are an entrepreneur or an informal worker, you have a duty to pay income tax if you earn more than R75 000 a year. If you earn less than this or are unemployed, you are said to be **below the tax threshold**.
- Our government is making it easier for small business and entrepreneurs; you don't have to pay the same amount of tax as big corporations. But do your citizen's duty and pay tax! If you don't pay tax, you contribute to unemployment because the government can't create employment opportunities as there is not enough money to do so.
- If you do not pay tax properly, you are breaking the law – this can result in non-compliance and tax-dodging, which are criminal offences in South Africa.





- Corruption and fraud (pg. 99-100)

### **Impact of corruption and fraud on the individual, company, community and country**

#### ⊙ Individuals

The poor individual is affected the most as corruption increases the cost of public services. It reduces poor people's access to housing, electricity, water, health care and documentation. It makes poor people feel powerless and cheated.

#### ⊙ Companies

Officials who accept bribes cannot be trusted. People within the company mistrust each other. The company gets a bad name. The company has to spend a lot of money on putting controls in place to stop bribery.

#### ⊙ Communities

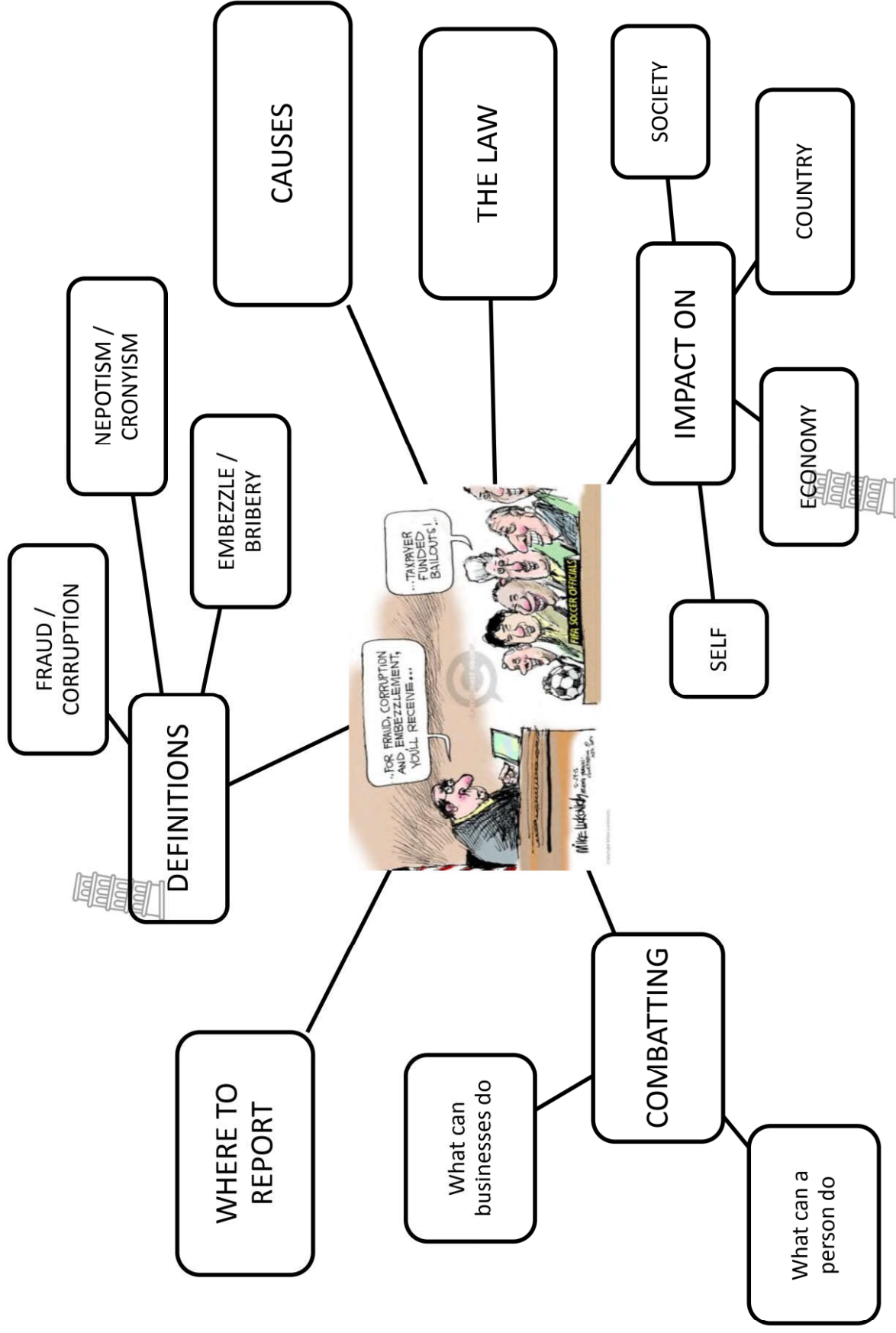
People may think that the only way to access services, jobs and opportunities is through bribery. People begin to regard corruption as a normal way to get what they need. People will start distrusting each other because corruption unfairly advantages some people.

#### ⊙ Country

Service delivery will not be at its best, unemployment will increase, institutions will not develop, income generation through taxation will be harmed and donors and investors will put their money elsewhere. Money that was meant for projects and job creation will be lost due to corruption and social development will not take place. Corruption limits economic growth and promotes poverty.









**Exam practice**

1.1.6 According to SARS, the tax obligations for an entrepreneur who owns a business is that he/she should ...

- A include the income from the business in his/her personal income tax return and only pay if he/she makes a huge profit.
- B include the income from the business in his/her personal income tax return and is responsible for paying taxes.
- C not include the income from the business in his/her personal income tax return and is not responsible for paying taxes.
- D not include the income from the business in his/her personal income tax return and only pay if he/she makes a huge profit.

1.2.3 Explain *nepotism* as a form of fraud and corruption. (2)

~~~~~  
**UNEMPLOYMENT**

1.1.9 An entrepreneur can counteract unemployment by ...

- A helping to bring new ideas to a company, which could include shorter shifts.
- B doing less marketing and increasing the cost of products.
- C encouraging the use of improved technology that uses advanced machinery.
- D importing goods at cheaper prices, instead of producing goods locally.

1.1.6 Which ONE of the following people would be considered to be unemployed?

- A John does not have a job and is not looking for one.
- B Themba had only a 15-hour job last week.
- C Mary is a housewife and a part-time student.
- D Rita is starting a new job next week.

1.1.2 A Grade 12 school leaver can counter unemployment with informal jobs, ...

- A volunteerism and internships.
- B entrepreneurship and scholarships.
- C learnerships and internships.
- D entrepreneurship and volunteerism.





1.2.5 State TWO ways in which unemployment can impact on the emotional well-being of an individual. (2)

1.3.4 Explain a disadvantage of volunteerism as a way of counteracting unemployment, other than non-payment for services rendered. (2)



### OCTOBER SUPPLEMENTARY 2016

3.1 Give TWO possible reasons for the high unemployment rate in the 15–34 year category. (2 x 1) (2)

3.2 Name any THREE services offered to unemployed youth by the government's youth development programmes. (3 x 1) (3)

3.3 Evaluate the impact that unemployment has on the economy of the country. (2 x 2) (4)

3.4 Motivate why volunteering is an innovative solution to counteract unemployment. State THREE aspects. (3 x 2) (6)  
**[15]**

### SEPTEMBER 2016

- Define the term *entrepreneurship* and give a reason why it could be a financially viable option for an unemployed person. (1 + 2) (3)
- Discuss THREE reasons why communities should support local entrepreneurs. (3 x 2) (6)
- Suggest THREE measures that entrepreneurs can take to succeed in an oversaturated market. (3 x 2) (6)  
**[15]**





## TERM 2



TERM 2





# Human Rights and Discrimination

- Terms (pg. 115-116)

## Responsible citizenship:

- be aware of, respect and promote human rights
- concerned about the welfare of others
- take part in various activities to fight against human right violation
- obey the law
- vote in elections
- pay your taxes

| TERM              | MATCH | DEFINTION                                          |
|-------------------|-------|----------------------------------------------------|
| 1. campaign       |       | A. Interfering with a person's rights              |
| 2. events         |       | B. To treat unjustly, unfairly or unequally.       |
| 3. violation      |       | C. A planned series of actions to achieve an aim   |
| 4. projects       |       | D. Conversations to share information and opinions |
| 5. Bill of Rights |       | E. Planned activities with the purpose to improve  |
| 6. discrimination |       | F. A planned occasion or activity                  |
| 7. discussions    |       | G. Affirms the democratic values like freedom      |

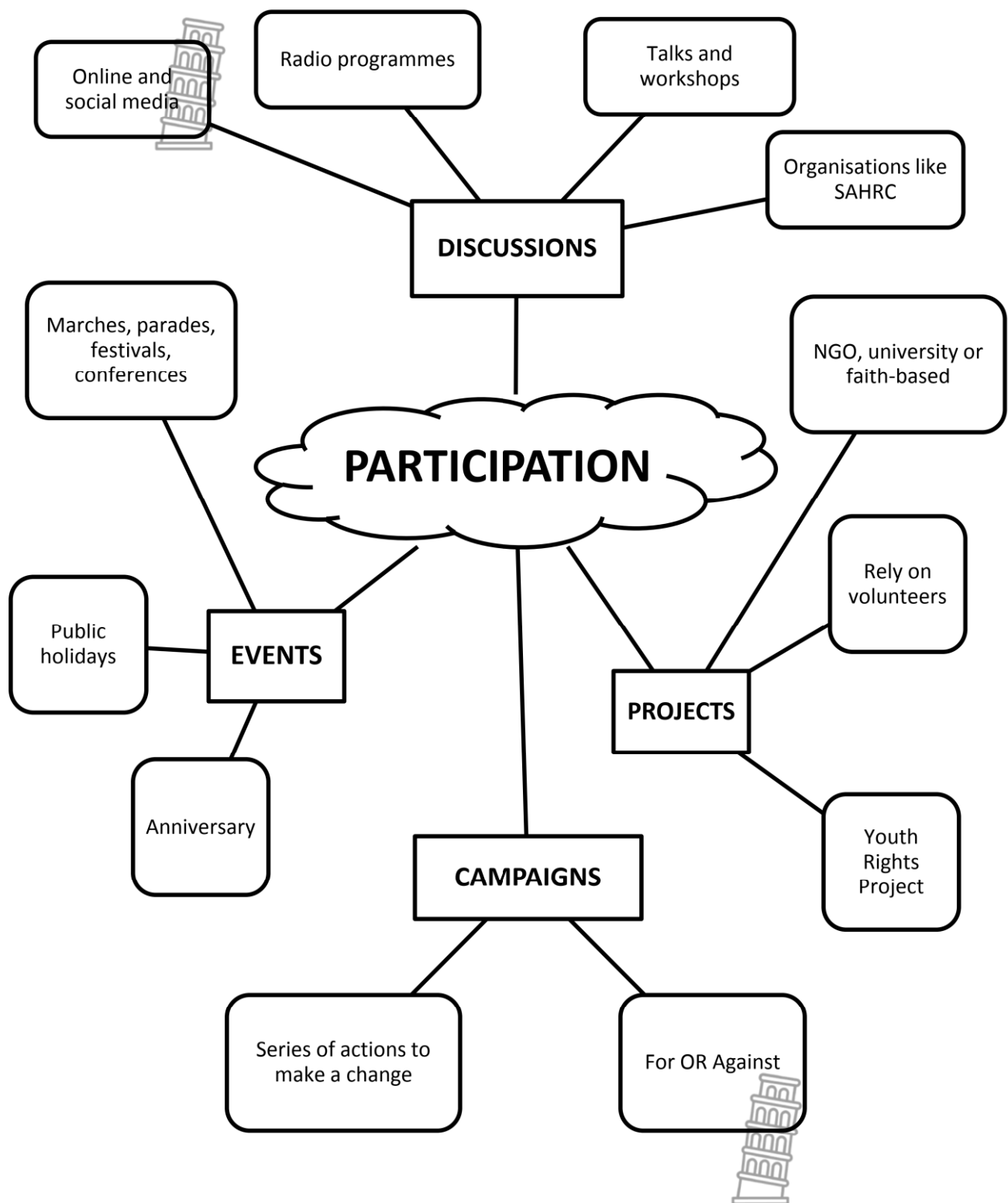
## POINTS TO PONDER:

- What is meant by human rights? Human rights violations? Human rights campaign?
- Why is xenophobia viewed as a human rights violation?
- What can you do to prevent human rights violations in your school?
- Why does xenophobia continue in SA despite government interventions to curb it?






- Participation against (pg. 117-120)





**Exam Practice**

1.1.4 Xenophobic attacks on foreign shop-owners should be eliminated.  
A way to intervene is to ...

- 
- A create a platform for all stakeholders to discuss the relevant issues.
  - B exclude foreign shop-owners from receiving basic services.
  - C prevent foreign shop-owners from trading in the central business districts.
  - D allow only local members of the community to have businesses.


1.1.6 An example of unfair discrimination in the workplace is discrimination based on the ...

- A implementation of affirmative action.
- B requirements of a particular job.
- C productivity of the employee.
- D location of the employee's home.

1.1.1 In South Africa the following bodies deal with specific human rights violations:

- A The Independent Communications Authority of South Africa, the Public Protector and the Office of the Consumer Protector
- B The South African Social Security Agency, the Commission for Gender Equality and the Independent Complaints Directorate
- C The South African Law Reform Commission, the Independent Complaints Directorate and the Public Protector.
- D The Office of the Consumer Protector, the Commission for Gender Equality and the Independent Complaints Directorate

1.1.5 A community can help to reduce drug abuse problems by ...

- 
- A creating forums to help drug addicts and families.
  - B creating and changing laws about health and safety.
  - C arresting and prosecuting drug dealers in the community.
  - D arranging for the rehabilitation of drug addicts in the workplace.
- (5 x 1)



1.2.2 A planned series of projects, events and actions to fight, change or promote issues of discrimination and human rights violations (1)

1.3.3 Distinguish between *discrimination* and *xenophobia*. (2 x 2) (4)



1.3.4 Responsible citizens are expected to vote in government elections. Give TWO reason why young people should also vote. (2 x 1) (2)

1.3.5 Why is it important to participate in campaigns that address issues of discrimination in your school? (2 xx 1) (2)

1.2.5 A person who campaigns to bring about social, political and environmental change in society (5 x 1)

#### SEPTEMBER 2014

- Evaluate whether or not the 16 Days of Activism Campaign or any other similar campaign has helped women and children who have been abused in your community. (4 x 2) (8)
- Propose TWO ways in which your community can support this or any other similar campaign. (2 x 2) (4)

#### OCTOBER SUPP 2016

- State THREE possible objectives of human rights campaigns. (3 x 1) (3)
- Discuss THREE actions that you may take to get involved in a human rights campaign in your community. (3 x 2) (6)
- Assess why xenophobia remains a human rights violation in the country despite numerous community and government campaigns to eliminate it. (3 x 2) (6)

[15]





### SAFE AND HEALTHY LIVING: WHOSE RESPONSIBILITY IS IT?

Housing beneficiaries fear for their lives as their newly-built low-cost houses are crumbling. Occupants say that in less than a year the houses show structural defects, with cracks and flooding when it rains. About a thousand houses have been built since 2012.

A fifty-year-old homeowner says her family moved into her low-cost house last year and three months later a wall collapsed.

The community says local authorities have not attended to their complaints. 'We raised our concerns with the executive manager but he never showed any concern,' says a community leader. The MEC for human settlements in the province said they had not received any complaints from the community.

The project was approved at a total cost of R56,2 million and the tender was awarded to a local businessman.

[Adapted from [www.sabc.co.za](http://www.sabc.co.za). Retrieved on 7 April 2015.]

- 3.1 Identify ONE basic human right, as stipulated in the Bill of Rights, that is being violated in the above article. Give a reason for your answer. (1 + 1) (2)
  - 3.2 Give THREE possible explanations for the poor quality of the houses. (3 x 1) (3)
  - 3.3 Suggest TWO ways in which the community can voice their concerns in a responsible way to ensure that the government will provide safe environments for communities. (2 x 2) (4)
  - 3.4 Recommend THREE strategies that the local government could put in place to ensure that ethical and safety principles will apply when providing high quality housing. (3 x 2) (6)
- [15]

### HUMAN RIGHTS VIOLATIONS IN SOUTH AFRICA

They broke into our house, beat my husband with sticks and took everything!

[Adapted from [www.theguardian.com](http://www.theguardian.com). Accessed on 6 April 2017.]

Write a short essay on human rights violations.

Use the following as a guideline:

- Define *human rights violations* and explain the human right that has been violated in the extract above.
- Discuss THREE ways in which the community could help the victims in the extract above to deal with human rights violations.
- Discuss THREE strategies that the South African government can implement to solve the on-going problem of human rights violations in our country.

[15]



**A list of some of the Rights in the Bill of Rights. It has been written in plain English.**

- **Equality:** All people are equal and must be treated equally.
- **Life:** Everyone has the right to life. No-one can be sentenced to death by the courts.
- **Human dignity:** The government must respect all people and each other.
- **Freedom and security:** No-one can be put in prison without good reason. No-one can be held in jail without a court trial. Everyone has the right to be free from all violence.
- **Slavery, servitude and forced labour:** No-one can be forced to work for someone else. Everyone has the right to choose who to work for, and what work you do. Everyone must be paid for their work.
- **Personal privacy:** No-one can be searched or have their home or possessions searched. The government cannot take anyone's things, open people's mail or listen to their phone calls.
- **Freedom of religion, belief and opinion:** Everyone can believe in whatever they want and can follow the religion of their choice. This includes not believing in any god.
- **Freedom of speech and expression:** Everyone, including the press, may write, say or print photographs or show film of whatever they want, as long as they do not break the law. But no-one is allowed to encourage violence and cause harm with 'hate speech' such as racism or sexism.
- **Assembly of demonstration:** All people are free to organise and take part in public meetings and demonstrations and to present petitions, as long as it is done peacefully.
- **Freedom of association:** Everyone can meet with or be friends with anyone they like.
- **Political rights:** All citizens of South Africa can start or join a political party and vote in secret if they are over 18 years old. They can put themselves forward for election.
- **Access to information:** People have the right to get all information the government and anyone else has, if they need that information to protect their rights.
- **Citizenship:** No-one's South African citizenship can ever be taken away from them.
- **Freedom of movement and residence:** Anyone can go or live anywhere they want in South Africa. All citizens can leave the country and come back again at any time.
- **Freedom of business, occupation and profession:** Everyone has the right to do whatever legal work they want so long as they have the skills, experience or qualification needed for the job.
- **Labour relations:** Everyone has the right to be treated fairly at work. Anyone can join a workers' union and go on strike.
- **Environment:** All people have the right to a healthy environment.
- **Property:** Everyone has the right to own and sell property. The only time your property can be taken away from you by the government is if they are going to use it for a public purpose, such as building a dam or railway line. If this happens, the property owner must be paid a fair price for it.
- **Housing:** No-one can stop you from getting a house, but the government does not have to give everyone a house. Rather, government must help people to get their own homes. If you have a house the government cannot take your house away from you. You cannot be evicted from your home if you own it.
- **Healthcare, food, water and social security:** Some people cannot support themselves and their dependants. The government must do things to make sure that those people can get access to healthcare services, food and water, and financial help (social grants).
- **Children:** All children have the right to parental care, shelter and healthy food. Children may not be neglected or abused, or forced to work. They have the right to get legal help if they are charged with a crime.



- **Education:** Everyone has the right to a basic education in the language of their choice, where this is possible.
- **Religion, language and culture:** Everyone can use the language and follow the culture or the religion that they choose. (This includes the right to not follow any religion.) But all people must respect everyone else's human rights when they do so.
- **Access to courts:** You can have a legal problem decided by a court. The government must provide you with a lawyer if you cannot afford one.
- **Just administration:** Actions taken by the government or government departments must be legal and in line South African law and justice system.
- **Arrested, detained and accused persons:** If you are arrested, you have the right to a lawyer and visits from family members. You may not be kept in jail without good reason. You must be kept in proper living conditions and may not be forced to speak or to make a confession.

<https://live.fundza.mobi/home/library/advice/its-your-right-handbook/summary-of-the-bill-of-rights/>

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| <p><b>EQUALITY</b><br/>Everyone is equal before the law and may not be unfairly discriminated against.</p> <p><b>HUMAN DIGNITY</b><br/>Everyone has inherent human dignity which must be respected.</p> <p><b>LIFE</b><br/>Everyone has the right to life.</p> <p><b>FREEDOM AND SECURITY OF THE PERSON</b><br/>You have a right not be physically detained without trial or abused in any way.</p> <p><b>SLAVERY, SERVITUDE AND FORCED LABOUR</b><br/>You may not be subjected to slavery or forced labour.</p> <p><b>PRIVACY</b><br/>Your right to privacy includes your body, home and possessions.</p> <p><b>FREEDOM OF RELIGION, BELIEF AND OPINION</b><br/>You have the right to think, believe and worship.</p> <p><b>FREEDOM OF EXPRESSION</b><br/>You have the right to say, read and study whatever you choose but hate speech is not allowed.</p> <p><b>ASSEMBLY, DEMONSTRATION, PICKET AND PETITION</b><br/>You have the right to peacefully assemble, demonstrate and protest.</p> <p><b>FREEDOM OF ASSOCIATION</b><br/>You have the right to associate with anyone.</p> | <p><b>POLITICAL RIGHTS</b><br/>You may form a political party, run for office and vote for any party in free and fair elections.</p> <p><b>CITIZENSHIP</b><br/>No citizen may be deprived of citizenship.</p> <p><b>FREEDOM OF MOVEMENT AND RESIDENCE</b><br/>You have the right to enter and leave the Republic at will.</p> <p><b>FREEDOM OF TRADE, OCCUPATION AND PROFESSION</b><br/>You have the right to choose any legal trade or occupation freely.</p> <p><b>LABOUR RELATIONS</b><br/>Every worker and employer has the right to organise and negotiate to further their aims.</p> <p><b>ENVIRONMENT</b><br/>You have the right to live in a protected, healthy environment.</p> <p><b>PROPERTY</b><br/>No-one may be deprived of property, except in terms of law of general application.</p> <p><b>HOUSING</b><br/>You have the right to have access to adequate housing.</p> <p><b>HEALTH CARE, FOOD, WATER AND SOCIAL SECURITY</b><br/>You have the right to have access to health care, adequate food and water and social security.</p> <p><b>CHILDREN</b><br/>Every child has the right to a name, nationality and protection from abuse and exploitation.</p> <p><b>EDUCATION</b><br/>You have the right to receive basic education in the official language of your choice where that education is reasonable practicable.</p> | <p><b>LANGUAGE AND CULTURE</b><br/>You have the right to use the language of your choice and practise your own culture.</p> <p><b>CULTURAL, RELIGIOUS AND LINGUISTIC COMMUNITIES</b><br/>You have the right to form, join and maintain cultural, linguistic and religious grouping of your own choice.</p> <p><b>ACCESS TO INFORMATION</b><br/>You may access any information held by the state for the protection of your rights.</p> <p><b>JUST ADMINISTRATIVE ACTION</b><br/>You have the right to administrative action that is lawful, reasonable and procedurally fair.</p> <p><b>ACCESS TO COURTS</b><br/>You have the right to resolve your legal disputes in a court or another impartial tribunal.</p> <p><b>ARRESTED, DETAINED AND ACCUSED PERSONS</b><br/>When arrested for allegedly committed an offence, you have the right to remain silent, to be brought before a court within 48 hours and the right to legal representation.</p> <p><b>LIMITATION OF RIGHTS</b><br/>Every right may be limited. The limitation should not be to everyone to the extent that it is reasonable and justifiable in an open and democratic society based on human dignity, equality and freedom.</p> <p><b>RESPONSIBILITIES</b><br/>All citizens are equally subject to the duties and responsibilities of citizenship.</p> |



# Media and democracy

- Role of media (pg. 121-123)
- **Electronic media** are any media that need electricity or batteries, such as the Internet and emails, websites, blogs, Facebook, Twitter, radio, TV, film and DVDs.
- **Print media** include books, newspapers, magazines, pamphlets, brochures, posters and billboards

## POINTS TO PONDER:

- What are the roles of the media in a democratic country?
- What are the limitations to the right to freedom of expression?
- How do editors decide on:
  - issues to publish,
  - space and
  - demographics?
- What is the driving force behind the publishing of certain articles?
- What ethics must publishers adhere to?
- Why are the lives of sports personalities also published?
- What rights are infringed when the lives of personalities are published?

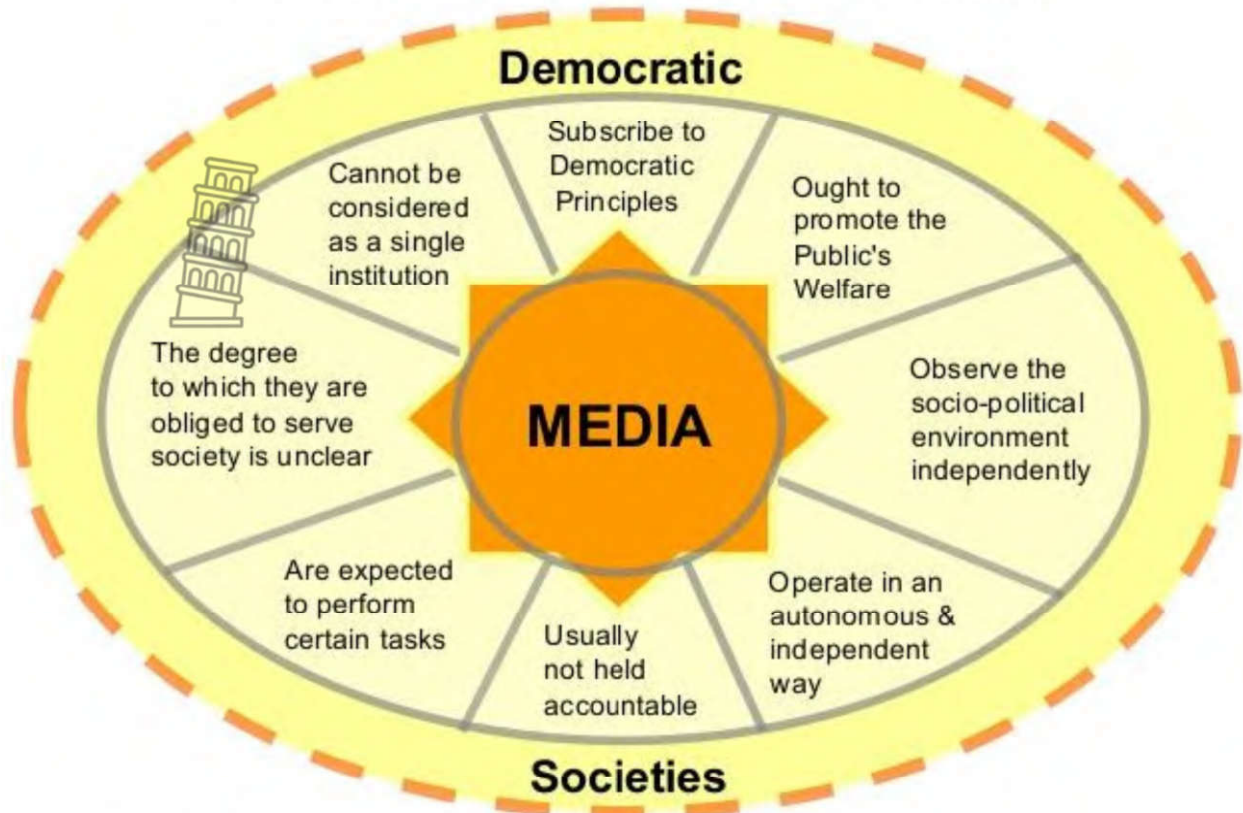
## 1. Role of the media in a democracy:

- ***To inform society about daily events that is newsworthy.***
- In a democracy, the media's role is to communicate and educate.
- The media plays an important role in informing citizens about their government, their rights and freedom and their health and safety, as well as:
  - Expose violations of human rights
  - Report on unlawful activities, the courts and court cases
  - Expose corruption and mismanagement
  - Communicate, inform and educate and entertain
  - Shape public opinion
  - Give political information that can inform voters
  - Identify problems in our country and communities
  - Promote debate and discussion
  - Promote nation-building, by giving access to diverse viewpoints and world views, as well as sports coverage.
- **The role and responsibility of the media in a democratic society includes**
  - being fair
  - honest and
  - reliable.

**CENSORSHIP** – when the media is controlled or limited in a country so that the citizens only get some news or a certain “version” of the news.



## Media in Democratic Societies



Source: (Christians et al., 2009)

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



- Freedom of expression and limitation (pg. 124-125)

## 2. Freedom of expression and limitations:

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

- **Constitutional limitations to freedom of expression**

The right in the constitution does not include:

- propaganda (spreading info to hurt/help – subjective/manipulative) for war
- incitement of imminent violence
- advocacy of hatred that is based on race, ethnicity, gender or religion
- Incitement to cause harm.

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

➤ **PROTECTION OF STATE INFORMATION BILL** – jail time for leaking state secrets

➤ **WHISTLE BLOWER** – a person who reports illegal or immoral activities

- Media reporting (pg. 126-128)

## 3. Extent to which media reporting reflects a democratic society

You can analyse the following information to decide the extent / level to which the media reflect a democratic society:

- ✓ topics covered
- ✓ positions taken by editors
- ✓ space allocated
- ✓ geographical distribution

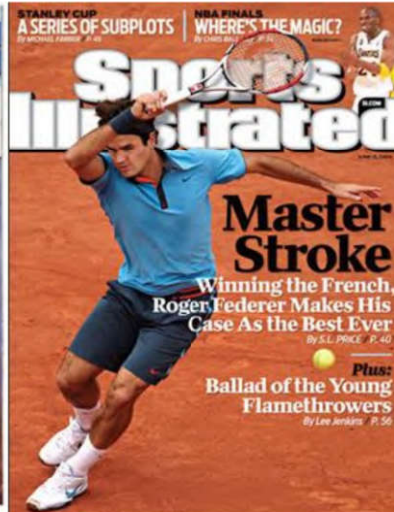
- Critical analysis of media and campaigns (pg. 128-132)

The media can be evaluated according to the SA Press code, which includes:

- Gathering and reporting of news (true, accurate, legal and fair)
- Independence and conflict of interest (facts only)
- Privacy, dignity and reputation (including confidential and anonymous sources)
- Discrimination and hate speech (avoid unnecessary references to differences)
- Advocacy and comment
- Children (not identify victims or perpetrators)
- Violence
- Headlines, posters, pictures and captions (no misinterpretations)
- Payment for articles



- Coverage of sport and recreation (pg. 132-134)
- ⊗ Sport coverage is mainly MALE focused – male soccer, rugby, motorsport, etc.
- ⊗ FEMALE sport and INDIGENOUS games are under-reported
  - Women are also seen as incapable or weaker in some countries
  - Women in some countries have to wear clothing that meets religious demands
- ⊗ Athletes' behaviour is over emphasised – they make the same mistakes as ordinary people, but are criticised harshly.



**Women Earn at most 15% of what their male counterpart earn**

Based on Forbes magazine in 2016, with the highest paid male earning US\$56million, vs highest paid female receiving US\$8.9million

**Biggest Pay differences in**



**There are 20%**

fewer females than males participating in sport

**Reasons for The Pay Gap**

- Discrimination
- Lack of support from the Media
- Attitudes towards women
- Men in most senior roles

**Only 4%**



of sports media coverage goes to female sports

**Females represent only 18%**

of those on the International Sports Federations



- Beliefs about gender and culture (pg. 135-138)

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

- **Eastern and Western cultures**

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

- **Traditional culture and indigenous games**

- Culture plays an important part in the choice of recreation.
- In many traditional cultures, if you are good in sport, it boosts your social status.
- Sport is usually a social/recreational activity and not seen as a way to make money.
- Sport also teaches young people the values of their culture.
- Sport is a way of bringing the community together.

#### Exam Practice

1.1.1 Media reporting in a democratic society is evident when ...

- A topics reflect all the best news on cricket and rugby to promote the sports.
- B topics include a range of stories so that it would appeal to a wide range of readers.
- C space is allocated to mainly sensational news so that more people buy the newspaper.
- D the views of the editors are used to influence people to see the story in the way they intend.

1.1.5 One of the main benefits of an independent media in a country is that ...

- A it is free to conduct propaganda and incite violence.
- B it can freely criticise the state's policies and activities.
- C it will always report information that is accurate and unbiased.
- D editors are paid by the state and all reporting is controlled.

1.1.2 In countries where there is war, such as Syria, the public can only receive information through some social media sites. This can be viewed as an example of ...

- A freedom of expression.
- B censorship.
- C freedom of speech.
- D defamation.





- 1.2.1 What term is used to describe journalists who aim to find information that is normally hidden from the public? (1)
- 1.2.2 Briefly explain the term *gender imbalance*. (2)
- 1.2.3 What do you call a person who reports illegal activities in any sector of society? (1)
- 1.2.4 Give ONE word for the deliberate use of shocking stories and pictures in the media to create media hype or to promote sales. (1)
- 1.2.2. What is the spreading of ideas, information or rumours by the media, for the purpose of helping or injuring an institution, a cause or a person called? (1)
- 1.3.2 How can investigative journalism contribute to a democratic society? (1 x 2)

#### October Supp 2015

- 3.1 Differentiate between *electronic* and *print media*. (1 + 1) (2)
- 3.2 Give THREE reasons why electronic media has become more accessible for poorer communities. (3 x 1) (3)
- 3.3 Discuss any TWO ways in which learners can benefit from social media when completing formal assessment tasks. (2 x 2) (4)
- 3.4 Suggest THREE ways in which social media can impact negatively on citizens making informed decisions about foreign-owned businesses in a country. (3 x 2) (6)
- [15]

#### October Supp 2016

- Identify ONE organisation or institution that controls and regulates the media in South Africa and explain its main function. (1 + 2) (3)
  - Discuss THREE responsibilities of the media in a democratic society. (3 x 2) (6)
  - Evaluate the extent to which media reporting reflects a democratic society with regard to:
    - Topics covered (2)
    - Positions taken up by editors (2)
    - Space allocated to topics (2)
- [15]

#### September 2017

- THREE constitutional limitations to the right to freedom of expression
  - THREE roles of the media and discuss the negative effect of restricting EACH of these roles in a democratic society
  - THREE responsible actions the media can take to involve citizens to protect its right to freedom of expression
- [15]



September 2016

### THE LEADERSHIP ROLE OF WOMEN IN FOOTBALL

FIFA president, Gianni Infantino, took part in the second FIFA Women's Football and Leadership Conference at the home of FIFA in Zurich. The FIFA Women's Football and Leadership Conference is an annual event that coincides with International Women's Day. It seeks to provide a platform for open and honest debate about how to improve the organisation's support for women in football.

President Infantino urged the football community to increase the number of women in decision-making roles. He also moved that at least one female representative per confederation be elected to the new FIFA Council.

[Adapted from [www.fifa.com](http://www.fifa.com). Accessed on 29 March 2016.]

- 3.1 State TWO reasons why FIFA decided to increase the number of women in leadership roles in football. (2 x 1) (2)
- 3.2 State THREE ways in which people's beliefs and world views have influenced women's participation in football. (3 x 1) (3)
- 3.3 Suggest TWO guidelines that schools could use to promote leadership roles in sports in a gender sensitive manner. (2 x 2) (4)
- 3.4 Evaluate THREE ways in which gender equitable leadership roles in the sporting industry could have a positive impact on society. (3 x 2) (6)
- [15]

September 2018

### PROMOTING PARTICIPATION IN HEALTHY RECREATIONAL ACTIVITIES

Recreation is an essential part of human life, regardless of one's culture.

Engaging young people in recreational activities can be a challenging task, as many of them prefer to spend time indoors rather than actively taking part in healthy outdoor activities.

[Adapted from [www.tandfonline.com](http://www.tandfonline.com). Accessed on 11 January 2018.]

Write paragraphs on recreational activities across cultures and genders.

Use the following as a guideline:

- Define the term *recreation* and state TWO benefits of participating in recreational activities. (1 + 2) (3)
  - Explain THREE ways in which culture could influence participation in recreational activities. (3 x 2) (6)
  - Recommend TWO ways in which young people could use electronic/social media to promote participation in recreational activities across genders. In your answers, also indicate the impact of EACH of these actions. (2 x 3) (6)
- [15]



# Social and Environmental Responsibilities

Levels of governments and responsibilities (pg. 157-160)

## Grade 11 Revision



### NATIONAL

broad policy, legislation,  
inter-provincial issues



### PROVINCIAL

policy, legislation,  
services



### LOCAL

services,  
by-laws

#### National Government

- The National Assembly is the supreme law-making body in the RSA. Laws made by the National Assembly are applicable throughout the RSA.
- Parliament consists of two Houses: the National Assembly and the National Council of Provinces (NCOP).

#### Provincial Government

- Bound by laws and policies passed at national level, but can develop their own laws and policies within this framework to suit their specific needs.
- Provincial legislatures may pass own constitutions subject to the provisions of the Constitution of the RSA.

#### Local Government

- Consist of municipalities whose objectives are, amongst other things, to provide democratic and accountable government for local communities, to ensure the provision of services to communities and to promote social and economic development.



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

1.1. Responsibilities of various levels of government

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

• Concepts

| CONCEPT     | EXPLANATION                                                |
|-------------|------------------------------------------------------------|
| laws        | Statutes / Acts ; sets of rules                            |
| regulations | The details necessary to implement laws                    |
| rules       | Procedures that have to be followed / ways of doing things |

• Laws, regulations and rules

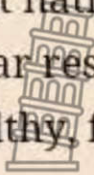
- Parliament for the whole country.
- Provincial governments make rules for the provinces.
- Municipalities make by-laws for their municipal areas.
- A law is also called an Act and is general in nature. Acts provide the opportunity for ministers, provinces and municipalities to make regulations.
- Rules are similar to regulations.





## **The responsibilities of government to promote safe and healthy environments**

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



- Department of Women, Children and People with Disabilities – facilitates and supports health related programmes such as vaccination and HIV and AIDS and access to health services; co-ordinates programmes for children living in the street; redresses and discourages harmful practices such as forced marriage of girls to adult men (*ukuthwala*) and the killing of women and children for muti purposes.
- Department of Water Affairs – makes sure that South Africans gain access to clean water and safe sanitation.
- Department of Labour – inspects workplaces to make sure that they are safe and healthy.
- Department of Health – co-ordinates and monitors all health services in the provinces and municipalities.

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





## **Resource: Laws that promote safe and healthy living**

Parliament creates and changes the laws that promote safe and healthy living for the whole country. There are many acts; the following are some examples:

- The National Water Act, 1998 – regulates the management of water resources so that everyone can have access to clean water; it protects the quality of water resources.
- The National Health Act, 2003 – has rules about access to health care services; basic health care for children; and how provinces and municipalities should deliver quality health care services.
- National Environmental Management Act, 1998 – protects the environment; promotes conservation; and has rules about pollution, ecological degradation, waste management, and the use of natural resources.
- Meat Safety Act, 2000 – promotes the safety of meat and animal products; it includes rules about how abattoirs

should be operated so that meat is safe to be eaten and so that animals are treated humanely.

- National Veld and Forest Fire Act, 1998 – its purpose is to prevent and stop veld, forest and mountain fires.
- Environment Conservation Act, 1989 – monitors and protects the environment against pollution (including noise pollution), deterioration, and poisoning so that people can have a safe and beautiful environment in which to live.
- The Consumer Protection Act, 2008 came into effect on 31 March 2011. It makes people responsible for the safety of the food they sell. Sellers must make sure, for example, that they buy goods from manufacturers who follow standards set by government; that they keep certain foods cold; and that they follow hygiene standards. They must control pests and rodents, and dispose of waste such as expired food in a safe way.



## 1.2. Educational and intervention programmes: Impact studies

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

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

- **Educational and intervention programmes**

Aim to teach people and make them aware about issues that concern them. For example: Community Health Intervention Programmes (CHIPs), sports intervention programmes, NICRO: Safety Ambassadors, Recycling Day and Youth Substance Abuse and Awareness Programmes.

- **Impact studies** (pg. 161-163)

Measure and monitor something to see if a particular action would / is having an effect. Impact studies are also known as audits / assessments.

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

**Social Justice / Social Equity** – an action of redress that attempts to correct unequal access to basic services

1.2.5 An action of redress that attempts to correct unequal access to basic services (1)

1.2.4 Name the research conducted to determine the success of an intervention programme. (1)



## Exam Practice

1.1.3 A municipality may have by-laws for ...

- A emergency services, street trading and water services.
- B street trading, road traffic and emergency services.
- C water services, agriculture and road traffic.
- D agriculture, housing and street trading.

1.2.4 Name the level of government in South Africa that makes decisions on legislation that applies to the whole country. (1)

## October Supp 2016

### GOVERNMENT INTERVENTION PROGRAMMES

Social assistance, in the form of grants and pension, continues to form an important part of the government's strategy to promote the well-being of all South Africans. More than half of all households in South Africa benefit from the government's social assistance programmes.

[Adapted from [Error! Hyperlink reference not valid.](#) on 18 November 2015.]

- 2.1 Explain the term *intervention programme*. (1 x 2) (2)
- 2.2 State THREE factors that have led the government to provide social assistance to a large part of the South African population. (3 x 1) (3)
- 2.3 Motivate why the government's social assistance programmes may not be sustainable in the long term. Give TWO answers. (2 x 2) (4)
- 2.4 Examine THREE ways in which communities may ensure that the social intervention programmes are properly managed and not abused. (3 x 2) (6)
- [15]**

## September 2017

### MUNICIPALITY ACTS AGAINST ILLEGAL DUMPING

The Langeni municipality announced the launch of an illegal dumping awareness project. This follows the behaviour of community members dumping a whole lot of rubbish in the streets and market places.

Some parents reported to the municipality that they found their children playing with dirty needles, used bandages and expired medicine bottles dumped outside the health clinic.

[Adapted from [www.thenewage.co.za](http://www.thenewage.co.za). Accessed on 14 February 2017.]

Write a short essay on the responsibility of the community to provide environments and services that promote safe and healthy living.

Use the following as a guideline:

- THREE possible factors that could have led to the problem of waste dumping, as described above
- THREE consequences of waste dumping for the community
- THREE strategies that the municipality could use to ensure that the illegal dumping awareness project succeeds

**[15]**



## Formulating a Personal Mission Statement (pg. 164-168)

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

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

### 2.1. What is a Personal mission statement?

It is a description about you and of our values, dreams, attitudes and goals. You set goals for yourself. The purpose is to get you to explore and identify your own values, dreams and goals. They get you to identify your skills, your values and your dreams. It tells what is important to you and how you plan to achieve it.



- **What are values?**

- The things you choose and that are important to you in your life. It is not the things your parents or friends decide to be important. You must choose them out of your own free will. It is the things you are proud of and are happy to tell the world about.
- Your values have been influenced by everything that you have had contact with in your life: your parents, your friends, your life experiences, your access to media and your conscience. For you to become a mature adult, you need to develop your own value system. It is the code by which you live your life.

- **Why is it important to have a mission statement?**

- It gives control and structure or purpose to your life. It guides you into the future. It helps you to achieve your aims and goals.
- Your personal mission statement is to formulate or draw up your own mission statement, consider the following aspects:

#### 1. Personal views

Your personal views are your opinions and what you consider to be important. They may be influenced by your goals for your future, your religion, culture, and values.

#### 2. Belief system

Your belief system is the way you try to understand the world and your place in it. It is also your set of beliefs about what is right and wrong, true and false. Your belief system may be based on the teachings of a formal religion or may be part of your cultural belief system.

#### 3. Religion

Your religion is what you believe and who or what you worship. Religions usually have moral codes, rituals and ways of behaving towards others. Religion is based on faith and a belief in God or god/s. Religion can guide your values, attitude and behaviour.



#### **4. Ideologies**

Ideologies are an organised set of beliefs, values and ideas. They are the way you believe you should live in the world and the way society should operate. Political ideologies include democracy, communism, nationalism, and fascism.

#### **5. Lifestyle (physical and emotional well-being)**

Your lifestyle is how you live your life on a daily basis. For example, you may exercise regularly, eat healthy food, practise safe sex, and not drink alcohol so that you care for your physical well-being and health.

#### **6. Environmental responsibility**

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

#### **7. Goals for studies and career choices**

Your goals for studies and career choices are your plans for the future, the steps you need to take to achieve your later goals in life. For example, your goal may be to have a good job and to own your own house in ten years' time.




To have a vision about your future gives you a direction about who you want to be or what you want to achieve in 5 to 10 years' time, even in 30 years' time. Your vision is your dream. It is a mental picture of what the future will or could be like. It is what will make your life exciting and fulfilling. Make your vision ambitious. It doesn't necessarily have to be practical. It may even seem a bit crazy now. Dream big! A mission statement is more practical; it focuses on your actions, behaviour, and plans to achieve your dream.





Exam Practice

1.1.5 Select the definition that best describes the term *value* as applied to your own mission statement:

- A  It refers to my enthusiasm and flexibility in my career path.
- B  It refers to how I live my life and what I consider to be important.
- C  It is a personality trait that I have learnt from people around me.
- D It refers to things I will find easy or difficult to do in my job.

1.1.4 Your vision has an impact on your actions and behaviour. It will ...

- A make you committed to achieve your parents' ambitions for you.
- B ensure that you only focus on a specific career choice.
- C make you work hard to achieve success in all aspects of life.
- D affect only the decisions you make concerning your career.

1.2.5 Explain TWO ways in which your personal mission statement may assist you to choose a job/career. (2 x 2) (4)

2.3 Explain how a personal mission statement may help you to achieve your study goals. (1 x 2) (2)





## TERM 3



TERM 3



# Lifestyle diseases and gender imbalance

- Human factors (pg. 188-193)

## 1. Human factors that cause ill-health, accidents, crises and disasters

| KEY CONCEPTS          | EXPLANATION                                                                                                                                        |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| human factors         | Factors contributed by human beings e.g. social, religious and cultural practices                                                                  |
| environmental factors | Factors in the environment, the natural world that contribute to ill health, accidents, disasters and crises such as floods, extreme temperatures' |
| lifestyle diseases    | Diseases that are a result of the way you live and affect the way you live.                                                                        |
| natural disasters     | A sudden accident or natural catastrophe that causes great damage or loss of life such as fires, floods, tsunamis and earth quakes                 |
| hazard                | Danger, risks or a threat that is usually caused by man, such as pollution, toxic waste, deforestation etc.                                        |
| ill-health            | Illness, sickness, a medical condition that makes you unwell                                                                                       |
| accidents             | Mishaps / misfortunes                                                                                                                              |
| crises                | Emergencies, calamities, catastrophes, upheavals                                                                                                   |
| disasters             | Tragedies, events that cause adversity or devastation                                                                                              |

### 1.1. Ill-health, accidents, crises and disasters

- These aspects are not beyond our control
- This can be prevented, avoided or controlled

- **Ill-health**

- Bad lifestyle choices lead to ill-health
- Unprotected sex can lead to STIs (Sexually Transmitted Infections), smoking to lung cancer and abusing alcohol to liver disease.

- **Accidents**

- When an unexpected, unplanned thing happens to a person.
- Driving too fast under the influence of alcohol may cause a road accident.

- **Crises**

- An emergency situation that causes great distress and upheaval.
- The husband leaves his wife for another woman, leaving his family to fend for themselves.





- **Disasters**

- It is a great tragedy or devastation. It can be caused by nature or people.
- Dealing with disasters:
- Disasters can lead to trauma. Trauma means a serious bodily injury or shock.
- PTSD (Post traumatic stress disorder) is long term suffering from bad experiences.
- People who have experienced family violence, crime, rape or are survivors of disasters may suffer from emotional distress, withdrawal or over independence.
- Emotional reactions: grief, anger, aggression, careless behaviour, depression
- After disaster, may be difficult to concentrate, remember things or make decisions. People may feel disorientated, confused and unsure of where you are or what to do.
- Sometimes people feel overwhelmed by the emotions and disasters.

## 1.2. Psychological, social and religious factors, cultural practices and different knowledge perspectives

- **Psychological factors**

- The mental and emotional aspects of being human.
- The mind and body interacts closely and psychological factors can cause illness. For example low self-esteem can lead to promiscuous behaviour and results in a person contracting STIs.
- Psychosomatic illness means a sickness that involves both the mind and the body. It may start with emotional stress, but manifest in physical symptoms. This type of sickness is real and not in your mind and should be treated.

- **Social factors**

- Issues that involve people, the community and the public.
- How people behave towards each other and the social conditions they live in, can affect their health.
- Violence, using harmful substances, pollution

- **Religious factors**

- Religion may prevent people from taking medicine or having a blood transfusion which may lead to serious illness / death.
- Some people believe only their god can cure them, refusing medical treatment of any form
- In some religions various potions and medicines are mixed and given to sick people. These herbal remedies were not scientifically tested and may cause ill-health.
- Some people believe in faith-healers.

- **Cultural practices**

- Male child preference: female fetuses being aborted or female babies being killed at birth. Female children may be neglected.
- Circumcision (infections and death)
- Female genital mutilation and cutting (infection, infertility and death)
- Arranged marriages (young girls, no schooling, STIs and death)
- Dry sex (unwanted, forced)
- Wife inheritance / unkungena
- Culture of silence (sex and relationships are taboo, don't get help)
- Nutritional harm, where some food is forbidden and the restricted diet is harmful to the human body.

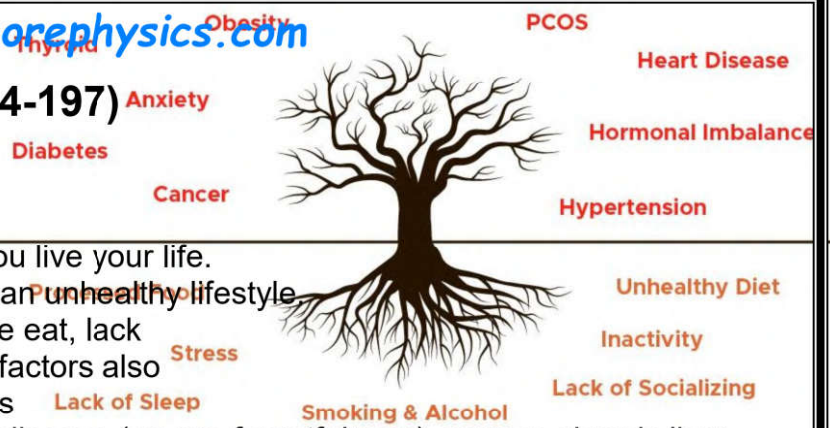




- **Lifestyle disease (pg. 194-197)**

- 2. **Lifestyle diseases**

- It is diseases caused by the way you live your life. Lifestyle diseases are the result of an **unhealthy lifestyle**. Contributing factors are the food we eat, lack of exercise and smoking. Genetic factors also often play a role. Lifestyle diseases includes diseases like Alzheimer's disease (severe forgetfulness), cancer, chronic liver disease, Diabetes (blood sugar/glucose abnormally high), heart disease, stroke (blood clot in the brain), obesity, osteoporosis (brittle bones) etc. Unsafe sexual behaviour like not using condom correctly, increases the risk of HIV and Aids and STI's



- **What causes lifestyle diseases?**

Factors in diet, lifestyle and the environment are thought to influence susceptibility to diseases listed above. Smoking, alcohol and drug abuse as well as the lack of exercise may increase the risk of certain diseases in later life.

- **Examples of life style diseases**

- Cancer (abnormal cells)
- Hepatitis B (liver infection)
- Hypertension (high blood pressure)
- Diseases of the cardiovascular (heart) and circulatory system
- Tuberculosis (severe coughing)
- STIs ( Sexually transmitted infections, including HIV/AIDS)

- **Contributing factors & intervention strategies (pg. 200-205)**

- **Intervention strategies**

- Prevention : avoid, abstain, adapt, vaccinations
- Control / management – healthy living and clean environment
- Early detection : cancer, hypertension, STIs
- Treatment
- Care and support

- **Long-term physical participation in sport (pg. 206-212)**

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

It is vital to commit to participate in physical activities on a long-term basis. The physical, mental, social and emotional benefits are important.


The benefits of long-term exercise include:

- Physical benefits –keeps your body healthy and strong
- Mental benefits –helps to keep your mind alert.
- Social benefits – helps you to make friends and feel part of a group; contributes to nation-building
- Emotional benefits – helps you feel good about yourself and to cope with your stress and negative feelings.





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

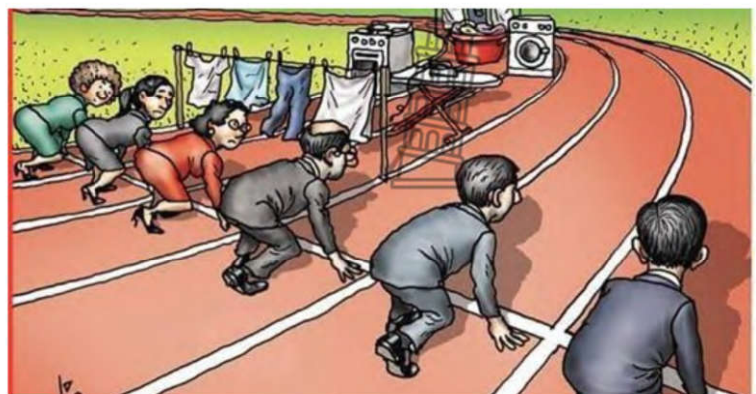
| Physical benefits                                                                                                                                                                                                                                                                                                              | Mental benefits                                                                                                     | Social benefits                                                                                                                                                                                                                                                                                             | Emotional benefits                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Stronger bones<br/>Protection from osteoporosis<br/>Reduced risk of heart attack and stroke<br/>Increased protection from viral diseases<br/>Prevention of diabetes<br/>Prevention of cancers<br/>Improved general health and fitness</p>  | <p>Clears the mind<br/>Keeps the mind alert<br/>Helps to prevent mental diseases<br/>Prevents negative thinking</p> | <p>Make and keep friends<br/>Helps to integrate in a new situation<br/>Meet people<br/>Prevents loneliness<br/>Promotes social support<br/>New friendships<br/>Decreases absenteeism at work<br/>Improves teamwork and leadership skills<br/>Promotes a spirit of co-operation<br/>Reduces health costs</p> | <p>Enjoyment<br/>Feelings of self-worth improve<br/>Relaxation reduces stress<br/>Having fun and laughing keep you happy and young<br/>Feel good about yourself<br/>Look forward to the activities<br/>Prevents depression<br/>Prevents stress<br/>Personal satisfaction</p> |

## • Poverty and gender imbalance (pg. 197-199)

- Poverty – not having enough money for basic needs
  - Not enough food, malnutrition, health problems, no proper health care
  - Poor sanitation and lack of clean, safe water
  - Overcrowding – many people in one area, like a household or community
  - Stress and financial worries
- Gender imbalances
  - Discrimination against women – prevent proper healthcare and safety
  - Sexual pressure and expectation
  - Violence and abuse (physical and mental/emotional)

1.2.2 Briefly explain the term *gender imbalance*.

(2)





Exam Practice

1.1.8 The social impact of long-term participation in physical activities will result in ...

- A controlling your blood pressure.
- B increased school performance.
- C a favourable effect on productivity levels.
- D better friendships and communication skills.

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

- A prostate cancer, hypertension and diseases of the heart.
- B hypertension, lung cancer and syphilis.
- C cervical cancer, syphilis and gonorrhoea.
- D hypertension, gonorrhoea and liver cancer. (10 x 1)

1.1.8 A strategy to prevent lifestyle diseases may include ...

- A helping and encouraging people to follow treatment instructions and take their medication.
- B avoiding the habits and behaviours that contribute to lifestyle diseases.
- C receiving medical treatment such as chemotherapy and radiation.
- D noticing symptoms and getting treatment early when the illness starts.

1.1.3 Factors that contribute to lifestyle diseases include diet, sexual behaviour, ...

- A physical activity and substance abuse.
- B hypertension and cultural practices.
- C tuberculosis and substance abuse.
- D cancer and cultural practices.

1.1.5 A person who is committed to participate in physical activities for long-term engagement is best described as one who ...

- A chooses a specific sport as a career in order to make a living out of it.
- B knows the rules and regulations of proper engagement in a variety of sports.
- C participates in sport and has the attitude needed to lead a healthy lifestyle.
- D has knowledge of the effects of physical activity and inactivity on the body.

1.2.3 Give the name of the chronic disease that affects glucose levels in the blood.

(1)



## OCTOBER SUPPLEMENTARY 2015

### SPORT AND RECREATION

Sport and recreation is a significant area of priority for young women and men all over the world. It is no less important in South Africa. The \*UNESCO International Charter of Physical Education and Sport provides strong support for the need that young people have for sport, leisure and recreational services. Sports and recreation is a valuable means of personal development for young women and men. It has also played a major role in developing a socially united environment within indigenous communities. Many of the games you see today have evolved from traditional games of the past.

\*UNESCO: United Nations Educational, Scientific and Cultural Organisation.

[Adapted from [www.home.intekom.com](http://www.home.intekom.com). Accessed on 11 April 2015.]

- |     |                                                                                                                                                     |         |             |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------------|
| 2.1 | Explain TWO social benefits of participation in indigenous games for communities.                                                                   | (2 x 1) | (2)         |
| 2.2 | State and examine TWO factors that may prevent some youth from participating in physical activities.                                                | (2 x 2) | (4)         |
| 2.3 | Discuss how participating in physical activities and following a balanced diet can enhance self-esteem.                                             |         | (3)         |
| 2.4 | Suggest THREE ways in which your school could work with community organisations to promote participation in physical activities among all learners. | (3 x 2) | (6)         |
|     |                                                                                                                                                     |         | <b>[15]</b> |

### QUESTION 4

Read the extract below and answer the question that follows.

#### PROMOTING PARTICIPATION IN HEALTHY RECREATIONAL ACTIVITIES

Recreation is an essential part of human life, regardless of one's culture.

Engaging young people in recreational activities can be a challenging task, as many of them prefer to spend time indoors rather than actively taking part in healthy outdoor activities.

[Adapted from [www.tandfonline.com](http://www.tandfonline.com). Accessed on 11 January 2018.]

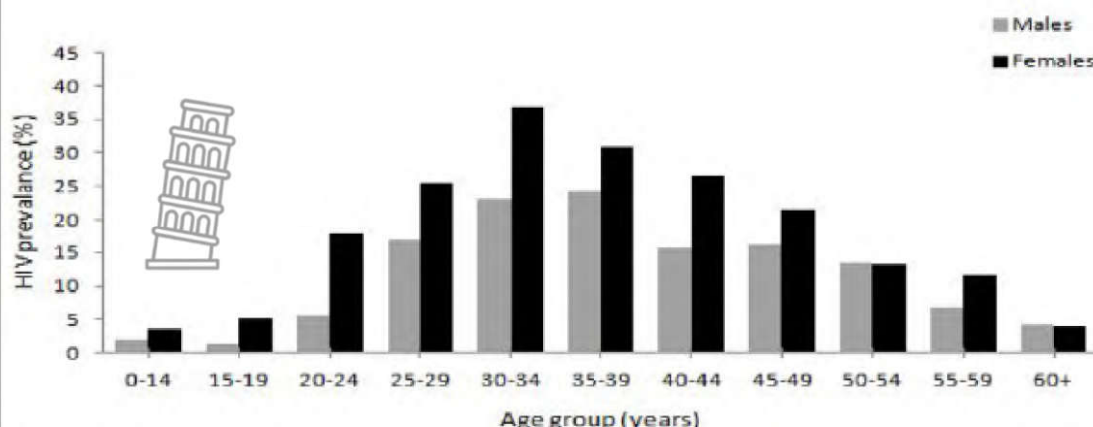
Write paragraphs on recreational activities across cultures and genders.

Use the following as a guideline:

- Define the term *recreation* and state TWO benefits of participating in recreational activities. (1 + 2) (3)
  - Explain THREE ways in which culture could influence participation in recreational activities. (3 x 2) (6)
  - Recommend TWO ways in which young people could use electronic/social media to promote participation in recreational activities across genders. In your answers, also indicate the impact of EACH of these actions. (2 x 3) (6)
- [15]**



Figure 1: HIV prevalence by age and sex, South Africa, 2012



**Prevalence:** percentage of the population that is affected

[Source: [www.hsrc.ac.za](http://www.hsrc.ac.za). Accessed on 25 March 2014]

- 3.1 According to the graph the 30–34-year age group has the highest infection rate. State THREE possible causes of the high infection rate in this age group. (3 x 1) (3)
  - 3.2 The graph shows the difference in the infection rate between men and women. Briefly discuss THREE reasons why there is a gender imbalance in HIV infections as reflected in the graph. (3 x 2) (6)
  - 3.3 State TWO intervention strategies that have been put in place by the government or your community to prevent HIV infections. Critically evaluate the effectiveness of EACH strategy. (2 x 3) (6)
- [15]**

## OCTOBER SUPPLEMENTARY 2017

### LEADING CAUSES OF DEATHS IN SOUTH AFRICA

According to a recent report by the Department of Health, deaths among young adults were caused mainly by hypertension and infections. As a result of this report, some communities have started community projects to prevent deaths caused by lifestyle diseases.

[Adapted from [www.statssa.gov.za](http://www.statssa.gov.za). Accessed on 16 March 2017.]

- 3.1 Define *hypertension* and explain ONE lifestyle choice that may lead to it. (1 + 2) (3)
  - 3.2 Discuss ONE possible reason why people make unhealthy lifestyle choices that may lead to hypertension. (1 x 2) (2)
  - 3.3 Give ONE guideline on how project leaders may evaluate the effectiveness of community projects to decrease lifestyle diseases. (1 x 2) (2)
  - 3.4 Explain TWO reasons why some patients do not complete the treatment of their lifestyle diseases. (2 x 2) (4)
  - 3.5 Analyse TWO benefits of social support for a person living with a lifestyle disease. (2 x 2) (4)
- [15]**



## SEPTEMBER 2017

### SUBSTANCE ABUSE IS DAMAGING SOUTH AFRICA'S YOUTH

Substance abuse can have a wide range of short- and long-term, direct and indirect effects on a person's physical, mental and emotional health. These health effects may occur after just one use.

Studies show that more and more young people in South Africa are experiencing health-related problems due to substance abuse.

One of the major factors that can influence substance abuse among young people is the availability of substances in our communities and the ineffectiveness of laws on drug dealing.

[Adapted from [www.fanews.co.za/healthcare](http://www.fanews.co.za/healthcare), [www.drugabuse.gov/nida](http://www.drugabuse.gov/nida). Accessed on 5 May 2017.]

- |     |                                                                                                                              |         |             |
|-----|------------------------------------------------------------------------------------------------------------------------------|---------|-------------|
| 2.1 | Identify a lifestyle disease that is caused by substance abuse and explain how it results in ill health.                     | (1 + 2) | (3)         |
| 2.2 | Discuss ONE psychological factor that may lead to substance abuse.                                                           | (1 x 2) | (2)         |
| 2.3 | Name an intervention strategy for young people and indicate how it may prevent them from abusing substances.                 | (1 x 2) | (2)         |
| 2.4 | Evaluate how physical participation in sports can impact positively on the emotional well-being of a recovering drug addict. | (2 x 2) | (4)         |
| 2.5 | Suggest TWO ways in which communities can solve their grievances regarding drug dealing in a legal and responsible manner.   | (2 x 2) | (4)         |
|     |                                                                                                                              |         | <b>[15]</b> |

## SEPTEMBER 2015

- Define a *lifestyle disease* and indicate why TB is considered to be such a disease.  
(1 + 2) (3)
  - Discuss THREE ways in which poverty may be a contributory factor to the increase in TB infections.  
(3 x 2) (6)
  - Suggest THREE ways in which the local government can engage the community in sustainable programmes that will tackle TB and poverty alleviation.  
(3 x 2) (6)
- [15]**





## QUESTION 6

Read the extract below and answer the question that follows.

### HEART DISEASES AFFECT YOUNG PEOPLE TOO

There is a common misconception that heart diseases and diseases of the circulatory system – which can lead to heart attacks, strokes and even death – only occur in older people.

The truth is that these conditions do not discriminate by age. The risk of young people having heart attacks or strokes within the next ten years is high.

[Adapted from Google. Accessed on 9 January 2018.]

Write paragraphs on heart diseases.

Use the following as a guideline:

- Define the term *heart diseases* and state **TWO** risk factors that might contribute to the development of these conditions. (1 + 2) (3)
  - Explain **THREE** ways in which a lack of knowledge about heart diseases could influence young people's attitude towards these diseases. (3 x 2) (6)
  - Recommend **TWO** practical activities that young people could initiate to raise awareness about heart diseases in their school communities. In your answers, also indicate how **EACH** activity may help raise awareness. (2 x 3) (6)
- [15]

## QUESTION 5

Read the extract below and answer the questions that follow.

### HUMAN FACTORS CAUSING ILL HEALTH: PSYCHOLOGICAL FACTORS

According to the World Health Organisation, health is not merely the absence of physical diseases.

[Adapted from [www.fitness.vgoy.com](http://www.fitness.vgoy.com). Accessed on 19 February 2018.]

Write paragraphs on human factors causing ill health.

Use the following as a guideline:

- Define the term *psychological factors* and give **TWO** examples of physical illnesses that may be caused by such factors. (1 + 2) (3)
  - Discuss **THREE** positive strategies on how to deal with negative thoughts as a way of preventing ill health. (3 x 2) (6)
  - Motivate **TWO** ways in which participation in community sports and games can improve your social well-being. Also indicate with **EACH** way how your social well-being may then impact positively on your mental well-being. (2 x 3) (6)
- [15]



# Labour Laws and Job Contract (pg. 229-233)

## 1. Labour issues: Workers rights, Laws and Acts

### 1.1. Workers' Rights

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

| Workers' rights in South Africa                                                                                                                                                                                                     | Employers rights in South Africa                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The right to choose your own trade, profession or occupation.<br>The right to fair labour practise<br>The right to join a union<br>The right to be part of the program and activities arranged by the Union.<br>The right to strike | The right to join an employer's organisation<br>The right to be part of the program and activities arranged by the employer's organisation.                                                                                                                                                                                     |
| Workers obligations in South Africa                                                                                                                                                                                                 | Employers obligations in South Africa                                                                                                                                                                                                                                                                                           |
| To keep to the agreement in the job contract.<br>Give the employer value for his money by being productive during working hours and not staying away without a valid reason.                                                        | To keep to the agreement in job contract.<br>He cannot change conditions of employment without consulting the employee.<br>Not to engage in unfair labour practice<br>To arrange his business practices according to the labour law of the country.<br>To apply Affirmative Action<br>To apply the Equity act in the work place |

### 1.2. Conditions of service

- Companies and jobs are not the same and they will have different conditions of service. Conditions of service includes the number of hours you will be expected to work (normally 40 hours per week) as well as the amount of leave you will be able to take every year. All of the conditions of service should be covered in your employment contract.
- Depending on your job and responsibility within a company, your conditions of service will also indicate items like disciplinary procedures for e.g. constant late-coming for work, absent without valid reason or any other form of non-compliance with company policy.
- All the conditions of service are covered in the Basic Conditions of Employment Act and each company should set their conditions of service in line with this law.
- This act or law will protect you and your employer from taking advantage of each other or of practising unfairness in the workplace.
- In order to protect you, your conditions of service should also indicate the policies and procedures in case of grievances in your company.

Labour laws:

- As a result of South Africa's apartheid past, job reservation and segregation and exploitation of workers, SA labour is ruled by four major acts or laws: Labour Relations Act, the Basic Conditions of Employment Act, the Employment Equity act and the Skills development Act. These laws were designed to protect the rights of workers and employers and all of them will affect you directly when you start working or looking for a job. (These laws do not apply to members of the South African Secret Service, the National Intelligence Agency or the National Defence force members). All these laws can be found on the website of the Department of Labour. ([www.labour.gov.za](http://www.labour.gov.za))



- All laws have an introduction. This refers to the reason for making and implementing the law and to whom it applies or who is excluded from it. The next part will refer to the “rules” made by the law. It will end by saying how to solve problems.

Labour Relations Act (LRA) (as amended in 2002)

- The Labour Relations Act covers all the interaction between employers and employees. The act applies to all employers, workers, trade unions and employers’ organisations.
- Labour relations are controlled by the government and the regulations it lays down working conditions for employers. The purpose of the act is to make sure that Section 27 of the Constitution of South Africa is implemented in the work place. The act makes sure that the Constitutional Rights of all employers and employees are adhering to.

### 1.3. Employment Equity Act

- **What is the purpose of the law?**

Ensure equity is achieved and maintained in workplace. Law promotes equal opportunity and fair treatment in employment through elimination of unfair discrimination. To implement affirmative action measures to redress the disadvantages in employment experienced by designated groups.

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

Affirmative Action measures are measures intended to ensure that suitably qualified employees from designated groups have equal employment opportunity and are equitably represented in all occupational categories and levels of the workforce.

Measures for Affirmative Action includes: identifying and elimination of barriers that affect designated groups, measures to promote diversity, training of designated group and preferential treatment to ensure equal representation in the work place.

- **What does the law say about Employment Equity and Equity Plan?**

A designated employer must prepare and implement a plan to achieve employment equity which must have objectives for each year of the plan and include affirmative action measures as well as a timetable for each year. He must have senior manager who will monitor and implement the plan. A designated employer must prepare and implement a plan to achieve employment equity. It must have objectives for each year of the plan.

## 6 The Employment Equity Act (EEA) of 1998

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### 6.1 Nature and purpose

The overall aim of the Employment Equity Act (EEA) is to achieve equity in the workplace through:

- The prevention of discrimination, which applies to all employers
- The implementation of affirmative-action measures.

The Act states that no person may unfairly discriminate (directly or indirectly) against an employee on one or more of the following grounds: race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, disability, HIV status, culture or birth.





#### 1.4. Basic Conditions of Employment Act, 1997 (BCEA)

A summary of this act must be visible in the workplace in the official languages spoken at the workplace.

- **Who is the act for?**

All workers and employers except member of a Voluntary or Charity organisation or members of the National Defence Force, National Intelligence Agency and SA Secret Services. If a worker works more than 24 hours a month, a worker is a full time worker and protected by the Basic Conditions of Employment Act.

|                              |                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Working Time                 | A worker must not work more than :<br>45 hours per week<br>9 hours a day if a worker works 5 days or less a week<br>8 hours a day if a worker works more than 5 days a week                                                                                                                                                                          |
| Overtime                     | Workers must agree to work overtime<br>They may not work more than 3 hours overtime a day or 10 hours a week.<br>Overtime must be paid at 1.5 times the workers' normal pay or by agreement get paid in time off.<br>Workers can also work a compressed week: up to 12 hours a day with less days per week worked                                    |
| Meal breaks and rest periods | A worker must have a meal break of 60 minutes after 5 hours work.<br>the meal break can be lowered to 30 minutes after a written agreement<br>A meal break can be removed if worker works less than 6 hours a day.<br>A worker must have a day rest of 12 continuous hours and a weekly rest after 36 continuous hours of work.                      |
| Leave: Annual leave          | A worker can take 21 continuous days annual leave by agreement.<br>A worker gets 1 day for every 17 days worked or 1 hour for every 17 hours worked.<br>An employer can only pay a worker for leave not taken once he leaves job.                                                                                                                    |
| Sick leave                   | A worker can take 6 weeks paid sick leave during a 36 day leave cycle.<br>During the first 6 months a worker can take one day's paid sick leave for every 26 days worked<br>An employer can ask for a medical certificate before paying a worker for more than 2 days or more than twice in 8 weeks.                                                 |
| Maternity leave              | A pregnant worker can take 4 continuous months of maternity leave. Leave can start from 4 weeks before expected date.<br>A pregnant worker may not work for 6 weeks after giving birth unless declared fit to do so by doctor or midwife.                                                                                                            |
| Family responsibility leave  | Full time workers who are employed for longer than 4 months can take 3 days paid family responsibility leave per year when:<br>If the workers child is sick or are born<br>Death of a spouse, life partner, adoptive parent, grandparent, child, adopted child, grand child or sibling.<br>Employers are entitled to proof of the need of such leave |



### 3 Labour Relations Act (LRA) 66 of 1995

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#### 3.1 Nature and purpose

The Labour Relations Act (LRA), Act 66 of 1995 aims to promote economic development, social justice, labour peace and democracy in the workplace.

The Labour Relations Act applies to all employers, workers, trade unions and employers' organisations, but does not apply to members of the:

- National Defence Force
- National Intelligence Agency
- South African Secret Service.

Trade unions are recognized under the 1996 Constitution of South Africa, which provides for the right to join trade unions, and for unions to collectively bargain and strike.

Three institutions have been created to reduce industrial relations conflict, and eliminate unfair discrimination and redress past discrimination in the workplace: the National Economic Development and Labour Council (NEDLAC), the Labour Court, and the Council for Conciliation, Mediation and Arbitration (CCMA).

For most businesses the fact that the LRA prescribes rules on how to dismiss employees makes it a very important. However, the purpose of the act covers more than that – it promotes economic development, social justice, labour peace and the democratisation of the workplace through:

##### 3.1.1 Freedom of association

Freedom of association means the right to come together with other individuals and collectively express, promote, pursue and defend common interests. This includes the right to join a union.

##### 3.1.2 Organisational rights

The Act allows trade unions to gain access to the business' premises to recruit members and hold meetings.

##### 3.1.3 Bargaining and statutory councils

Bargaining councils are formed by registered trade unions and employers' organisations.

They deal with collective agreements, attempt to solve labour disputes, and make proposals on labour policies and laws. As well, they may administer pension funds, sick pay, unemployment and training schemes, and other such benefits for their members.

##### 3.1.4 Commission for Conciliation, Mediation and Arbitration

The Commission for Conciliation, Mediation and Arbitration (CCMA) is a dispute resolution body established in terms of the Labour Relations Act, 66 of 1995 (LRA). It is an independent body, does not belong to and is not controlled by any political party, trade union or business.

The LRA makes provision for disputes that cannot be solved in the workplace.

If this process fails the dispute is referred to the Labour Court.

##### 3.1.5 The Labour Court and the Labour Appeal Court



The Labour Court has the same status as a high court. The Labour Court adjudicates matters relating to labour disputes. Appeals are made to the Labour Appeal Court.





### 3.1.6 Strikes and lock-outs

If a strike does not comply with the provisions of the LRA, the Labour Court can grant an order to restrain any person from participating in such action. The Labour Court may also order payment to the employer for losses sustained as a result of the illegal strike or lock-out.

### 3.1.7 Workplace forums

The main aim of workplace forums is to solve labour-related problems by establishing co-operative relationships between all workers (also non-trade union workers) and the employer. A workplace forum may be established in a business with more than 100 employees. Only registered trade unions may apply to the CCMA for the establishment of a workplace forum.

### 3.1.8 Unfair dismissal

Dismissal is unfair if:

- A worker intended to or did take part in or supported a strike or protest
- A worker refused to do the work of a striking or locked out co-worker, unless his refusal will endanger life or health
- A worker is forced to accept a demand
- A worker intended to or did take action against an employer by –
  - Exercising a right; or
  - Taking part in proceedings; or
- A worker is pregnant or intends to be pregnant
- An employer discriminated against a worker because of race, gender, sex, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, political opinion, culture, language, marital status or family responsibility
- An employer cannot prove –
  - A worker's misconduct or inability
  - That the employer's operational needs are valid
  - That the dismissal procedure was fair.

### 3.2 Implications for businesses

The LRA follows the principle of collective bargaining and puts structures in place with which disputes in the workplace can be settled. This has advantages for both employers and employees and promotes a healthy relationship between them. Non-compliance with LRA rules and regulations also poses a very real risk to employers because there is an effective and inexpensive (free) option to employees in the form of the CCMA and the Department of Labour.





#### CCMA fees and costs

When asked by employees, employers, or other interested parties for advice or training to CCMA will assist. In 2012 the fee was between R1 650,00 and R1 835,00 for each day or part of a day.

### 4 Basic Conditions of Employment Act 75 of 1997

#### 4.1 Nature and purpose

The 1996 South African Constitution (section 23) gives every worker and employer the right to fair labour practices. The Act applies to all workers and employers except members of the National Defence Force, National Intelligence Agency, South African Secret Service and unpaid volunteers working for charities.

##### 4.1.1 Working time

A worker must NOT work more than:

- 45 hours in any week
- Nine hours a day if a worker works five days or less a week
- Eight hours a day if a worker works more than five days a week.

#### Overtime

If overtime is needed, workers must agree to do it and they may not work for more than three hours overtime a day or ten hours overtime a week.

Overtime must be paid at 1.5 times the workers' normal pay or, by agreement, get paid time off.

##### 4.1.2 Leave

#### • Annual leave

A worker can take up to 21 continuous days' annual leave or by agreement, one day for every 17 days worked or one hour for every 17 hours worked.

Leave must be taken not later than six months after the end of the leave cycle.

An employer can only pay a worker instead of giving leave if that worker leaves the job.

#### • Sick leave

A worker can take up to six weeks paid sick leave during a 36-month cycle.

During the first six months, a worker can take one day's paid sick leave for every 26 days worked.

An employer may want a medical certificate before paying a worker who is sick for more than two days at a time or more than twice in eight weeks.

#### • Maternity leave

A pregnant worker can take up to four continuous months of maternity leave. She can start leave any time from four weeks before the expected date of birth OR on a date a doctor or midwife says is necessary for her health or that of her unborn child. She also may not work for six weeks after the birth of her child unless declared fit to do so by a doctor or midwife.

A pregnant or breastfeeding worker is not allowed to perform work that is dangerous to her or her child.

#### • Family responsibility leave

Full-time workers employed longer than four months can take three days' paid family responsibility leave per year on request when the worker's child is born or sick or for the death of the worker's spouse or life partner, parent, adoptive parent, grandparent, child, adopted child, grandchild or sibling.

An employer may want proof that this leave was needed.

### 4.1.3 Remuneration, deductions and notice of termination

The employee must be paid according to the agreement with the employer and deductions must be agreed to by the worker in writing or if the employer is required to do so by law (e.g. Income tax and UIF).

Notices must be given in writing.

The employer may pay for the notice period instead of giving notice.

The worker still has the right to challenge the fairness of the dismissal.

The worker must be paid for any accrued annual leave.

If the termination of employment is because of a change in business operations (retrenchment) then severance pay (one week for every full year worked) has to be paid to the worker.



Exam Practice

- 1.1.4 Which ONE of the following best describes what should be included in a job contract?
- A The job advertisement, the company's equity process and company policies and procedures
  - B Job title, employee's role and responsibilities, lunch preferences and company policies and procedures
  - C Terms and conditions of employment, benefits and company policies and procedures
  - D The job advertisement, working hours, work ethics required of the employee and company policies and procedures
- 1.1.4 The Basic Conditions of Employment Act (BCEA), 1997 (Act 75 of 1997) excludes the following:
- A Workers engaged in emergency work
  - B Sales representatives who regulate their own working hours
  - C Workers who work fewer than 24 hours per month
  - D Members of the National Defence Force
- 1.1.9 An employment contract is a ...
- A set of principles and norms which guides an employee's behaviour, commitment and work ethics.
  - B set of principles that gives guidance on conditions of work, health and safety in the workplace.
  - C legal document used by the employer to evaluate an employee's job performance.
  - D mutual agreement on workplace expectations by both the employer and employee.
- 1.1.1 A job contract must include the following:
- A Type of job, working hours and wages
  - B Wages, working hours and equity
  - C Type of job, salary negotiations and leave
  - D Termination, salary negotiations and equity
- 1.2.1 According to the Basic Conditions of Employment Act, 1997 (Act 75 of 1997), what is the responsibility of the employer towards:
- (a) An employee working on a public holiday (1)
  - (b) A female employee requiring maternity leave (1)
- 1.2.6 State THREE purposes of a job/employment contract. (3)
- 1.2.3 Discuss the aim of the Employment Equity Act (EEA), 1998 (Act 55 of 1998). (2)



## Equity, redress, recruitment and trade unions (pg. 234-239)

### 2. Principles of equity and redress

- The history of South Africa's labour practices has been known by inequality and exploitation. Previously there has been a division between black and white and male and female. White South African men were largely advantaged by selective employment (keeping jobs for white men only) and promotion strategies in the years of apartheid. There is an effort to redress the disadvantages of the past and to promote previously disadvantaged people like women and disabled people.
- What is the difference between employment equity and affirmative action?

**Affirmative action** deals with equal employment opportunities and equal representation in all occupation groups and levels in the workplace.

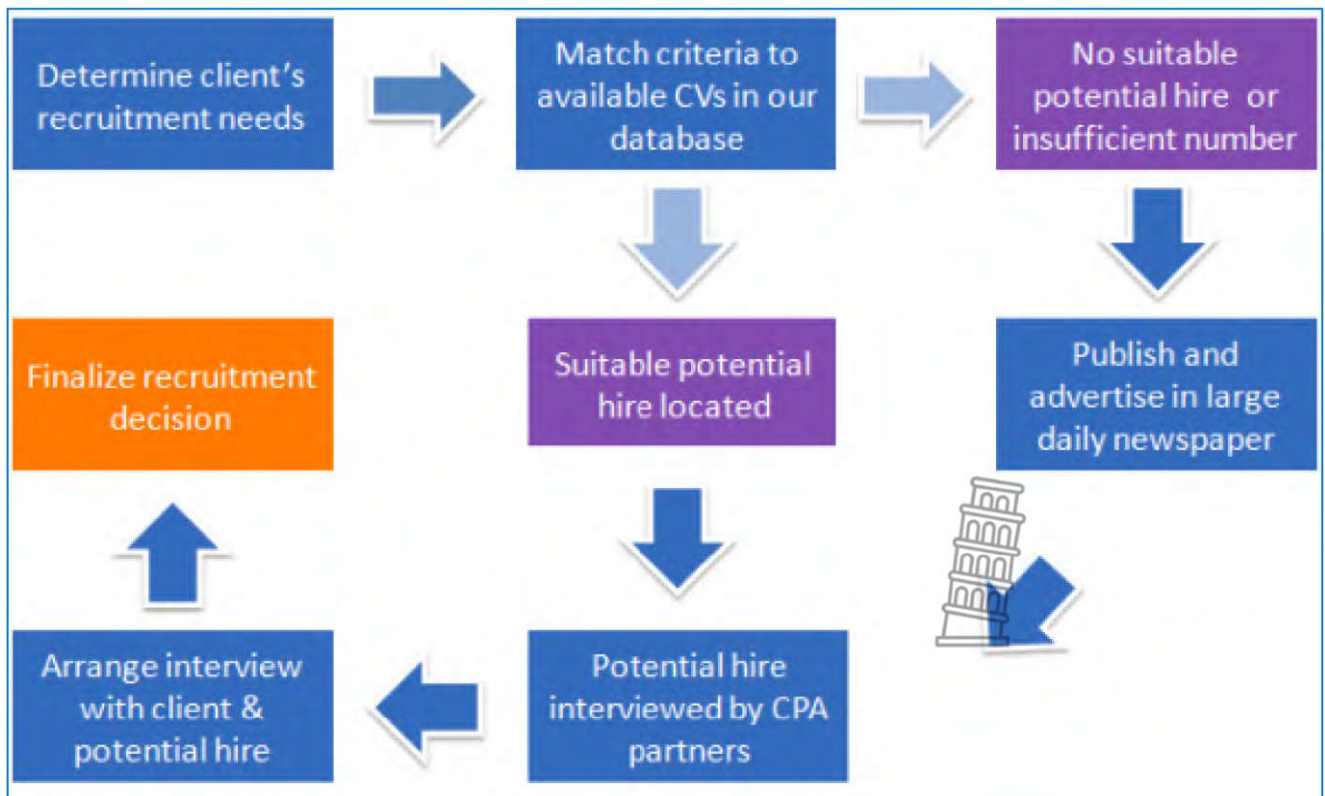
**Employment equity** has to do with the numbers of workers from different groups in the workplace. Equity is achieved through affirmative action.

### 3. Recruitment process: general trends and practices.

#### 3.1. What are recruitment and the recruitment process?

Recruitment refers to the process of getting the right person to apply for the job in a company. The aim of recruitment is to get a number of qualified or skilled people to apply for a particular job or vacancy.

The recruitment process should be fair, confidential, promote diversity and achieve equity in the workplace. See the diagram below for detail about the process.





## 2 HR procedures

---

### Recruitment

The business writes a job description and job specification for the vacancy and then either selects someone internally or sources externally. This can be done by:

- Placing advertisements in newspapers or notice boards
- Recruiting at special events e.g. during a university's open day
- Vacation work, e.g. when an enterprise decides to recruit a student who has worked permanently at the enterprise during the holidays
- Using a computer database, e.g. by storing all the information of candidates who have previously applied for jobs
- Making use of recruitment agencies.

**Internal recruitment** involves appointing existing staff from within the organisation

**External recruitment** involves hiring staff from outside the organisation

### Job description

A job description refers to the content of the job itself and sets out the duties and responsibilities required of the person employed to do the job and needs to outline:

- The title of the job
- The location of the job
- The duties of the job.

### Job specification

A job specification indicates the specific qualifications, skills and experience required of the person who will fill the job. It will need to set out:

- Qualifications required
- Personal qualities needed
- Work experience required.

### Selection

Selection means identifying and hiring the most appropriate candidate to fill a post. HR often receives many applications when a job is advertised.





### Occupational Injuries and Disease Act (COIDA) No. 61 of 1997

The objective of Compensation for Occupational Injuries and Diseases Act no 61 of 1997 (COIDA) is to pay compensation out to an employee or his dependents, where, as a result of his activities in the work situation, he died or was partially or totally disabled or contracted an occupational disease. COIDA thus acts as insurance in order to safeguard the employee from any claims by an employer in this regard, as long as the employer has complied with the provisions of the Act.

### 3.5 Employment contracts

The contract of employment is a legal document signed between employer and employee. The contract:

- Regulates the terms and conditions of employment between the employer and the employee.
- Stipulates what the employer will provide in terms of benefits, and in terms of labour legislation
- Regulates the behaviour of the employee in the workplace - because all company policies and procedures, as well as the disciplinary code, form a part of the employment contract.

### 3.6 Interviewing, selection and induction procedures

The HR department must follow the process of recruitment, interviewing, selection and induction to ensure effective hiring and also to ensure all procedures comply with policies, such as

### Salary Determination

The wage board sets minimum rates and other conditions of employment for all trades. Different jobs are paid different amounts of money because some jobs, such as top management positions, require a higher level of skill and responsibility, and also some jobs have a higher risk or require relocation.

### Employee benefits

Depending on the policy of the business, the employee may receive benefits other than payment for doing his/her job. Such benefits may include:

- Contributing towards the employee's pension fund, or medical aid
- Travel allowance
- Housing subsidy
- Mobile phone allowance
- Annual bonus
- Death and funeral benefits
- Shares issued by employer to employee's.

The process of selecting involves:

- Advertising, either internally or externally
- Short-listing suitable candidates
- Checking on CV's and references
- Interviewing the shortlisted candidates
- Selecting the correct candidate for the job.

### Interviewing

The purpose of the interview is to meet the applicant personally and to make sure he or she will fit into the company and is capable of fulfilling the advertised position.

## 3 Human resources legalities

### Labour Relations Act (LRA) No. 66 of 1995

This Act sets out the laws that govern labour in South Africa. It is guided by Section 27 of the Constitution, which entrenches the rights of workers and employers to form organisations for collective bargaining. Together with the Basic Conditions of Employment Act, it also ensures social justice by establishing the rights and duties of employers and employees. It also regulates the organisational rights of trade unions deals with strikes and lockouts, workplace forums and other ways of resolving disputes. It provides a framework for the resolution of labour disputes through the Commission for Conciliation, Mediation and Arbitration (CCMA), Labour Court and Labour Appeal Court.

### Basic Conditions of Employment Act (BCEA) No. 75 of 1997

The BCEA is designed to protect employees against unfair labour practices and exploitation. It states the minimum conditions of employment that must be adhered to by both employers and employees. It is up to the employer to offer better conditions of employment than stated in the BCEA.

### Employment Equity Act (EEA) no.55 of 1998

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

- Promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination
- Implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, to ensure their equitable representation in all occupational categories and levels in the workforce.



### 3.2. Trade Unions and organised labour

- Trade unions – organisations that represent interests of members in the workplace
  - Participate in collective bargaining/negotiations with employer e.g. salary increase
  - Examples – SADTU (South African Democratic Teachers Union) and NUMSA (National Union of Mineworkers)
  - Trade union office-bearers/officials have the right to
    - Enter a workplace to recruit members and communicate with them
    - Hold meetings with employees at workplace outside working hours
  - Trade union members are entitled to
    - Elect trade union representatives at their workplace
    - Authorise an employer to deduct union subscriptions/levies from wages
  - Trade union shop steward is a full-time employee who has been elected by trade union members. They have the right to
    - Assist and represent employees in grievance/disciplinary proceedings
    - Get special leave to attend union conferences and training
    - Check whether employers keep to the labour law
    - Get the info needed from employer to carry out union functions
- **Organised labour**
  - Includes trade unions, employer organisations and federations
    - Employer organisations are industry-related groups that share information and keep up to date with latest labour and market trends in that industry, for example tourism or mining
    - Federations are a group of unions that negotiate with government, for example COSATU (Congress of South African Trade Unions).





#### 4. Work ethics and societal expectations

##### 4.1. Work ethics

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

##### 4.2. Societal expectation

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

#### OCTOBER SUPPLEMENTARY 2016

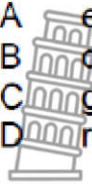
- State THREE societal expectations with regard to the work ethics of companies/ organisations. (3 x 1) (3)
- Show how each of the following examples of poor work ethics may impact negatively on the success of a company:
  - Disrespect (2)
  - Dishonesty (2)
  - Lack of accountability (2)
- Demonstrate in THREE ways how societal expectations of the roles of men and women in the workplace have changed over time. (3 x 2) (6)



Exam Practice

1.1.7 The principles of equity and redress are implemented by considering qualifications, ...

- A ethnic group, competence and scarce skills.
- B designated group, competence and scarce skills.
- C gender, ethnic group and experience.
- D race, scarce skills and experience.



1.1.8 Examples of good work ethics include dependability, ...

- A always working late, regular absenteeism and going the extra mile at all costs.
- B working overtime, befriending the boss and minimal leave taking.
- C working late when needed, taking leave of absence and going the extra mile.
- D often working overtime, avoiding being caught when late and minimal leave taking.

1.1.7 Ethics is a ...

- A code of conduct for a particular profession only.
- B field of study that focuses on faith and religion.
- C practice of doing good when we know others are watching.
- D branch of philosophy dealing with morals and values.

1.1.5 A person commits fraud when he/she ...

- A gives employment opportunities to family or friends.
- B obtains money or favours through force or threats.
- C gives special favours to those who do not deserve it.
- D misleads his/her employer about his/her qualifications.

1.2.1 Organised labour can be divided into different categories. Name any TWO categories. (2)

1.2.1 Name the process that is used to find a suitable person for a particular job. (1)



1.3.1 Briefly discuss any function of the Commission for Conciliation, Mediation and Arbitration (CCMA). (2)



SEPTEMBER 2014

**DOMESTIC WORKERS NEED LEGAL PROTECTION**

All over the world there is an important group of workers that perform domestic tasks in private households in exchange for wages and/or boarding and lodging. Generally domestic workers throughout the world share and suffer the same basic problems.

One woman employed by a Member of Parliament said that she had to give her employer massages on weekends, while another claimed that she had to live in a storeroom without a bathroom. Myrtle Witbooi of the South African Domestic Service and Allied Workers' Union (SADSAWU) said in a news report that she had brought these issues to Parliament but nothing had been done.

A domestic worker in Gugulethu said: 'When I asked my employer why she did not give me my bonus the other year, she told me that when she renovated her home she gave me all the old cupboards. So she has treated that as my bonus last year. My complaint was that we did not agree on that, otherwise I would not have taken them. I start working at five o'clock in the morning and sometimes I only finish at ten at night. Some weekends I am asked to wash the dogs as well.'

[Adapted from [www.dailymaverick.co.za](http://www.dailymaverick.co.za). Accessed on 25 March 2014]

- 2.1 Identify the labour legislation that addresses the unfair labour practices highlighted in the extract. Explain how this Act is relevant to the extract. (1 + 2) (3)
- 2.2 According to the extract, it appears that the labour laws for domestic workers are not effectively adhered to by some employers in South Africa. Discuss THREE possible reasons for this. (3 x 2) (6)
- 2.3 Recommend THREE ways in which a trade union such as the South African Domestic Service and Allied Workers' Union (SADSAWU) could protect the rights of domestic workers. Also indicate how EACH of the recommendations could improve the workers' lives. (3 x 2) (6)
- [15]

SEPTEMBER 2015

**EQUITY IN THE WORKPLACE**

Steven Botha applied for a job in a well-known chartered accounting firm. He had an excellent reference from his previous employer and had quite a good reputation as a chartered accountant (CA). Steven is a \*paraplegic. When he wheeled his way into the interview room, he saw the surprised looks on the faces of the interview committee. One of the members of the committee started asking Steven about his work experience, but was quickly interrupted by another committee member who requested the interview panel to meet outside for a 'private' discussion. Steven was then left alone in the interview room, whilst the interview panel met outside. When they returned, the chairperson of the committee informed Steven that the interview was over. They apologised and said that they did not want to waste his time unnecessarily and asked him to leave.

\*Paraplegic: Someone who has lost the use of his two legs and lower body.

[Anonymous]

- 2.1 Why do you think the committee terminated the interview? Give a reason for your answer. (2 x 1) (2)
- 2.2 From the surprised looks on the interviewers' faces, it appears that Steven had not disclosed his disability. Suggest TWO possible reasons why people with disabilities do not disclose their status when applying for a job. (2 x 2) (4)
- 2.3 Identify a labour law that is relevant to the above extract and prove how Steven's non-disclosure of his disability is covered by that specific law in South Africa. (1 + 2) (3)
- 2.4 Propose THREE guidelines that the recruitment committee should consider when dealing with the principles of equity in the workplace, regarding applicants with disabilities. (3 x 2) (6)
- [15]



## SEPTEMBER 2017

Read the scenario below and answer the questions that follow.

### 'SELF-CENTRED' WORK ETHICS HINDER YOUNG EMPLOYEES

Some experts, who specialise in bridging the gap between the expectations of different generations, say it is not that younger generations have no work ethics. They have 'self-centred work ethics,' says Cam Marston.

This he said after a young worker failed to complete his duties because he was more concerned about his personal issues. 'It's just not convenient.' These were the exact words a young contract worker used when explaining to his employer why he did not complete a project that was due the previous day. In his defence, the worker said this: 'It wasn't as easy as I thought it would be. I ran into some problems along the way. Plus, I've got a lot going on. I've got a life, you know. I am within my rights. My trade union will protect me.'

The employer was not buying it. 'I don't care what generation you belong to, there's this thing called work ethics. It is not about whether it's convenient or not.'

[Adapted from *Career Consultant* by Andrea Kay]

- |     |                                                                                                                                       |         |             |
|-----|---------------------------------------------------------------------------------------------------------------------------------------|---------|-------------|
| 3.1 | State ONE principle of work ethic and briefly explain how the contract worker in the scenario above did not honour it.                | (1 + 2) | (3)         |
| 3.2 | Refer to the worker's words, 'My trade union will protect me'. Explain how the trade union could intervene in this case.              | (1 x 2) | (2)         |
| 3.3 | Describe ONE communication skill that is important in building a positive relationship between an employer and a worker.              | (1 x 2) | (2)         |
| 3.4 | Evaluate how the job contract protects the interests and rights of the employer in the scenario above.                                | (2 x 2) | (4)         |
| 3.5 | Advise the young worker on how he could have handled the situation differently instead of making excuses for not completing his work. | (2 x 2) | (4)         |
|     |                                                                                                                                       |         | <b>[15]</b> |

## OCTOBER SUPPLEMENTARY 2015

- Briefly define the term *online recruitment* and state TWO ways in which it may assist companies/organisations to find suitable employees. (1 + 2) (3)
  - Discuss the recruitment process by explaining the following steps:
    - Finding suitable applicants (2)
    - Processing the applications (2)
    - Interviewing and appointing suitable candidates (2)
  - Explain THREE ways in which your online profile/posts could negatively influence a prospective employer's view of you during the recruitment process. (3 x 2) (6)
- [15]**

## OCTOBER SUPPLEMENTARY 2017

- Define the term *recruitment process* and explain the importance of such a process.
  - Name and describe THREE actions which will ensure that your job application is accepted.
  - State ONE way in which EACH of the following labour acts creates a fair working environment:
    - The Labour Relations Act (LRA), 1995 (Act 66 of 1995)
    - The Employment Equity Act (EEA), 1998 (Act 55 of 1998)
    - The Basic Conditions of Employment Act (BCEA), 1997 (Act 75 of 1997)
- [15]**



# Exam preparation and question words

- Good practices (pg. 262-270)

Revision of own study skills

TB pg. 62-72 Chapter 3

- Study timetable – time left before exams, prioritise subjects written first
  - Work out how many hours needed per subject/paper
  - Spend time on ALL subjects, but more time on week ones
  - Give detail – sections/chapters/page numbers
  - Allocate time for relaxation and other activities
  - Work through sections of past papers – answer then use memo
- Time management
  - Cut out/down on unnecessary activities, like using cellphone
- Mock (prelim) exams
  - Work through previous question papers – final and supplementary
  - Set block time for completing an entire paper/section
  - Work through memos – see how marker wants you to answer
- Summaries
  - Notes/bullets/mind maps/graphic organisers/blocks/flash cards
  - Do revision often – detailed study should happen in an allocated time; revision should happen every day
- Active learning
  - Talk, ask, answer, write, draw, link, think and do when you study
  - Apply study methods, e.g. SQ3R (Survey, Question, Read Actively, Recite and write & Review)
  - Read actively – notes, highlight, underline
  - Answer exam-type questions
  - Revise regularly
- Improve focus and concentration
  - Nutrition – eat balanced and have healthy snacks
  - Exercise – get fresh air and physical activity for at least 30 minutes every day
  - Sleep – At least 6 hours during the week and 8-10 hours on weekend
  - Relaxation – time spent doing enjoyable activities
- Revision of exam skills (pg. 271-276)
  - Before the examination
    - Get all your stationery together and pack it in your bag
    - Do not study right before the exam, take some time to relax and calm down
    - Arrive well in time to ensure you do not have to rush or panic
  - In the exam room
    - Follow the invigilators instructions about filling in cover page



- USE THE READING TIME – look through the sections, check which options are available, read through longer passages (for languages).
- Read ALL instructions carefully – make selections and follow instructions
- Use the time and mark allocations as guides to answering paper successfully.

- **Key examination question words and their meanings**

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



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



## Exam preparation

- 1.1.2 When writing an essay in an examination, ...
- A write everything you know about the topic in one paragraph.
  - B ensure that you have a lengthy introduction that refers to the main points of your argument.
  - C express one idea per paragraph and make sure that the focus of each paragraph is linked to the central question.
  - D start with the most difficult essay question so that you can spend more time on it.
- 1.1.6 Choose the best definition for the word *illustrate* as used in examination questions:
- A Debate, consider, argue the issues, include comparisons and contrasts and look at the advantages and disadvantages
  - B Assess or give an opinion about the value of a concept or thing, showing advantages and disadvantages
  - C Give full explanations, list qualities and aspects, which can be a picture in words, a diagram or figure and/or give examples
  - D Explain your understanding by 'reading between the lines' and drawing conclusions
- 1.1.10 The word 'evaluate' in an examination instruction means to ...
- A take apart an idea, concept or statement and to examine or criticise its subparts in detail.
  - B place items side by side to consider their similarities and differences to formulate a balanced (objective) answer.
  - C provide an itemised series of parts, reasons or qualities, possibly in a table, and to draw a final conclusion.
  - D describe, give examples, state points for and against, then to analyse and make a judgement in the conclusion. (10 x 1)
- 1.1.4 When asked to prove an answer in an examination question you should ...
- A give an explanation with headings and subheadings.
  - B state the most important facts on the topic.
  - C use evidence or reasoning to solve a problem.
  - D make a list of events in a particular order.
- 1.1.3 If you are asked to 'analyse' how work gives meaning to life, you would ...
- A illustrate the value and purpose of work in your life.
  - B judge how work allows you to use your abilities
  - C investigate how work helps you to live a happy life.
  - D describe how work helps you to grow and develop.
- 1.2.5 What is the instruction word that is used in examination question papers to weigh up the differences and similarities between concepts?