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Every child is a National Asset

LIFE ORIENTATION

LAST LEAP
GRADE 12
2023

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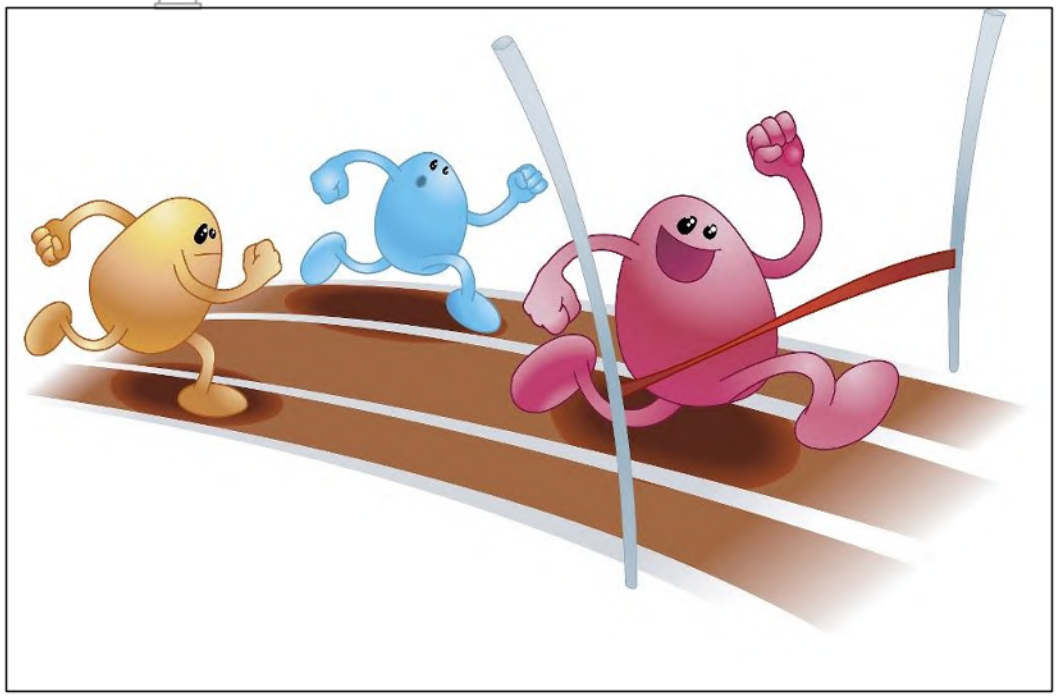
TERM 2 AND 3 CONTENT



ACCELERATED CONTENT COMPLETION STRATEGY

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NOTE TO EDUCATOR

- DEAR COLLEAGUES

- The 2 hours allocated for life orientation tends to be limited and insufficient for schools to complete the grade 12 syllabus.
- This is a last attempt to assist the educators to complete the syllabus and to create spare time to do revision and exam preparation.
- It's a topic a page, with some quick exemplar questions.
- This document provides a bird's eye view of the topic and incorporates some questions from past papers.
- It is imperative that educators mediate the content and use pas LOCAT QP for revision and reinforcement.
- Hope you find this useful!

- THANK YOU IN ADVANCE!!!

DEMOCRACY & HUMAN RIGHTS
TERM 2: WEEK 2 - 3

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Week 2: Analyse and debate the role of the media in a democratic society.

The role of the media in a democratic society is crucial.

- It serves as a watchdog, an information disseminator,
- a forum for public debate, and a facilitator of transparency and accountability

Role that media plays in a democratic society

Information dissemination: Media…

- provides citizens with accurate and timely information
- keeps the public informed about current events, government policies, and societal issues and this in turn,
- keeps the public informed about current events, government policies, and societal issues

Representation and diversity

- A democratic society relies on the media to represent the diverse interests and experiences of its citizens.
- media helps prevent the dominance of a single narrative and promotes a more inclusive democratic discourse.

Public scrutiny:

- The media acts as a watchdog by critically examining the actions of those in power, including government officials, politicians, and corporations
- investigative journalism uncovers corruption, abuse of power, and wrongdoing

Public debate:

- opinions, fostering public debate and discussion
- It provides a forum for citizens to express their views

The media also faces challenges that impact its role in a democratic society

Bias and sensationalism

- **Media outlets may exhibit bias - this may distort information and shape public opinion**
- **Sensationalism can distort information and shape public opinion & undermine the media's role as an objective and trustworthy source of information.**
- **False information can spread rapidly**

Solutions / recommendations/ way forward:

- **Media outlets should strive for impartiality, accuracy, and transparency in their reporting, while embracing diversity**
- **Governments can support media independence through legal frameworks that protect freedom of the press**
- **Lastly, citizens must actively engage with the media, and demand accountability from both the media and those in power.**

Week 3: SOCIAL MEDIA PLATFORMS

Social media footprint and dangers of use and abuse: cyber wellness, cyber safety, cyber bullying

- Social media platforms have become an integral part of our daily lives,
- However, they also come with their own set of risks and dangers.

Social Media Footprint: refers to the digital trail you leave behind through your online activities on social media platforms

- This includes the content you post, the comments you make, and the interactions you have with others

Dangers of use or abuse:

1. **Privacy Concerns** - Social media platforms often collect and store personal information, which can be vulnerable to data breaches and misuse.
   - It's crucial to be mindful of the information you share and adjust privacy

2. Online Predators

- Some individuals may use social media to exploit and target vulnerable users, particularly children and teenagers.

3. Fake News and Misinformation:

- Social media can be a breeding ground for the spread of misinformation, leading to negative consequences such as public panic,

4. Cyber wellness

- refers to maintaining a healthy and positive online presence while ensuring the well-being of oneself and others
- It involves developing responsible digital habits, managing screen time, and fostering positive online relationships.
- Being mindful of the content you consume and contribute to, and taking breaks from social media, can contribute to a healthier digital lifestyle.

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5. Cyber Safety

- Encompasses strategies and practices to protect oneself and others from online threats

Some essential tips include:

- **Strong Passwords:** Use unique, complex passwords for your social media accounts and enable two-factor authentication whenever possible
- **Privacy Settings**: Regularly review and update your privacy settings to control the visibility of your personal information
- **Phishing Awareness:** Be cautious of suspicious links or messages that could be phishing attempts to steal personal information
- **Secure Connections**: Avoid using public Wi-Fi networks for accessing sensitive information on social media

6. Cyber Bullying: Cyberbullying refers to the use of digital platforms to harass, intimidate, or harm others.

- It can have severe emotional and psychological effects on the victim

DEMOCRACY & HUMAN RIGHTS TERM 2: WEEK 3 - 5

Tips to address bullying

- **Report and Block:** If you encounter cyberbullying, report the incident to the platform and consider' blocking the individuals involved
- **Support Networks**: Reach out to friends, family, or professionals for support and guidance
- **Safe Online Environment**: Promote positive behaviour online, encourage empathy, and stand up against cyberbullying when you witness it

Week 4: Discuss the extent to which media reporting reflects a democratic society

- The extent to which media reporting reflects a democratic society can vary depending on various factors:
  - including the freedom of the press,
  - the diversity of media outlets,
  - the level of journalistic integrity,
  - and the relationship between media organizations and the government

Positions taken by editors

- Editors play a crucial role in shaping the editorial direction and content of a media outlet, and their
- perspectives and biases can influence the overall coverage and representation of democratic ideals
- Some editors may prioritize certain political viewpoints or agendas, leading to biased reporting that aligns with their own beliefs or those of their audience

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

- In a democratic society, media reporting should ideally be accessible to all citizens regardless of their geographical location.
- individuals living in urban, rural, or remote areas should have equal opportunities to access reliable information through various media channels

Week 5: Freedom of expression

- is a fundamental pillar of democracy, and the media plays a significant role in facilitating this freedom.
- It allows the media to inform the public about important issues,
- express diverse opinions, and act as a platform for public debate
- This empowers citizens to make informed decisions, participate in the democratic process

limitations to freedom of expression

- Examples include restrictions on hate speech, incitement to violence, defamation, obscenity, and national security concerns.
- Debates surrounding the role of the media and limitations on freedom of expression often arise when discussing issues such as privacy, national security, and the spread of misinformation

Ass

Extract on Cyber wellness

1.1. Give three reasons why you think the use of electronic media has become increasingly important in a democratic society (3x1) 3
1.2. Explain one way in which your school could promote responsible use of social media platform amongst learners (1x2) 2
1.3. Discuss one factor that may determine the topics covered on different media platforms (1x2) 2
1.4. How could an addiction to social media negatively influence the social skills of the youth? Motivate each answer (2x2) 4
1.5. Assess how posting offensive material on electronic media may affect you (2x2) 4
[15]

CRITICAL ANALYSIS OF MEDIA AND CAMPAIGNS

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TERM 2 WEEK 5

DEFINITIONS

- Critical analysis: to make a judgement about the quality of evidence and include when it can and cannot support an argument
- Media: all channels of communication used to provide information, to educate and entertains pain.
- Examples: electronic and print media
- Campaigns:
- Critical analysis of media and campaigns involves to examine and evaluate various aspects of media content with the aim of assessing the underlying messages, techniques, and impact of these forms of communication.

COVERAGE OF SPORTS, PERSONALITIES, AND RECREATIONAL ACTIVITIES

- It is a common aspect of media content.
- It serves to inform, engage audiences and entertain who have an interest in sports and leisure pursuits.

IDEOLOGIES AND BELIEFS

Definition:

- Ideology refers to a set of ideas, beliefs, values, and doctrines that form the foundation of a particular social, political, or economic system while as beliefs are individual convictions or principles held by a person.
- They play an important part in shaping individuals' perspectives, values, and actions.
- They also have an influence on how people interpret the world, make sense of information, and make decisions.
- They are often shaped by various factors, including cultural, social, historical, and personal experiences. They can be influenced by family, education, religion, media, and peer groups.
- Ideologies and beliefs have practical implications for individuals, communities, and societies.
- They can influence policy choices, social norms, human rights, equality, and justice.
- **Worldview:** Ideologies and beliefs provide individuals with a framework through which they perceive and understand the world. They help shape opinions, attitudes, and behaviours, and guide individuals' decision-making processes

HOW DOES IDEOLOGIES, BELIEFS AND WORLD VIEWS ON RECREATIONAL AND PHYSICAL ACTIVITY PLAY A PART ACROSS CULTURES AND GENDERS?

- They influence how recreational and physical activities are perceived, valued, and practiced across cultures and genders.

IMPACT

- Cultural Perspectives: Different cultures have distinct ideologies and beliefs surrounding recreational and physical activities. Gender Roles and Expectations: Traditional gender roles often assign specific activities as more suitable or appropriate for one gender over another.
- Societal Norms and Values: Ideologies and beliefs influence the societal norms and values associated with recreational and physical activities.
- Access and Opportunity: Socioeconomic factors, cultural norms, and gender expectations can create barriers or facilitate participation in certain activities.

UNDERSTANDING OF IDEOLOGIES, BELIEFS AND WORLDVIEWS

- NB: Understanding how ideologies, beliefs, and worldviews influence recreational and physical activities across cultures and genders can help foster more inclusive, equitable, and empowering environments. It involves challenging biases, promoting diversity, and creating opportunities for individuals to engage in activities that align with their interests, preferences, and abilities, irrespective of cultural or gender .

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SOCIAL AND ENVIRONMENTAL RESPONSIBILITY

TERM 2 WEEK 8-9

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RESPONSIBILITIES OF VARIOUS LEVELS OF GOVERNMENT: LAWS, REGULATIONS, RULES

National Government:

- Responsible for formulating and implementing policies that affect the entire country.
- It enacts laws and regulations on issues such as education, healthcare, defence, foreign affairs, trade, and national security.

Provincial Government:

- Responsible for managing public healthcare facilities, hospitals, clinics, and schools within their provinces.
- It oversees the provision of housing, transportation infrastructure, and public works projects.

Local Government:

- Responsible for providing essential services like water, electricity, sanitation, waste management, and local roads.
- It oversees community development projects, libraries, recreational facilities, and other services at the local level.
- **Laws** refer to the formal rules that are enacted by the Parliament as the legislative body of the country.
- **Regulations** are issued by the relevant Ministers and are published in the Government Gazette.
- **Rules** are created by administrative bodies, public institutions, or organizations to govern their internal operations, procedures, and conduct.
- They are more specific than laws and regulations, and they primarily apply within the specific organization that establishes them.

COMMUNITY SERVICES

- Aimed at addressing various social, economic, and environmental challenges.
- Often provided by government agencies, non-profit organizations, and community-based initiatives.

Examples of community services in South Africa:

- Social Welfare: These services include social grants, child protection services, services for the elderly, and support for people with disabilities by the government.
- Healthcare and HIV/AIDS Support: The government provides healthcare services through public clinics and hospitals, with a particular focus on HIV/AIDS prevention, treatment, and support. Non-profit organizations also play a critical role in raising awareness, providing counselling, and supporting affected individuals and their families.
- Community Safety and Crime Prevention: Community policing forums and neighbourhood watch groups collaborate with SAPS to promote safety, crime prevention, and community building.
- Education and Skills Development: government invests in public schools, universities, and technical and vocational training institutions. Additionally, non-profit organizations and community centres often offer supplementary educational support, mentorship programs, and adult education initiatives.

Community responsibility to ensure environments and services that promote safe and healthy living

Examples of ways in which communities can take responsibility:

- Advocacy and Awareness: Communities can advocate for policies and practices that support clean air, water, and sanitation, as well as access to quality healthcare, nutritious food, and safe housing.
- Environmental Stewardship: Communities can actively participate in environmental conservation efforts by promoting sustainable practices. This includes waste reduction, recycling, tree planting, and responsible use of natural resources. By protecting the environment, communities can create healthier living spaces and mitigate the effects of pollution and climate change.
- Youth Empowerment: Communities can establish mentoring programs, recreational activities, and skills training initiatives for young people. By nurturing their talents and potential, communities can contribute to the development of responsible and engaged citizens who actively contribute to their communities' well-being.
- Monitoring and Reporting: Communities should establish mechanisms to monitor and report environmental hazards, health risks, and safety concerns. By promptly reporting issues to relevant authorities, communities can ensure timely action and resolution, safeguarding the well-being of residents.

PAST QUESTIONS

The responsibility of a community to reduce problems of drug abuse is to...

A. create forums to help drug addicts and families.
B. create and change laws about health and safety.
C. arrest and prosecute drug-dealers in the community.
D. arrange for rehabilitation of drug addicts in the workplace.

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.

Being an environmentally responsible citizen means that you ...

A purchase products that require minimal packaging where possible.
B clean your environment by disposing of plastics into other areas.
C purchase plastic bags to carry groceries and other household items.
D support the use of plastic straws in restaurants and school tuck shops.

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SOCIAL AND ENVIRONMENTAL RESPONSIBILITY TERM 2 WEEKS 9-11

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EDUCATIONAL AND INTERVENTION PROGRAMMES

- An educational program is a program written by the institution or department of education which determines the learning progress of each subject in all the stages of formal education.
- Educational or intervention programmes increases your awareness and confidence.
- Educational programmes aim to develop the youth into good citizens.
- Responsible citizens apply their learning and gained skills to help themselves and others.
- They also apply the knowledge to solve social and environmental issues.

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IMPACT STUDIES THAT RELATE TO PROJECTS THAT ADDRESS SOCIAL AND ENVIRONMENTAL ISSUES

- An impact study is an analysis of a specific occurrence and the changes that will happen or happened because of it.
- For example, you can conduct an impact study to determine how the building of a road would affect e.g. the wild life in that area.

Benefits of conducting an impact study:

- It help us understand the possible impacts of these types of projects before they start.
- It helps to identify the best ways to avoid or reduce a project's negative impacts.
- It helps to find ways to enhance the positive aspects of a project.

MISSION AND VISION STATEMENT.

A mission statement defines your objectives, and how you will reach these objectives.

A vision statement details where you aspires to go.

Your mission and vision will be influenced by:

- Personal views
- Values
- Belief system
- Religion
- Ideologies
- Life style
- Physical and emotional well-being
- Environmental responsibility
- Goals for studies
- Career Choices

BENEFITS OF A MISSION STATEMENT

A mission statement:

- Makes you to look at your deepest thoughts and feelings so that you can find out what is your life purpose and what is really important to you.
- Helps you to find out about your talents and interests
- Forces you to make clear what your deepest values are and what it is that you want.
- Helps you to keep your vision ahead of you.
- It sets guidelines for how to live your life.
- It helps you to find out what your talents are.

EXAMPLES OF MISSION STATEMENTS:

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

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TERM 3 WEEK 1

Definition of terms

- **Ill-health:** state of being unwell physically, mentally, psychologically and even socially, e.g., stress, sickness etc.
- **Accidents:** unexpected events normally caused by lack of knowledge, skills and unsafe behaviours, e.g., car accidents, burning a house etc.
- **Crises:** times of extreme difficulty due to accidents, ill-health, disasters and other life changing events. e.g., when parents divorce, children may be devastated and this may lead to stress.
- **Disaster:** an event that may lead to a great damage of human life. human activities that may lead to disasters include cutting down of trees which may lead to floods, terrorist attacks etc.

Psychological factors (those which may influence your thinking)

- People with low self-esteem may turn to alcohol or other substances to feel better.
- This could lead to risky sexual behaviour resulting in STIs or accidents that may lead to injury or death.
- Others may be unable to suggest using condoms for fear of rejection.
- Others eat to feel better which may lead to sickness and eating disorders.

Religious factors (those which my be encouraged by religious beliefs)

- Recently people have been made to eat and drink harmful substances to get blessings from God and because of their trust in their religious leaders they did, this may cause ill-health.
- Some people do not believe in western medicine, they only believe prayer will heal them, this may be put their lives in excessive danger.
- Terrorist attacks are usually performed by religious extremists who kill others and even themselves for the god they serve.

Social factors include:

- Poor living conditions and poverty, people have limited or no access to proper sanitation, infrastructure or health care.
- Unemployment and unable to afford their living, which leaves them frustrated and may lead to violence and crime.
- Women resort to commercial sex to support their families which may demoralise them and lead to STIs.
- Living in dirty surroundings and badly maintained houses increase accidents.

Cultural practices

- Wife inheritance: a widow is forced to marry her late husband's brother and this may lead to unfaithfulness in the marriage, resulting in STIs. This may also result in forced sex as the woman may not be willing to engage in sexual intercourse with the brother.
- Circumcision: this is a common African practice which may help reduce the risk of catching STIs, however, if not properly done by a professional may lead to infections.
- Genital mutilation: a process of removing parts or all female genitals. This is to ensure that girls are still virgins when they get married and stay faithful when they get married.

Contributing factors

- Bad eating habits
- Lack of exercise
- Smoking
- Substance abuse
- Unsafe sexual behaviour

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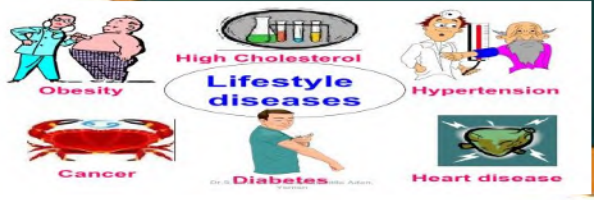
LIFE STYLE DISEASE TERM 3 WEEK 1



Lifestyle diseases

- These are diseases caused by the way you live your life. They are as a result of an unhealthy lifestyle (choices). Contributing factors include the amount of food we eat, lack of exercise and smoking. Genetic factors also often play a role, but could be controlled.
- Lifestyle diseases include Alzheimer's disease, cancer, chronic liver disease, Diabetes, heart disease, stroke, obesity, osteoporosis etc.
- Unsafe sexual behaviour, like not using condom correctly, increases the risk of HIV and Aids and STIs.

Intervention strategies (Prevention, early detection, treatment, care and support)

- HIV counselling and testing campaign. Strategies include advertising the availability of free testing and counselling in health clinics.
- Programme for post-rape care.
- Community awareness campaigns.

Lifestyle diseases as a result of poverty and gender imbalance

- Cancer: cervical cancer is caused by human papillomavirus, which is the most common STI, risk factors include smoking, having multiple sexual partners, and early sexual contact.
- Hypertension, also known as high blood pressure, is very common due to high levels of stressful events in people's lives. A poor diet plays a huge role and lack of exercise. Normal BP is more than 120/80 and less than 140/90.
- Tuberculosis: leading cause of death in South Africa, common in overcrowded poverty-stricken communities.
- Diseases of the heart: studies show that people from poor environments are more likely to experience heart diseases than those from rich environments.
- Disadvantaged people are more likely to smoke and be obese because they have less access to a healthier diet i.e., fruit and vegetables.
- STIs: Rape and sexual abuse are most popular in disadvantaged communities.
- Women in abusive relationships cannot negotiate use of condoms when having sex.
- Women in disadvantaged communities resort to commercial sex in order to put food on the table.

Activity

Write paragraphs on heart diseases using these guidelines:

- Define the term heart diseases and state TWO risk factors that might contribute to the development of these conditions.

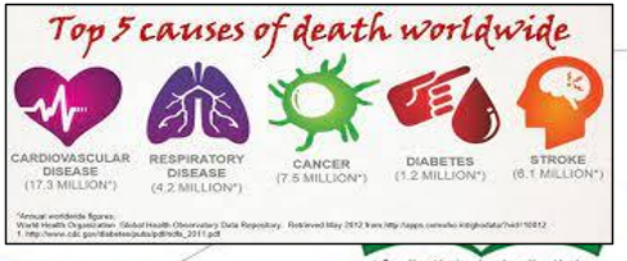
  (1+2)(3)

- Explain THREE ways in which a lack of knowledge about heart diseases could influence young people's attitude towards these diseases.

  (3x2)(6)

- Recommend TWO practical activities that young people could initiate to raise awareness about heart diseases in their school communities. In your answer, also indicate how each activity may help raise awareness.

  (2x3)(6)



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TERM 3 WEEK 2

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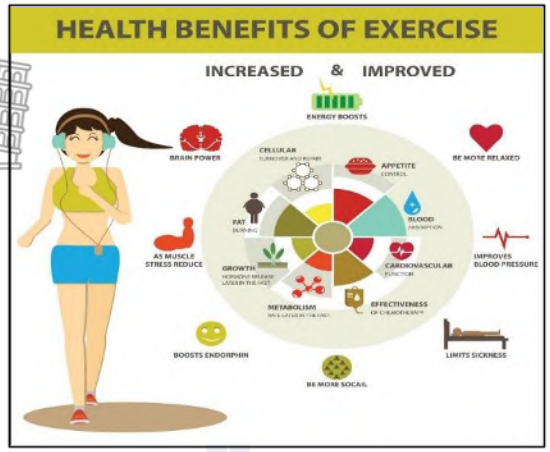
Intervention strategies to counter lifestyle diseases:

- Ensuring that every school is a Health Promoting School
- Encourage regular physical activity
- Educating people about the importance of early detection, regular screenings and visits to the clinic.
- Educating people about healthy lifestyle
- Educating people about STIs including HIV.
- Promoting community awareness about nutrition
- Reducing salt intake and salt content of food.
- Replacing trans-fat in food polyunsaturated fat.



SOCIAL CAUSES OF LYFESTYLE DISEASES

- Issues which involve people, the community and the public; how people behave towards each other and the social conditions they live in, can affect their health and make them ill.
- For example, peer pressure may result in poor decision-making, overcrowding and poverty increase the risk of ill-health and accidents and limited or no access to clean water.
- Poor sanitation can lead to disease and insufficient or poor-quality food leads to nutritional deficiencies.

ACTION PLAN

TREATMENT

- Lifestyle changes include taking part in recreational activities, exercise and dietary changes with medication.
- It is to have access and continue taking medication because, if the course of medication is interrupted, the body might develop resistance to drugs and the medication taken might not be effective.

CARE & SUPPORT

- People who get the correct care and support continue their treatment programme.
- Clinic sisters, social workers, psychologists and community support groups form part of care and support programme.
- Patients' needs are assessed and a care plan is created; education about the disease and referral to the right services and support group.
- Family ????
- Organisations are also involved in care and support e.g. South African National AIDS Council – testing and treatment.

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Assessment

Strategies for the prevention of lifestyle diseases may include …

A. Helping and encouraging people to follow treatment instructions and take their medication.
B. Avoiding the habits and behaviors that contribute to lifestyle diseases.
C. Receiving medical treatment such as chemotherapy and radiation.
D. Observing symptoms and getting treatment early when the illness starts.

- State the chronic disease that affects glucose levels in the blood **ASSESSMENT**
- Mention THREE possible causes for the increase of chronic diseases in South Africa.
- .Suggest three ways in which municipalities can collaborate with communities in the management and eradication Lifestyle diseases.
- Evaluate TWO intervention strategies that can be put in place by government to address lifestyle diseases.

- Analyse how participation in sports can impact positively well-being with specific reference to the following:
- (a) Emotional well-being
- (b) Social well-being
- (c) Physical well-being
- (d) Mental well-being

TERM 3 WEEK 3

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Core elements of a Job or Employment Contract

Definition:
A job or employment contract is a signed agreement between employer (**company**) and employee (**worker**) outlining both the rights and responsibilities of these two parties.

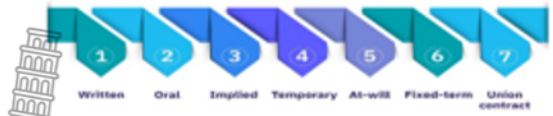
Employer: person/organisation/company that employs people
Employee: a person who is employed for a salary or wages

- **Purpose of job contract**: Job/employment contract clarifies obligations and terms of employment for both the employer and the employee.

- **Core elements of job/employment contract**
  Core elements of job/employment contract are set out by the Basic Conditions of Employment's Act (BCEA) 75 of 1997 (**see details in next slide**).

- **Examples amongst others:**
  Job description, job title, salary/wages, deductions, bonuses, benefits, code of conduct, duties and responsibilities, days and working hours, car and cell phone usage, confidentiality, compensations, overtime payments, safety structures, leaves etc.

- **Types of contracts could be distinguished:**



- **Advantages/pros of contracts**:
  Duties and benefits clearly outlined, both employer and employee's interests are protected, provides stability.

- **Disadvantages/cons of contracts**
  Flexibility is limited, it is legally binding, can only be changed by negotiation, uncertainty, work not guaranteed at end of assignment or project.

- **Section 23 (1) of the SA Constitution emphasises the right to fair Labour Practices.** To this regard **Employer** and **employee** should work together to complete tasks/projects of the company. Their relationship is bilateral therefore both parties should know their rights and obligations.

- **Employee has the Right/Entitlement to:**
  Employment contact, job description, attending orientation processes, not to be unfairly dismissed, treated with dignity and respect, salary/wage on agreed day, provision of suitable resources and equipment, equal pay for equal work, pay slip with all calculations, gratuity, promotion where is due, non-victimisation for claiming rights procedurally, leave benefits, performance bonuses, form/join Union, participate in programmes and activities trade Union, strike, notice period, safety structures at workplace, compensation, improve professional qualifications.

- **Employee obligations/ responsibilities**
  Observe labour discipline, not commit misconduct, punctuality, work efficiently and effectively, honour allocated hours, respect others and employers' property, dependability, flexibility, commitment, attend/conduct meetings, honesty, reliability, adaptability, teamwork, positive attitude, creativity, productivity, confidentiality, protect yourself and others from hazards at workplace, report injuries, illnesses etc., use equipment and machines with caution, execute reasonable and lawful instructions.

- **Employer Rights and Obligations/responsibilities**
  Decision making, solve problems & suggest solutions, provide and maintain safe and risk free work environment, protect employees from harassments, compensation for occupational injuries, treat employees fairly, training, guidance and motivation, pay salaries on time, protect employer privacy, employer boarding, avail resources and equipment, manage employee evaluations.

- **Basic conditions of employment Act (BCEA)**
  This Act forms part of the employment contract thus taking precedence over any agreement entered into before or after its inception.

- Two **functions** of the **BCE Act 75 of 1997** are:
  1. Outlines workers' rights to **fair** labour practices.
  2. Stipulate and regulate minimum terms and conditions of employment.

TERM 3 WEEK 4

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The Labour Relations Act (LRA)

- The main purpose of the LRA is to ensure that no employee is treated unfairly or discriminated against.
- Related to working conditions of the employees.
- Ensures everyone's constitutional right to fair labour practices.
- If an employee is unfairly dismissed, they can go to the Commission of Conciliation, Mediation and Arbitration (CCMA).
- It provides clear legal guidance on disputes, negotiation and strike action.
- It gives employers the right to dismiss workers on the following grounds:

1) Conduct of the employee:
theft or drunkenness

2) The capacity of the worker:
poor work performance

3) Operational requirements of the employer's business:
retrenchment

The Basic Conditions of Employment Act

- The purpose of this act is to ensure that all workers are treated fairly.
- It stipulates the legal requirements with regard to the:
  a. number of hours an employee is supposed to work each week (normally 40 hours per week),
  b. overtime that an employee is allowed to work,
  c. meal breaks,
  d. shift work,
  e. annual leave,
  f. family leave,
  g. maternity and paternity leave,
  h. notice of termination of employment and remuneration

The Employment Equity Act

- Aims to promote and achieve equity in the workplace by encouraging equal opportunities amongst all workers, no matter their race, sex or disability.
- It applies to all employers and workers and protect the workers and job seekers from unfair discrimination.
- It provides a framework for implementing affirmative action within the workplace.

ACTIVITIES:

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

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

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

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

(3x2)(6)

Labour laws guide the conduct of both the employer and the employee, for each of the three laws:

- Give a brief explanation of the law;
- The purpose of each law, and
- The area that each law covers.

(3x3)(9)

TERM 3 WEEK 5-6

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Principles of equity and redress

- Equity means applying fairness, equal access and impartiality when treating people irrespective of gender, race, creed, ethnicity and disability while redress means remediation of unfair and undesirable situations of the past.
- Equality is the state of being equal in status, rights and opportunities.

Trade unions and organized labour

- Trade unions and organized labour are used interchangeably as part of larger sector representing the working class.
- Their main goal is to negotiate better wages and working conditions.
- NEHAWU,FAWU and NUM are examples of trade unions in SA

The role of trade unions

- **Assist and represent other employees in grievance and disciplinary hearings**
- **Attend union conferences and training courses**
- **Check whether employees are keeping to the law when treating employees.**
- **Get relevant information from employers and appraise employees in carrying out their functions and duties.**

The role of organised labour

- **Help to improve the conditions and economic power of working class**
- **Negotiate on behalf of members on higher wages, better benefits and protection from termination.**
- **Lobby for better labour laws with legislators and politicians.**

The role of workplace forums

- **Promote the interests of all employees irrespective of union affiliation**
- **Enhance efficiency in the work place**
- **Consult employees on certain matters like staff development**

The value of work

- The value of work entails a combination of priorities, beliefs, ideals , ethics and morals that guide behaviour and decisions at a work place.

How work gives meaning to life

- Work enhances the purpose of living, coherence with fellow employees, sense of significance, sense of belonging, satisfaction , security, peace of mind and fulfilment of goals

Work Ethics and Social Expectations

- Work ethics are principles that hard work is intrinsically virtuous or worthy of the reward.
- Integrity, honesty, discipline, fairness, responsibility, accountability, punctuality and respect are most common ethics that most societies expect from people.

The Equity Principle

Excellence in mathematics education requires equity—high expectations and strong support for all students.

All students, regardless of their personal characteristics, backgrounds, or physical challenges, must have opportunities to study--and support to learn--mathematics. This does not mean that every student should be treated the same. But all students need access each year they are in school to a coherent, challenging mathematics curriculum that is taught by competent and well-supported mathematics teachers.

ACTIVITY:

1. Define the term equity (1x2)(2)
2. Differentiate between equity and equality (2x1)(2)
3. Discuss two possible ways why on how applicants can be treated unfairly during recruitment process (2x2)(4)
4. Assess TWO roles of organised labour (2x2)(4)
5. Critically evaluate TWO work ethics that most societies and employers expected from employees (2x4)(8)
6. Recommend TWO strategies that work place forums can apply to prevent employees' absenteeism. (2x4)(8)

TOTAL MARKS = 28

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Contact details

- Martha Bernard-Phera
  - 084 608 3223
  - 012 357 3495
- Bernard-Phera.M@dbe.gov.za
- mjbernardphera@yahoo.com