



education

Department of
Education
FREE STATE PROVINCE

GRADE 12

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**LIFE ORIENTATION
ACTIVITY BOOK**

SELF-BELIEF AND HARD WORK WILL ALWAYS EARN YOU SUCCESS!

EXAMINATION GUIDELINES

INTRODUCTION

The Curriculum and Assessment Policy Statement (CAPS) for Life Orientation outlines the nature and purpose of the subject Life Orientation. This guides the philosophy underlying the teaching and assessment of the subject in Grade 12.

The purpose of these Examination Guidelines is to:

- Provide clarity on the depth and scope of the content to be assessed in the Grade 12 National Senior Certificate (NSC) Examination in Life Orientation.
- Assist learners to prepare for the Formal tasks.

COGNITIVE LEVELS

The suggested weighting of the cognitive levels for the question paper is as follows:

Weighting	Cognitive Level	Bloom's Taxonomy
30%	Lower order	Levels 1 & 2
40%	Middle order	Levels 3 & 4
30%	Higher order	Levels 5 & 6

WEIGHTING OF QUESTIONS

- In Bloom's taxonomy the same action verb, e.g., explain, describe, compare, can be used interchangeably in different cognitive levels.
- It will depend on the design feature of the question to indicate whether it is a lower-, middle- or higher-order question.
- It must also be noted that the level of difficulty of a question within each cognitive level, may vary from *easy* to *medium* to *difficult* since it reflects the thinking processes that are required.
- For example, although "state" is at the lowest level of Bloom's taxonomy, it may require a deeper understanding of knowledge for a specific question and not merely recalling of knowledge.
- The same may apply to "evaluate" which is at the highest level of the taxonomy where the required thinking process may be less complex for one particular question yet more difficult for the next.

The table below provides the six categories in Bloom's taxonomy, the cognitive demands required, and examples of the action verbs associated with it.

Levels of Cognitive Demand			
	Category	Definition	* Action Words
Lower Order	Knowledge Level 1	Ability to recall information, facts, terms and basic concepts previously learned.	Tell, recite, list, memorise, select, remember, define, locate, give, match, recall, repeat, state, outline
	Comprehension Level 2	Demonstrate a basic understanding of facts and ideas. Translate or rephrase into other words; give descriptors.	Give examples, explain, summarise, show, define, describe, discuss, identify, interpret, infer, compare, contrast, demonstrate, classify, paraphrase
Middle Order	Application Level 3	Use information in a new or different situation or way by applying knowledge learned in one situation in another.	Demonstrate, apply, make use of, guide, chart, arrange, illustrate, locate, construct, solve, plan
	Analysis Level 4	Examine and break information into parts and understand how parts relate to a whole. Understand motives or causes.	Investigate, classify, categorise, compare, solve, relate, research, contrast, distinguish, report on, sort, debate
Higher Order	Evaluation Level 5	Judge the value of something regarding criteria and support judgement. Present and defend opinions by making judgments about information, validity of ideas or quality of something.	Judge, evaluate, give opinion or viewpoint, prioritise, recommend, critique, discuss, compare, defend, assess, validate, explain, decide, estimate, predict, rate, select, support, justify, argue, conclude, why do you think
	Synthesis Level 6	Reform individual parts to make a new whole.	Design; create; plan; recommend; hypothesis; construct; forecast; rearrange parts; imagine; generate; compose; improve; predict; formulate; devise; examine; investigate; develop

* Some action words are interchangeable, depending on the nature of the question

ASSESSMENT IN GRADE 12: OUTLINE OF CONTROLLED TEST AND EXAMINATION

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

Section A: 20 marks	Section B: 40 marks	Section C: 40 marks
<p>All questions are COMPULSORY</p>	<p>All questions are COMPULSORY</p>	<p>Learners will answer TWO 20-mark questions out of THREE</p>
<ul style="list-style-type: none"> • A short source may be used to contextualise some of the questions • The questions must include a combination of THREE or more types of questions from the list below: <ul style="list-style-type: none"> ➤ Multiple choice ➤ One-word responses(list, state, provide, give) ➤ Definitions ➤ Short explanations (why, how, describe,explain, discuss) • Questions should test understanding and factual knowledge • Responses should be short, direct • Mark allocation for the questions should range between 1 – 2 marks 	<ul style="list-style-type: none"> • Learners will answer TWO 20-mark questions. Short open-ended questions could be: <ul style="list-style-type: none"> ○ Scenario-based ○ Source-based ○ Case study ○ Cartoons ○ Illustrations ○ Graphs • Questions should be knowledge-based, from information learners have acquired from the Life Orientation content in the FET band. • Learners should display, present and apply knowledge and skills gained from the Life Orientation content. • Mark allocation for questions in this section could range between 2 – 4 marks in total per question. 	<ul style="list-style-type: none"> • Questions will predominantly focus on the application of knowledge and skills • A short text/diagram/ data/graphs/cartoons can be provide as a stimulus. • Learners will be required to: <ul style="list-style-type: none"> ○ Explain/examine/ analyse/evaluate/ critically discuss a topic. ○ Make decisions and give advice ○ Provide recommendations ○ Make conclusions. ○ Solve problems • Learners should provide responses through extended writing of descriptive paragraphs or short essays • Mark allocation for sub questions in this section Could range between 4 – 8 marks in total per question.

DEPTH/SCOPE OF CONTENT

The depth of content refers to the extent to which a topic is focused upon and explored. It helps to enhance the depth of learning as learners develop their content knowledge. It also assists in connecting the relevant content to a learner's real-life experiences.

The following **EXAMPLES** could be used as a guideline when dealing with the depth of content:

*Definition of concepts	Causes	Consequences
Impact	Effect	Value
Importance	Aims	Reasons
Factors	Solutions	Practical strategies
Result of	Motive	Evidence
Benefits	Predict	Distinguish
Compare	Actions	Conclusion
Disapprove	Projecting	Functions
Difference	Priorities	Choices
Advise	Interventions	Approve
Similarities	Connection between	Decisions

EXAMPLES:

Class discussions on a topic and subtopic such as “**Human factors causing ill-health: Contributing factors: unhealthy sexual behaviour**” would include, e.g.:

1. The **definition** of each key concept, e.g., **ill-health, unsafe sexual behaviour**.
2. Discuss **reasons** why this type of behaviour is still prevalent among the youth.

MARK ALLOCATION	
<ul style="list-style-type: none"> It is important to study the mark allocation in brackets before answering a question, in order to determine how marks will be applied. The mark allocation is also an indication of the format, dept and length of answers required 	
The first number is the restrictive number indicating the total of facts/statements/opinions required	(2 x 1) or (3 x 2)
(1 x 2) or (2 x 3)	The second number indicates the MARK with regard to the DEPTH/SCOPE of your answer
This mark allocation indicates TWO Instructions within one question	(1 ± 2)
(2 x 3)	This mark allocation indicates: 1st mark = fact/statement/opinion (✓) 2nd mark = qualifier (✓) 3rd mark = result/outcome (✓) i.e., for <u>EACH</u> of the answers
This mark allocation could indicate: 1st mark = fact/statement/opinion (✓) 2nd mark = elaboration/explanation (✓) 3rd mark = qualifier (✓) 4th mark = result/outcome (✓) when critically discussing OR <i>Evaluate, which should include the positive and negative:</i> 1st mark = fact/statement/opinion (✓) 2nd mark = qualifier (✓) 3rd mark = fact/statement/opinion (✓) 4th mark = qualifier (✓)	(1 x 4) Example: Evaluate/Critically discuss the implication of free higher education for all prospective students. (2 x 4) NB: Learners <u>MUST</u> also be taught how to <u>breakdown/analyse</u> a question in order for them to understand and answer questions efficiently.

INFORMAL ACTIVITIES

TERM 1

WEEK 1

Activity 1.1

THE SHOCKING POWER OF SOCIAL PRESSURE AS A STRESSOR

A new study shows that interacting with others can sometimes lead to more stress than we can ever imagine since you and your relationships are bound together. Each relationship shapes another relationship in different ways due to the social pressure we place on each other.

This implies that when those relationships are mutually enhanced, everyone is happy. When people psychologically harm one another though, that is what leads to stress in relationships.

[Adapted from www.psychologytoday.com.]

- 1.1.1 Indicate THREE ways how social pressure could be regarded as a stressor for young people in their family relationships. (3x1) (3)
- 1.1.2 Discuss THREE ways in which building and sustaining good relationships may impact positively on your emotional wellbeing. (3x2) (6)

WEEK 2

Activity 1.2

- 1.2.1 Give the correct term for negative stress and explain how negative stress can influence a person's wellbeing. (1+2) (3)
- 1.2.2 Define the term coping mechanism and briefly explain how one's thought patterns influence the way one handles stress. (1+2) (3)
- 1.2.3 Discuss THREE coping strategies that you could use when having to deal with the demands of an ever-changing work environment (3x2) (6)

WEEK 3

Activity 1.3

- 1.3.1 Discuss THREE ways in which building and sustaining good relationships may impact positively on your emotional wellbeing. (3x2) (6)
- 1.3.2 Recommend TWO conflict resolution strategies you could implement to resist negative social pressure from your friends in a responsible way. In EACH answer, also indicate how each strategy could help you to protect your rights as an individual. (2x3) (6)

WEEK 4

Activity 1.4

GR 12 SCHOOL LEAVERS, ARE YOU EQUIPPED FOR THE WORLD OF WORK?

Social media is full of pictures of proud matriculants with a Gr 12 certificate and or graduates with a degree in hand, ready to embark on the next stage in their lives. These young people are searching for their first jobs or to build the career of their dreams



Unfortunately, too many of them will soon face the realities of the current job market. If they do not equip themselves with the skills required for the current job market they may not be the perfect fit

[Adapted from www.weforum.org]

- 1.4.1 Discuss THREE ways how research on work/study opportunities could assist you to make informed decisions about a post-school destination. (3x2) (6)
- 1.4.2 Recommend TWO practical ways in which you as a Gr 12 school leaver could use a career portfolio to convince an employer that you could be the suitable candidate for the job. In EACH answer, also indicate why you would be an asset to the company/organisation. (2x3) (6)

WEEK 1.5


Activity 1.5

HOW TO IMPROVE THE QUALITY OF YOUR LIFE

We all get frustrated from time to time but life doesn't have to overwhelm you, and it most certainly doesn't have to frustrate you. You can improve the quality of your life by making a few small adjustments to your routine and by changing your behaviour or your way of thinking, e.g. consider volunteering which could form part of your personal lifestyle plan.

Often, the quality of our lives has more to do with the habits that we routinely run on a daily basis. By improving our habits, we can improve the quality of our lives on multiple levels, i.e. our personal and/or academic life.

[Adapted from www.wanderlustworker.com]

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- 1.5.1 Define the term quality of life. (1x2) (2)
- 1.5.2 State TWO social benefits of following a personal lifestyle plan as a way to improve your quality of life. (2x2) (4)
- 1.5.3 Explain ONE possible reason why most young people tend to make unhealthy lifestyle choices that could negatively affect their quality of life. (1x2) (2)
- 1.5.4 Discuss how setting a personal lifestyle plan could assist you in achieving your post-school academic goals. (2x2) (4)
- 1.5.5 Assess how volunteering in your community, as part of your personal lifestyle plan, could add value to the quality of your own life. (2x2) (4)

WEEK 6

Activity 1.6

SURVIVE EXAMS

Taking exams has proven to be the most difficult aspect of overall student assessment. Most students fail an assessor, not because they do not know the content, but because they are unable to answer the questions effectively within the allotted time.

Knowing your content does not always mean that you can answer exam questions successfully because there are factors, such as how to deal with anxiety, that play a decisive role in your success in the exam.

Interestingly, exam writing skills, such as time management, are epic life skills because they can be used to handle the daily demands of life.

[Adapted from www.study-help.com / [understanding-question.com](http://www.understanding-question.com).]

- 1.6.1 Give a definition of the term study skills. (1x3) (3)
- 1.6.2 Differentiate between the following action word as used in an examination paper.
-Illustrate (1x2) (2)
-Identify (1x2) (2)
- 1.6.3 Explain ONE benefit of planning your responses when sitting for an examination. (1x2) (2)
- 1.6.4 Discuss TWO ways in which you could deal effectively with anxiety during an examination session. (2x2) (4)
- 1.6.5 Assess how time management skills could assist you to perform effectively in your Gr 12 assessments. (2x2) (4)
- 1.6.6 How would you adapt your reading skills to respond effectively to examination questions? In EACH answer, also indicate how that could improve your ability to gain maximum marks in a question. (2x3) (6)

WEEK 7
Activity 1.7



WOMEN POWER AT ENGEN PREPARES TO PAY IT FORWARD

After matriculating, Vuyile was offered a full bursary and joined the Engen Graduate development programme after she graduated. "The programme has equipped me with the skills I need for the working world and taught me to embrace and to be proud of myself and with what I have achieved thus far." Vuyile says she is proud to be an example in her neighbourhood that it is possible to break away from the norm that sees many youngsters dropping out of school, incurring teenage pregnancy and abusing substances.

"One day I will start a youth organisation to give back, to show them there is another way," she says.

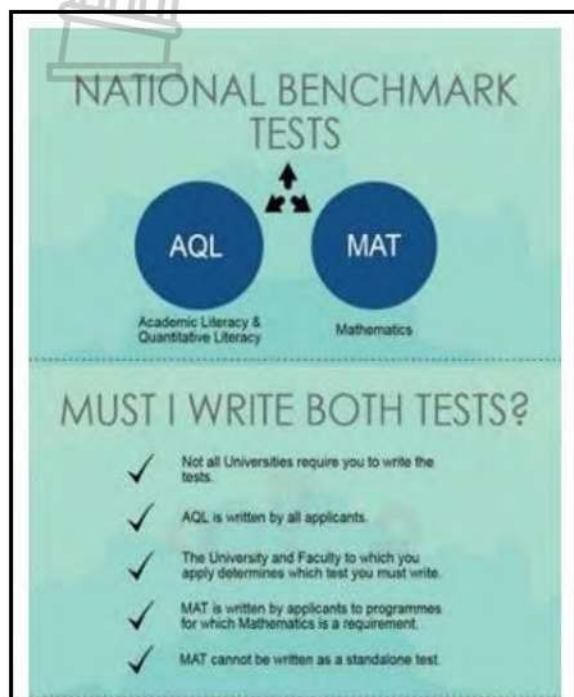
[Adapted from <https://sastudy.co.za>.]

- 1.7.1 Define the term bursary and mention THREE criteria learners should meet to acquire a bursary. (1+3) (4)
- 1.7.2 Provide TWO reasons why a bursary would be beneficial once you have finished studying. (2x1) (2)
- 1.7.3 Describe TWO alternative options for financial assistance Vuyile could have applied for to pay for her university education. (2x2) (4)
- 1.7.4 Discuss THREE ways that acquiring a university degree could empower young South African women. (3x2) (6)

- 1.7.5 Suggest TWO practical strategies learners could take to improve their chances of receiving a bursary for tertiary education. (2x2) (4)

WEEK 8
Activity 1.8

Refer to the image below and answer the questions that follow.



[Accessed on: <https://nbt.ac.za>]

- 1.8.1 Define the term national benchmark test and mention TWO reasons why it is important in the university application process. (1+2) (3)
- 1.8.2 Provide THREE steps learners must follow before they can write their NBTs. (3x1) (3)
- 1.8.3 Describe the TWO types of tests written in the NBTs. (2x2) (4)
- 1.8.4 Discuss TWO reasons why grade 12 learners should write their NBTs as early as possible. (2x2) (4)
- 1.8.5 Recommend THREE ways learners can mentally prepare themselves the night before they write their NBTs. (3x2) (6)

WEEK 9

Activity 1.9

- 1.9.1 Define the term unemployment and state ONE negative effect that it may have on a country. (1+1) (2)
- 1.9.2 Mention TWO ways in which skills training programmes, as proposed in the Skills Development Act, 1998 (Act 97 of 1998), could assist in reducing youth Unemployment. (2x2) (4)
- 1.9.3 Assess the negative social impact that youth unemployment may have on a community. (2x2) (4)

**INFORMAL JOBS – THE NEW
FACE AND FUTURE OF THE JOB
MARKET**

[Adapted from <https://www.mdpi.com.>]

- 1.9.4 State THREE challenges that a worker may experience in the informal job Sector. (3x1) (3)
- 1.9.5 Discuss how an informal job could be a way to counteract unemployment. (1x2) (2)

WEEK 10

Activity 1.10

ENTREPRENEURSHIP: PLAN A, B or C?

**What Every Entrepreneur
Must Know!**

CHARACTERISTICS

PROBLEM-SOLVER

RISK-TAKER

**FINANCIAL
VIABILITY**

- 1.10.1 Explain why entrepreneurs should be risk-takers. (1x2) (2)
- 1.10.2 Discuss **THREE** possible reasons why the government should consider it important to support young upcoming entrepreneurs. (3 x2) (6)
- 1.10.3 Purpose TWO ways in which a potential entrepreneur could determine if a

business opportunity will be financially viable. (2x2) (4)

- 1.10.4 Recommend **TWO** practical strategies that you could use to determine whether entrepreneurship would be the best career option for you. In each response, also indicate how these strategies may assist you in ensuring that entrepreneurship is your best option. (2x3) (6)

TERM 2

WEEK 1

Activity 2.1

HUMAN RIGHTS VIOLATION IN SOUTH AFRICA

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

[Adapted from www.theguardian.com.]

- 2.1.1 Define the term human rights violation and explain the human right that has been violated in the above extract. (1+2) (3)
- 2.1.2 Discuss **THREE** ways in which the community can help the victims in the above extract to deal with human rights violations. (3x2) (6)
- 2.1.3 Suggest **THREE** strategies that the South African government can implement to address the on-going problem of human rights violations in the country. (3x2) (6)

WEEK 2

Activity 2.2

A MODEL BILL OF RIGHTS?

South Africa has a model Bill of Rights, but it does not seem that way: the country has in many aspects failed to achieve a more socially just society since human rights violations still occur on a daily basis.

[Adapted from <https://mg.co.za>.]

- 2.2.1 State **FOUR** ways in which the Bill of Rights assists in preventing human rights violations. (4x1) (4)
- 2.2.2 Analyse why human rights violations still exist in the country despite various government projects aimed at eliminating these practices. (2x4) (8)
- 2.2.3 Discuss in detail how the youth could contribute to the success of community campaigns intended to promote safe living environments as basic human rights. (2x4) (8)

WEEK 3

Activity 2.3

CYBER WELLNESS

Take a moment and think before you share via electronic media

We live in a world where technology is part of our daily lives. Being part of this cyber world has become increasingly important in today's society. The reality is that electronic media makes the world go round. Like technology in general, electronic media, for example social media such as WhatsApp, Facebook, Twitter, YouTube and Instagram, has both advantages and disadvantages.

Young people find it difficult to maintain a balance between reality and the cyber world. People who are using social media platforms have to be careful and think twice before posting any information on social media. Authorities are becoming more and more aware of the increasing trend of people posting offensive information on various social media platforms, and therefore legal measures are being put in place to deal with such incidents.

Glossary:

Cyber world: an online environment where many people are involved in social media



[Adapted from www.newDortacademy.com.]

- 2.3.1 Give THREE reasons why you think the use of electronic media has become increasingly important in a democratic society. (3 x 1) (3)
- 2.3.2 Explain ONE way in which your school could promote responsible use of social media platforms among learners. (1x2) (2)
- 2.3.3 Discuss ONE factor that may determine the topics covered on different media platforms. (1x2) (2)
- 2.3.4 How could an addiction to social media negatively influence the social skills of the youth? Motivate EACH answer. (2x2) (4)
- 2.3.5 Assess how posting or forwarding offensive material on electronic media may affect you. (2x2) (4)

WEEK 4

Activity 2.4

CRITICAL ANALYSIS OF THE MEDIA

Limitations to freedom of expression ensure public safety, while the increasing digital divide between different groups in society impacts negatively on access to information for all

Glossary:

Digital divide: inequalities to access information and communication technology.

[Adapted from justice.gov.za.]

- 2.4.1 State FOUR ways in which media could ensure access of information to all communities. (4x1) (4)
- 2.4.2 Analyse how limitations to the right to freedom of expression of the media may assist in promoting public safety. (2x4) (8)
- 2.4.3 Critically discuss the impact of the increasing digital divide on different groups in society, specifically the poorer communities. (2x4) (8)

WEEK 5

Activity 2.5

RECREATION – EQUAL OVERAGE

Media coverage of recreational activities

Recreational activities – like sports and games – play an equally important role in the country. It may involve individuals, small groups, teams and people of all different abilities and levels of skill.

As the involvement in recreational activities increases, the question has to be asked whether media coverage of these activities represents recreation for all or only for some.

The media is in a powerful position to play an important role in the 'making or breaking' of greater participation in recreational activities in the country.

[Adapted from www.ncbi.nlm.nih.gov/books, www.corwin.com.]

- 2.5.1 State THREE roles of the media regarding the coverage of recreational activities in a democratic society. (3x1) (3)
- 2.5.2 Discuss THREE ways in which the media could give more publicity to recreational activities. (3x2) (6)
- 2.5.3 Assess how sufficient media coverage of recreational activities could promote nation building. In EACH answer, also indicate how this may enhance diversity in the country. (2x3) (6)

WEEK 6

Activity 2.6

ARE MUNICIPALITIES SPENDING MONEY PROPERLY?

Municipalities are not only responsible for basic services, but they also have a social responsibility towards their local communities. Recent statistics show that 92% of municipalities in South Africa are mismanaging public funds through fraud and corruption.

It is important for citizens to know how municipalities are spending money that is allocated for community services. Communities should have a say in how financial and other resources are spent within local government.

[Adapted from www.treasury.gov.za]

- 2.6.1 State ONE social responsibility of municipalities and explain how mismanagement of public funds through fraud and corruption may affect social development in communities. (1+2) (3)
- 2.6.2 Discuss THREE possible reasons why most municipalities are still mismanaging public funds, as stated in the extract above. (3x2) (6)
- 2.6.3 Recommend TWO practical ways in which local communities could prevent the mismanagement of public funds by municipalities. For EACH recommendation indicate how EACG action may help prevent mismanagement. (2x3) (6)

WEEK 7

Activity 2.7

'SERVICE DELIVERY PROTESTS' – A SOUTH AFRICAN CATCHPHRASE

Community services that promote safe and healthy living

Communities appear to blame the different levels of government for being unable to provide environments and services that promote safe and healthy living. This may be the reason for the increased number of service delivery protests that the country is becoming used to.

Unacceptable practices in the workplace and poor communication with communities within local government structures have seen an increase in protests around the country. In fact, the term 'service delivery protest' has become a catchphrase in the media.

While peaceful service delivery protests could be effective, situations may also get out of hand and turn violent. There seems to be a lack of effective educational programmes to empower communities to deal with service delivery protests in responsible ways.

[Adapted from <https://www.cfr.org/blog/south-africa..>]

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- 2.7.1 State THREE possible practices within local government structures that may negatively affect service delivery to communities. (3x1) (3)
- 2.7.2 Explain ONE communication skill of local government representatives that may lead to conflict when dealing with communities over a lack of services. (1x2) (2)
- 2.7.3 Discuss how educational programmes could empower communities to fulfil their responsibilities towards receiving community services. (1x2) (2)
- 2.7.4 Suggest TWO strategies that community members would have to consider when organising a peaceful protest for basic services. Motive EACH answer. (2x2) (4)
- 2.7.5 Assess TWO effects of vandalism on community infrastructure that may impact on safe and healthy living in communities. (2x2) (4)

WEEK 8

Activity 2.8

- 2.8.1 Define the term intervention programme and state TWO ways in which you as an activist could get community members to participate in such programmes (1+2) (3)
- 2.8.2 Discuss ONE social benefit for communities that participate in intervention campaigns. (1x2) (2)
- 2.8.3 Assess TWO possible reasons why some people do not want to engage in intervention campaigns on their communities (2x2) (4)

WEEK 9

Activity 2.9



- 2.9.1 Define the term personal mission statement and explain why it is important to include your values when formulating your mission statement. (1+2) (3)
- 2.9.2 Your emotional well-being has an impact on your behaviour in life. Describe TWO actions you would take to stay emotionally healthy whilst pursuing your mission. (2x2) (4)
- 2.9.3 Discuss TWO ways in which a personal mission statement could help you to achieve your career goals. (2x2) (4)
- 2.9.4 Evaluate how your vision may inspire you to positively contribute to your immediate community. (2x2) (4)

TERM 3

WEEK 1
Activity 3.1



OBESITY AMONGST ADOLESCENTS

Contributing factors to ill-health

The unhealthy eating habits, as well as the sedentary lifestyle of the South African youth, have become a serious concern since it may lead to ill-health.

Statistics from Diabetes South Africa is a warning sign that if the current rate of obesity amongst young people continues to increase, there will be about 3,91 million obese school children in his country by 2025.

Glossary:

Sedentary lifestyle: A lifestyle that involves sitting or lazing/lying down for a long period of time.



[Adapted from www.news.uct.co.za]

- 3.1.1 State THREE ways in which a sedentary lifestyle could lead to ill-health. (3x1) (3)
- 3.1.2 Discuss THREE factors influencing the current eating habits of young people which could contribute to obesity. (3x2) (6)
- 3.1.3 Propose TWO ways in which higher education institutions could assist first-year students to commit to long-term engagement in physical activities. In EACH answer, also indicate how each proposal could help to promote healthier lifestyles among students. (2x3) (6)

WEEK 2
Activity 3.2

POVERTY – A MOST DEHUMANISING SOCIAL ILLNESS

Lifestyle diseases as a result of ill health

In South Africa, generations of families are victims of the cycle of poverty. Generational poverty is inherited across generations and manifests itself in a family that one is born into. Poverty is both a cause and consequence of ill health. Ill health, in turn, traps communities in poverty.

Although the government has poverty relief programmes in place, they cannot fight poverty alone. Communities can also join in the fight against poverty by organising campaigns that could address the issue.

[Adapted from www.theshackbuilder.com, Quinton Adams.]

- 3.2.1 State THREE factors that could prevent people living in poverty from taking care of their health. (3x1) (3)
- 3.2.2 How do you think young people could help to break a cycle of generational poverty? (1x2) (2)
- 3.2.3 Explain ONE way in which a campaign could be used to draw public attention to the issues of lifestyle diseases resulting from poverty. (1x2) (2)
- 3.2.4 Discuss the importance of evaluating the outcomes of a campaign addressing poverty as a contributing factor to ill health. (2x2) (4)
- 3.2.5 Assess TWO measures taken by the government to relieve poverty in local communities which may help to address issues of ill health arising from poverty. (2x2) (4)

WEEK 3
Activity 3.3



WORKER SUBMITS FRAUDULENT MEDICAL CERTIFICATE

A worker at a well-known company took sick leave in the first term from 7 to 9, 14 to 17 and 21 to 24 January. The employer discovered that the worker had submitted fraudulent medical certificates.

[Adapted from www.talen360.co.za]

- 3.3.1 Give TWO reasons why workers should know the regulations on taking leave. (2x1) (2)
- 3.3.2 How do you think the employer came to the conclusion that the worker's medical certificate in the scenario above were fraudulent? Discuss THREE possible reasons. (3x2) (6)
- 3.3.3. Recommend TWO practical ways in which employers could reinforce work ethics to counteract absenteeism in the workplace. For EACH answer, also indicate how each measure may improve the work ethics of workers. (2x3) (6)

WEEK 4

Activity 3.4

DISABLED WORKER TAKES ON EMPLOYER OVER DISMISSAL

A 33-year-old disabled full-time worker was dismissed after having worked for more than four years in a rehabilitation unit for disabled patients. She took her employer to labour court, accusing them of acting against labour legislation.

She was informed that there were concerns about her ability to care for patients and was given her final pay cheque on the same day.

The employer argued that her dismissal was fair, that they are inclusive and always act in the best interest of all their workers according to the company's values, vision and purpose.

[Adapted from www.medicalbrief.co.za]

- 3.4.1 Identify the relevant Labour Law that applies to the scenario above and give TWO possible reasons why dismissal could be regarded as unfair. (1+2) (3)
- 3.4.2 Discuss THREE possible reasons why a worker could be fairly dismissed (3x2) (6)
- 3.4.3 Recommend TWO ways in which disabled people, like the worker in the scenario above, could protect themselves from unfair dismissal. In EACH answer, also indicate how each way could help to promote inclusivity of disabled persons in the workplace. (2x3) (6)



WEEK 5

Activity 3.5

TO HIRE OR NOT TO HIRE YOUNG PEOPLE

The workplace in South Africa is regulated by various labour laws that seek to inform how the workplace could reflect the principles of equity and redress that the Constitution promotes. The workplace must apply the laws that could inform the manner in which an employment contract should be developed and applied, and how the recruitment of disadvantaged groups, especially the youth, could be done fairly.

However, employers are not so keen on employing young people and this could greatly affect job security for the youth. Considering the present unstable economic climate, the workplace may not even retain the currently employed youth.

Also, without the application of the relevant labour laws, young workers may not even be able to perform optimally in the workplace.

[Adapted from www.hiringyoungemployees.com]

- 3.5.1 Define the term labour law. (1x2) (2)
- 3.5.2 Differentiate between the principles of *equity* and *redress* in the workplace. (1x2) (2)
- 3.5.3 Explain the importance of a job contract for any young worker. (1x2) (2)
- 3.5.4 Discuss TWO benefits that you think a company may gain from employing more young people. (2x2) (4)
- 3.5.5 What, do you think, may be the advantages for companies that are keen to employ people from disadvantaged groups? (2x2) (4)
- 3.5.6 How could you, as a young worker, ensure that your rights in the workplace are not violated? In EACH answer, also indicate how this may further ensure that your work performance is not negatively affected. (2x3) (6)

WEEK 6

Activity 3.6

FINDING MEANING IN WORK

Finding work meaningful is something that every worker should experience. However, some people may not find meaning in their work, hence they are most likely to act unethically in the workplace.

- 3.6.1 State FOUR ways in which work could give you a sense of purpose in life. (4x1) (4)
- 3.6.2 Analyse why it is necessary for all workers to follow the required ethical behaviour in the workplace. (2x4) (8)
- 3.6.3 Critically discuss the importance of understanding your core values to ensure that you find meaning in your work. (2x4) (8)





education

Department of
Education
FREE STATE PROVINCE

GRADE 12

LIFE ORIENTATION

ACTIVITY BOOK

MARKING GUIDELINES

Good teachers are the reason why students dream to do extraordinary things!!

TERM 1

WEEK 1
Activity 1.1

1.1.1 Indicate THREE ways how social pressure could be regarded as a stressor for young people in their family relationships. (3x1) (3)

Social pressure could be regarded as a stressor since social groups may pressurize young people to...

- Behave in ways/make decisions that go against the religion/belief system/values they were raised by. (✓)
- Interact more with friends than family/choose friends over family/to spend more time with friends than family (✓)
- Socialize with people much older than themselves/be in a relationship with someone their parents/family may not approve of. (✓)
- Be popular with their friends at the risk of ruining their relationship with their parents/family/guardians. (✓)
- Prove in an unacceptable/inappropriate way to their parents/family that they are independent/mature. (✓)
- Disregard/challenge parental authority. (✓)
- Dress inappropriately/get involved with illegal activities, causing conflict between them and their parents/family members. (✓)
- Behave in ways that may tarnish their name or that of their family. (✓)

OR

Social pressure could be regarded as a stressor since family members may pressurize you to...

- Take sides/choose between parents/guardians/family members for various reasons. (✓)
- Succeed/perform better in academics/sports/arts and cultural activities. (✓)
- Uphold their social status in the community. (✓)
- Limit your social interaction with friends. (✓)
- Seek employment even with the limited job opportunities. (✓)
- Conform to their ideals in life (✓)

1.1.2 Discuss THREE ways in which building and sustaining good relationships may impact positively on your emotional wellbeing. (3x2) (6)

Building and sustaining positive relationships may...

- make you feel valued/respected/appreciated (✓) as this is what we all need to affirm our feelings of self-worth. (✓)
- reinforce a positive attitude towards life/impact positively on your general outlook on life (✓) which may help you to change your perspective on certain things in life in a positive way. (✓)

- develop your ability to deal better/cope with feelings of anger/loss/grief/ sadness/frustration (✓) so that you may feel hopeful about your future. (✓)
- enhance the positive self-talk we all need to stay emotionally healthy (✓) which may help you to deal better with inner conflict. (✓)
- provide you with strategies to always be in control of your emotions/thoughts (✓) which may help you to not get over-emotional about small/insignificant things. (✓)
- increase your self-confidence (✓) which in turn may help you to always think positively about yourself. (✓)
- affirm the good personal qualities you have (✓) which may dismiss any insecurities that you may have about yourself. (✓)

WEEK 2

Activity 1.2

1.2.1 Give the correct term for negative stress and explain how negative stress can influence a person's wellbeing. (1+2) (3)

- Distress (✓)
- Negative stress can make you be unable to think clearly (✓) thereby reducing your performance level. (✓)
- It may make you feel ill, unhappy, depressed/unproductive (✓) which may lead to making unwise lifestyle choices (e.g. substance abuse) (✓)

1.2.2 Define the term coping mechanism and briefly explain how one's thought patterns influence the way one handles stress. (1+2) (3)

- A coping mechanism is a strategy a person follows to deal with a difficult situation (✓)
- The strategy a person uses to help manage difficult and /or painful emotions. (✓)

AND

- Thoughts help create the reality we experience. Our thoughts determine whether we experience it as good or bad, (✓) and thus influence the way we handle stress. (✓)
- Our thought is powerful and can dictate what happens to us. (✓) You might be in a stressful situation and find yourself thinking about the worst-case scenario instead of thinking positively. (✓)

- Thinking positively (positive visualizations) gives us the strength to handle stress positively (✓) as a result we are more likely to succeed in managing stress. (✓)

1.2.3 Discuss THREE coping strategies that you could use when having to deal with the demands of an ever-changing work environment. (3x2) (6)

- Accepting that change in a workplace is constant/continuous, (✓) may motivate you to stay innovative during a period of unavoidable change (✓)
- Maintaining a positive attitude towards your work/co-workers (✓) may enable you to make a positive contribution to any developments in the work environment. (✓)
- Communicating clearly/honestly/openly with others about work-related matters of change that may arise, (✓) may help you to adapt to different situations without difficulty. (✓)
- Choosing to stay optimistic even though you might not be pleased with a situation (✓) may enable you to keep improving in your work, using your best strengths. (✓)
- Making a conscious effort to improve your work skills/upskill yourself, (✓) may ensure that you may be better-prepared to cope with any unexpected job requirements. (✓)
- Not over-communicating/listening carefully when given instructions, (✓) may ensure that you pay attention/enable you to effectively execute the critical changes that need to be affected (✓)
- Asking the relevant questions to clarify certain work-related information (✓) may prepare you better to fulfill your role more effectively. (✓)
- Staying connected/turning to your predecessors/fellow workers for assistance/advice/guidance when needed (✓) may offer you an important lifeline in ensuring you make the best decision in a given situation (✓)

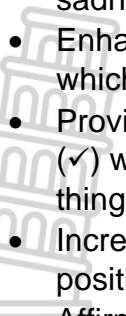
WEEK 3

Activity 1.3

1.3.1 Discuss THREE ways in which building and sustaining good relationships may impact positively on your emotional wellbeing. (3x2) (6)

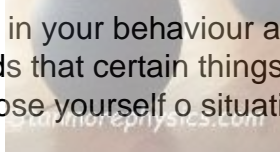
Building and sustaining positive relationships may...

- Make you feel valued/respected/appreciated (✓) as this is what we all need to affirm our feelings of self-worth/sense of belonging/not feel socially isolated (✓)
- Reinforce a positive attitude towards life/impact positively on your personal outlook on life (✓) which may help you to change your perspective on certain things in life in a positive way. (✓)
- Develop your ability to deal better/cope with feelings of anger/loss/grief/

- 
- sadness/frustration (✓) so that you may feel hopeful about your future. (✓)
 - Enhance the positive self-talk we all need to stay emotionally healthy (✓) which may help you to deal better with inner conflict. (✓)
 - Provide you with strategies to always be in control of your emotions/thoughts (✓) which may help you to not get over-emotional about small/insignificant things (✓)
 - Increase your self-confidence (✓) which may, in turn, help you to always think positively about yourself (✓)
 - Affirm the good personal qualities you have (✓) which may dismiss any insecurities that you may have about yourself (✓)

1.3.2 Recommend TWO conflict resolution strategies you could implement to resist negative social pressure from your friends in a responsible way. In EACH answer, also indicate how each strategy could help you to protect your rights as an individual. (2x3) (6)

You could/should...

- 
- Set specific standards/be consistent in your behaviour and attitude (✓) thereby making it clear to your friends that certain things are non-negotiable (✓) and in that way, you will not expose yourself to situations that may compromise your integrity. (✓)
 - Set clear expectations to our relationships (✓) so that people may know how you expect them to treat you (✓) and in that way you may ensure that they always treat you with dignity. (✓)
 - not allow friends to impose their decisions on you (✓) so that they know what the boundaries in your relationship are (✓) and in that way, they will not infringe on our rights as an individual. (✓)
 - get out of a situation you are uncomfortable with (✓) ensuring that you are the one taking control of the situation (✓) and in that way, you will avoid getting into a situation that may get you into trouble. (✓)
 - be nonchalant/act calm while saying no (✓) then your friends may be more likely to respect your decision (✓) and in that way they will not pressurize you any further into doing what you do not want to do. (✓)
 - present alternatives to counter the suggestions you disagree with (✓) which may help to take the pressure off you (✓) and in that way they will not be able to inflict any feelings of guilt on you as both parties will mutually agree. (✓)
 - say no in a humorous way (✓) which may get them to back off and have a laugh too (✓) and in this way no one may feel offended/no one's rights are infringed upon (✓)
 - speak assertively about what troubles you/use "I" statements (✓) so that everyone is aware of what you stand for (✓) and in that way you may ensure that you will not be bullied into doing something you do not prefer doing (✓)

WEEK 4

Activity 1.4

1.4.1 Discuss **THREE** ways how research on work/study opportunities could assist you to make informed decisions about a post-school destination. **(3x2) (6)**

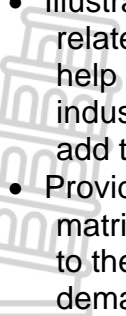
Doing research may...

- give you access to appropriate work or study opportunities that you may not have been aware of (✓) which then may give you a wider range of options to choose from within and/or across career fields. (✓)
- expose you to opportunities globally (✓) which may provide you with limitless opportunities in the global job market (✓)
- spur you to action/inspire you to take responsibility for your future (✓) and thereby making you more decisive about/committed to your post-school destination plans (✓)
- motivating you to achieve more than what you thought you were capable of (✓) and in this way you may realize that you can explore more opportunities, locally and abroad (✓)
- expose you to job/entrepreneurial trends on social media sites (✓) thereby preparing you better for what is current and upcoming in the job market. (✓)
- encourage you to look beyond our personal circumstances/challenges (✓) and in this way you may be more determined to pursue your life goals (✓)
- make you aware of the required finances/resources/different financial aid options to study further (✓) which may help you to follow through with your post-school plans (✓)
- provide you with knowledge on application processes/support systems for accommodation/travel/relevant study material (✓) and in this way you may realize that you can achieve career goals in spite of possible challenges. (✓)
- a clear direction on your action plans/life goals (✓) which may assist you to plan effectively for life after school (✓)
- provide you with information (study requirements/work or study location)/knowledge/skills required regarding your future work/study options (✓) to prepare effectively for post-school destination/enable you to acquire those knowledge/skills before you seek out work/study opportunities. (✓)

1.4.2 Recommend **TWO** practical ways in which you as a Gr 12 school leaver could use a career portfolio to convince an employer that you could be the suitable candidate for the job. In **EACH** answer, also indicate why you would be an asset to the company/organisation. **(2x3) (6)**

A Grade 12 school leaver could use a career portfolio in the following way:

- Provide proof of all the relevant skills for the particular job that you may have gained so far (✓) which may influence a potential employer to change their view appointing a Gr 12 school leaver (✓) and by presenting such evidence you may be able to prove that you have the relevant practical skills needed for the job (✓)

- 
- Illustrate to the employer in a CV/cover letter how your current subject content relates to the key responsibilities of the job you are applying for (✓) which may help the employer to identify the link between your current studies and the industry. (✓) and in that way the employer may see how you may be able to add to the advancement/growth of the company (✓)
 - Provide the employer with facts as to why you are confident about having matriculated from a specific leading academic institute (✓) which may indicate to the employer that our subject knowledge and skills could meet the current demands of that specific industry (✓) and in that way the employer may be convinced that they may be investing in someone whose work-readiness goes beyond mere academics. (✓)
 - Present some of your real-life work experiences that you may have gained through volunteering/informal work/job shadowing/community work (✓) which may be an indication to the employer that your knowledge is skills-focused and not just theory-based (✓) and in that way the employer may know that the company does not have to spend money to train you for the job. (✓)
 - Include proof of your entrepreneurial skills gained through school market days/ own initiatives (✓) which may indicate to the employer that you may already be business oriented (✓) and in this way the employer may see that you will be able to adapt quickly to the demands of the job. (✓)
 - Highlights your achievements in sport and games/arts/academics/leadership/cultural activities/international events/exchange programmes (✓) which may show the employer that you are a well-rounded individual who may be able to participate in any activities within the company/organisation (✓) and in this way the employer may realize that you may be able to work within diverse organisations (✓)

WEEK 1.5

Activity 5


1.1.5 Define the term *quality of life*.

(1x2) (2)

NOTE TO TEACHER: Learners should also be awarded marks if they refer to any negative aspects of quality of life. Refer to the answer in bullet no. 1 as an example.

Definition:

Quality of life refers to ...

- 
- your personal level of welfare/comfort/security/happiness (✓) which may help you to live a healthy and balanced lifestyle/**cause you to live an unhealthy and unbalanced lifestyle.** (✓)
 - a general feeling of contentment/satisfaction with your life and surroundings(✓) which may enable you to live a happy and fulfilled life. (✓)
 - living in a specific way/the way you live (✓) that may ... **(any one of the following qualifiers)(✓)**
 - promote your overall personal well-being.
 - assist you to manage your life better.
 - assist you achieve the value of life you want.

- multiple aspects of your life (✓) which may include your emotional, physical, material and social well-being. (✓)
- the degree to which an individual is able/unable/healthy/comfortable (✓) to participate in or enjoy life events. (✓)
- the sum total of your health, happiness, vitality, leisure and income (✓) which may influence your overall well-being. (✓)

1.5.2 State TWO social benefits of following a personal lifestyle plan as a way to improve your quality of life. (2x2) (4)

It could help you to ...

- build healthier relationships/friendships. (✓)
- grow valuable social networks. (✓)
- learn how to function within a team. (✓)
- develop effective leadership skills. (✓)
- enhance respect for others. (✓)
- improve/acquire the appropriate social skills. (✓)
- increase confidence to relate with others. (✓)

1.5.3 Explain ONE possible reason why most young people tend to make unhealthy lifestyle choices that could negatively affect their quality of life. (1x2) (2)

Young people may ...

- think that they are invincible (✓) and as a result they may not consider the consequences of their lifestyle choices. (✓)
- take up challenges from their peers to live daringly (✓) which could lead to emotional/physical harm. (✓)
- want to prove that they can operate independently from their parents(✓) and therefore may make choices that could severely impact on their health/well-being. (✓)
- make conscious choices to challenge authority/want to prove to their peers that they can stand their ground (✓) which could put their lives in danger. (✓)
- want to gain respect from their peers/portray/keep up a certain image(✓) which could cause deliberate/intentional injury to themselves.(✓)
- be easily influenced by false information/myths (✓) which could make them more prone to making ill-informed decisions. (✓)

1.5.4 Discuss how setting a personal lifestyle plan could assist you to achieve your post-school academic goals. (2x2) (4)

It could assist you to ...

- choose your social activities sensibly (✓) so that it does not interfere with any of your work-related responsibilities/you may manage your academic programme successfully.(✓)
- keep your priorities in order (✓) which may give you clear guidelines on how to achieve your future goals. (✓)

- maintain an ideal pace of work (✓) so that you may not fall behind on any of your academic responsibilities/succumb to emotional and/or physical burnout. (✓)
- manage your newly found freedom in a responsible way (✓) which may enable you to establish a healthy balance in your life. (✓)

It could guide you ...

- in taking calculated/well-considered risks (✓) which may prevent you from making impulsive decisions that may impact your future negatively.(✓)
- in becoming selective about the people you want to be associated with(✓) since that may influence important life decisions you may have to make at that point in your life. (✓)

1.5.5 Assess how volunteering in your community, as part of your personal lifestyle plan, could add value to the quality of your own life. (2x2) (4)

Volunteering could ...

- improve your self-confidence/-esteem (✓) which may give you that natural sense of accomplishment that we all need to experience fulfillment in life. (✓)
- be both relaxing and energizing (✓) which may bring a renewed creativity/vision you may need in your personal and professional life.(✓)
- help build trust in your relationships with others in your community (✓) which may develop the feeling of connectedness needed as human beings.(✓)
- be a fun/easy way to explore your passion in life (✓) which in turn may boost your feeling of contentment as you contribute to the world around you. (✓)
- result in you spending more time being actively busy instead of living a sedentary lifestyle, (✓) thereby improving your physical health. (✓)
- eliminate/counter feelings of depression, (✓) thereby boosting your mental/psychological health. (✓)
- offer you a sense of stability (✓) thereby providing the balance you may need in your day-to-day life. (✓)

Volunteering could offer you an opportunity to ...

- do good for others in your community (✓) which may give you that much needed sense of pride/identity/belonging. (✓)
- show kindness to others besides the people you are familiar with (✓) which may eradicate the fear of social interaction with people who may be sharing the same interests as you/enrich your life in so many ways.(✓)
- learn new skills/confirm/enhance the skills you already have (✓) which may be a great way to ensure that you keep believing in your capabilities. (✓)

WEEK 6

Activity 1.6

1.6.1 Give a definition of the term study skills.

(1x3) (3)

Study skills refer to ...

- The ability to concentrate/perceive information correctly/accurately (✓) to remember what has been studied (✓)/techniques learned (✓) to achieve one's study goals/study effectively (✓)
- The ability to recall/retain information/new knowledge successfully (✓) and producing it in a logical way. (✓)

1.6.2 Differentiate between the following action words as used in an examination paper

- **Illustrate**
- **Identify**

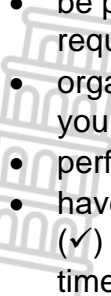
- When illustrating you would give an example by clearly showing what you mean (✓) whereas identifying means to find/establish something. (✓)
- Illustrating means to explain something in ways that clearly demonstrate what needs to be understood (✓) while identifying involves the ability to choose something from a range of factors. (✓)
- To illustrate means to explain something by visual representations, e.g. using a graph/figure/diagram (✓) whereas identifying would mean to pinpoint/briefly describe the main points. (✓)
- When illustrating something you could use comparisons (✓) while identifying would mean to simply recognise and point out something (✓)

1.6.3 Explain ONE benefit of planning your responses when sitting for an examination.

(1x2) (2)

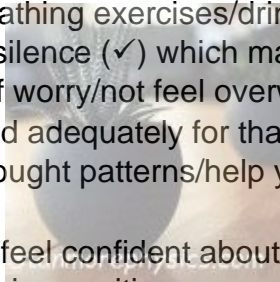
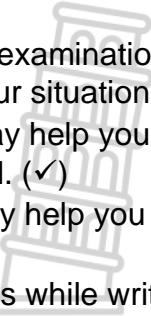
It may enable you to...

- focus on what is actually required from a question (✓) so that you may be able to formulate/develop your responses according to the core instruction of a question. (✓)
- effect change to our answers before compiling the final answer (✓) thereby ensuring that your responses are clear/understandable/relevant to the question (✓)
- focus only on the main aspect of the question (✓) so that you may not waste time on non-essential information/may know where to start from (✓)
- choose the question you know well (✓) which may help you to recall the necessary information with ease. (✓)

- 
- be precise in answering a question (✓) thereby ensuring that you give the required detail. (✓)
 - organize your thoughts to prioritize the information you present (✓) so that you may be able to present your facts in a logical/coherent way (✓)
 - perform better (✓) as it may reduce stress/anxiety in the exam room ✓ (✓).
 - have “rough work” which may be considered for marking in certain subjects (✓) in case the candidate is unable to complete the paper within the stipulated time. (✓)

1.6.4 Discuss TWO ways in which you could deal effectively with anxiety during an examination. (2x2) (4)

You could...

- 
- 
- take a few moments to do some breathing exercises/drink water/meditation/prayer/moment of silence (✓) which may help you to calm your nerves/get rid of any feelings of worry/not feel overwhelmed. (✓)
 - assure yourself that you have studied adequately for that particular paper (✓) which may change your negative thought patterns/help you to dismiss any fear of failure. (✓)
 - first focus on the questions that you feel confident about/you know well (✓) which may help you to set aside any insecurities you may have about answering other question (✓)
 - remind yourself about your future aspirations/why you wish to complete your examination successfully (✓) which may inspire you to write the examination with the necessary strength of mind (✓)
 - acknowledge your successes on previous examinations (✓) which may eliminate any feelings of worthlessness/boost our confidence/calm you down/help you to focus on doing your best in the current examination sitting (✓)
 - embrace the fact that exam stress is normal for everybody (✓) which may counter your nervousness at that moment. (✓)
 - accept the challenges that are common with writing an examination (✓) which may help you to take better control/stay in control of your situation. (✓)
 - familiarise yourself with your environment (✓) which may help you to settle down faster, focusing your attention on the task at hand. (✓)
 - think of things that may help you to relax ✓ (✓) which may help you to get rid of any restlessness. (✓)
 - focus on our own pace/avoid looking at other candidates while writing (✓) so that you do not rush on to complete your examination. (✓)

1.6.5 Assess how time management skills could assist you to perform effectively in your Grade 12 assessments. (2x2) (4)

It could enable you to...

- prioritise your deliverables/avoid procrastinating (✓) and this may assist you to meet deadlines/targets for assessment tasks with more ease. (✓)
- so proper scheduling/planning of tasks/projects (✓) and this may ensure timeous completion of all work-related activities. (✓)
- monitor that the time spent on each task is valid (✓) and this may ensure that you do not spend too much time on one task t the expense of another (✓)
- set realistic goals to complete tasks (✓) and this may help you to reach the outcomes for a day/specific period of time (✓)
- distribute your workload in a systematic way (✓) and this may help you to stay well organised/manage your amount of work effortlessly. (✓)
- not take on too many tasks within a given timeframe/avoid cramming (✓) and this may enable you to complete assessments more efficiently (✓)
- set up your work environment in a way that would eliminate any possible distractors (✓) which may ensure that your time is not taken up by less important activities when having to complete assessments. (✓)

1.6.6 How would adopt your reading skills to respond effectively to examination questions? In EACH answer, also indicate how that could improve your ability to gain maximum marks for a question. (2x3) (6)

You could practice the skills to...

- do reflective reading (skim and scan) (✓) in order to...
 - get an overall meaning of the question and/or related texts/stimuli (✓)
- develop your reading speed (✓) which may help you to...
 - read a question ad/or related texts/stimuli more fluently (✓)
 - absorb information faster (✓)
 - promote concentration (✓)
 - capture the different instructions in one question (✓) and this may ensure that you may answer each part of the question successfully (✓)
- read actively (✓) whereby you may learn to...
 - also consider the titles/subheadings/charts/graphs/captions (✓)
 - determine what you understand or do not understand about the question and/or stimuli (✓)
 - to identify the key aspects of a question (✓)
 - evaluate the relevance of the question (✓) and this may assist you to formulate meaningful/substantial responses. (✓)
- read strategically (✓) which may enable you to...
 - improve the way you decode/make sense of information (✓)
 - extract efficient information from a question/source () and in this way you may respond within the correct context f the question ()
- read with understanding/the question more than once (✓) which may ensure that you answer to the depth/extent of answers required (✓) and in this way you may be able to provide the most suitable answers to gain full marks. (✓)

Activity 1.7

1.7.1 Define the term bursary and mention THREE criteria learners should meet to acquire a bursary. (1+3) (4)

- A bursary is an amount of money that you are given to help pay for your studies at a higher education institution. (✓)

AND

- High academic achievements (✓)
- Good all-round achiever/ well-rounded (✓)
- Good sports performance (✓)
- Musical ability (✓)
- Community service experience (✓)
- Proof of good morals/ trustworthiness (✓)
- Good references (✓)

1.7.2 Provide TWO reasons why a bursary would be beneficial once you have finished studying. (2x1) (2)

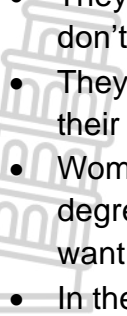
- You could get work at the company that supplied your bursary (✓)
- You don't have to pay back a study loan afterward. (✓)
- It looks good on your CV/ it gives content to add to your CV. (✓)
- It shows consistent hard work to employers. (✓)
- It helps create connections you can use in the working world (fellow bursary holders). (✓)

1.7.3 Describe TWO alternative options for financial assistance Vuyile could have applied for to pay for her university education. (2x2) (4)

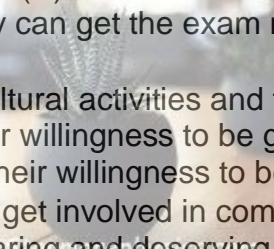
- A study loan (✓) is money lent to you by a bank so that you can study. (✓)
- A scholarship (✓) is money that a company, business or organization awards to you because you did well at school in your studies or at sport. (✓)
- A learnership (✓) is a job that pays you while you are studying, sometimes you will not earn a full salary, but an allowance (✓)

1.7.4 Discuss THREE ways that acquiring a university degree could empower young South African women. (3x2) (6)

- It makes them more competitive in the world place (✓) which is often dominated by men. (✓)

- 
- They have the ability to be the main bread winner in the house (✓), so they don't have to rely on anyone else. (✓)
 - They will be seen as successful in the eyes of society (✓) which will increase their self-esteem and self-worth. (✓)
 - Women know they are more than just a wife or mother (✓) and now have a degree which says that they are capable of working hard to achieve what they want. (✓)
 - In the process of acquiring a degree, they are not isolated (✓) and instead are exposed to new opportunities, possible connections or career advances. (✓)

1.7.5 Suggest TWO practical actions learners could take to improve their chances of receiving a bursary for tertiary education. (2x2) (4)

- 
- They could apply themselves in class (✓) / make sure that they plan their study time effectively (✓) so that they can get the exam marks they need to obtain a bursary. (✓)
 - They could get involved in sports/ cultural activities and train really hard (✓) so that the potential bursar can see their willingness to be good at something non-academic as well (✓) /can see their willingness to be balanced. (✓)
 - Join societies that help the needy or get involved in community service (✓) so that the company can see you are caring and deserving of the bursary. (✓)
 - Make sure you get involved in all aspects of your school's life and always try your best in these areas. (✓) This will ensure that the company knows you are well-rounded and have a wide range of interests. (✓)
 - Make sure you develop good and healthy relationships with your teachers/ coaches/ leaders, etc. (✓) so that they can write good references about your work ethic. (✓)
 - You can do skills-based training, job-shadowing/work experience (✓) so that they can see that you are serious about your career/interests or obtaining certain skills (✓)

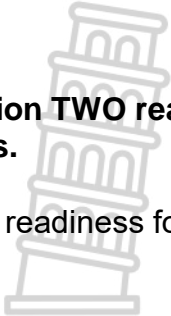
WEEK 8

Activity 1.8

1.8.1 Define the term national benchmark test and mention TWO reasons why it is important in the university application process. (1+2) (3)

- NBT: set of tests used to assess a learner's academic readiness for university. (✓)

AND

- 
- They decide if a learner's university application is successful or not (✓)
 - They will see whether or not they are academically ready for the university standard. (✓)
 - They can use the results of the NBT's to determine the extra help/support the learners may need at university. (✓)

1.8.2 Provide THREE steps learners must follow before they can write their NBTs. (3x1)(3)

- They must find out what set of tests they must write for their chosen course. (✓)
- They must register to write the test. (✓)
- They must select a venue (✓)
- They can go through practice questions (on the website). (✓)

1.8.3 Describe the TWO types of tests written in the NBT's. (2x2)(4)

- AQL (Academic and quantitative literacy) (✓) is a multiple-choice test and is made up of:
 - Academic Literacy test which tests your ability to understand vocabulary/evaluate evidence/draw conclusions etc. (✓)
 - Quantitative Literacy test which tests your ability to apply formulae/read and interpret graphs/charts and tables etc. (✓)
- MAT (mathematics) (✓) is written only by those whose chosen courses have a mathematics component. (✓)

1.8.4 Discuss TWO reasons why Grade 12 learners should write their NBT's as early as possible. (2x2) (4)

- To enable them to have enough time to rewrite (✓) should they not get their desired results (in case their course allows a rewrite). (✓)
- So that they have a chance to rebook in time for application deadlines (✓) should they be unable to make their first date due to an emergency. (✓)
- To avoid being unable to write at their desired venue (✓) as it might be fully booked. (✓)
- So that they can get it out of the way (✓) thereby allowing them more time to focus on their NSC exams. (✓)
- Writing early will help them avoid finding themselves in a situation where there are only a few dates left (✓) and they can't make any of them due to previous commitments. (✓)

1.8.5 Recommend THREE ways in which learners could mentally prepare themselves the night before they write their NBTs. (3x2) (6)

- They can complete the practice questions the night before (✓) so that they know what to expect. (✓)
- They can brush up on content that they feel might be tested (✓) so that they have as much knowledge to draw from as possible. (✓)
- They can separate themselves from distractions the night before (✓) so that they are rested mentally for the exam the next day. (✓)
- They can do something they enjoy or find calming if they feel nervous. (✓) This will help them take their mind off their stress. (✓)

WEEK 9
Activity 1.9

1.9.1 Define the term unemployment and state ONE negative effect that it may have on a country. (1+1) (2)

Definition:

Unemployment means that someone...

- is jobless/actively searching ✓ and available to take a job ✓
- wants to work ✓ but is unable to find a job. ✓

AND

Negative effect:

- The unemployed are not able to contribute productively to the economy of a country. ✓
- More people may become dependent on social grants due to their inability to obtain gainful work. ✓
- Persistent unemployment places the economy under serious strain. ✓
- Increased unemployment could lead to social disruptions/crime that endangers law and order in a country. ✓
- Unemployment may cause political instability that may hamper economic development. ✓
- There is no constructive use of the country's labour force. ✓
- The country may lose valuable human resources to other countries. ✓
- Unemployment causes an increase in poverty. ✓
- The unemployed do not have money to spend that would boost the economy of a country. ✓
- Unemployment may put a strain on the public health system as more unemployed people who experience various health issues may require medical attention. ✓

1.9.2 Mention TWO ways in which skills training programmes, as proposed in the Skills Development Act, 1998 (Act 97 of 1998), could assist in reducing youth unemployment. (2x2) (4)

Possible responses could be:

Skills programmes could assist in reducing youth unemployment in that it...

- links classroom and the real work place activities (✓) which may allow young people to acquire proper work experience and making it easier for them to be employed. (✓)
- equips young people with essential work place skills (✓) which may address relevant skills shortages in the country and thereby making the youth more employable. (✓)
- offers young people a small income/stipend/remuneration/financial compensation while they study (✓) which may offer some relief to their financial needs as it serves as a temporary employment (✓)

- ensures that the training matches the needs of companies/industries (✓) thereby producing appropriately skilled young people for the job market which gives them an edge over other job seekers. (✓)
- is being constantly updated with the changes in technology/work practices (✓) thereby equipping young people with the required job skills, making it easier for them to find employment (✓)

1.9.3 Assess the negative social impact that youth unemployment may have on a community. (2x2) (4)

Youth unemployment may...

- contribute to the social tension/hostility/anguish experienced on a daily basis (✓) and this could lead to senseless acts of violence in communities if the youth act out their frustrations on others. (✓)
- steer young people towards all kinds of criminal activities (✓) and this may become an acceptable way for them to deal with the boredom they experience from day to day. (✓)
- tempt young people to get involved in the abuse of drugs/alcohol (✓) which may fuel other unlawful activities like breaking and entry/sexual abuse/physical assault/killing of other vulnerable and innocent people in their communities. (✓)
- cause tension/frustration among family members where too many people in one household are dependent on a single breadwinner (✓) which may lead to family breakdown/conflict in households, and this may further trigger conflict situations with others in the community. (✓)
- alienate/estrangle unemployed youth from their friends, family and community members because of their inability to live in harmony with them (✓) which may lead to increase homelessness/cause more young people to end up on the streets (✓)

1.9.4 State THREE challenges that a worker may experience in the informal job sector. (3x1) (3)

An informal worker may...

- not have a formal job contract. (✓)
- get paid for a job based only on verbal/no binding agreements. (✓)
- have little or no job security. (✓)
- not have the same employer/a job for more than a week/few weeks/month. (✓)
- earn low wages. (✓)
- have a few or no benefits, e.g., pension/medical aid/leave. (✓)
- work for limited hours only. (✓)
- have a seasonal job only. (✓)

1.9.5 Discuss how an informal job could be a way to counteract unemployment. (1x2) (2)

An informal job could ...

- be a quick way of earning money (✓) which may help you to instantly fulfill your most basic needs. (✓)
- open various career opportunities (✓) which may secure/lead to possible formal jobs/available scarce skills jobs/ entrepreneurship. (✓)
- guide you in the career choices you have to make (✓) so that you may meet the demands of the 21st-century job market. (✓)
- expose you to various economic activities in a specific job sector (✓) which could broaden your choice of possible/related careers in that sector. (✓)
- help you to develop essential job-related skills (✓) which may enhance your opportunities to identify your niche in the job market. (✓)

**WEEK 10
Activity 1.10**



1.10.1 Explain why entrepreneurs should be risk-takers. (1x2) (2)

It may...

- push them to reach their business goals (✓) which may help to ensure the success of their business (✓)
- open up new opportunities (✓) which may rescue the business from possible closure/lead to business growth (✓)
- help them to accept failure as part of taking risks (✓) which may allow them to see failure as an opportunity to learn/improve. (✓)
- spark innovative ideas to deliver new products/services (✓) which may ensure that they meet the changing demands of customers/attract new customers. (✓)
- help them to overcome the fear of failure (✓) which may boost their confidence to face new challenges. (✓)
- help them to discover their strengths and weaknesses (✓) which may motivate them to learn new skills and build on existing ones (✓)

1.10.2 Discuss THREE possible reasons why the government should consider it important to support young upcoming entrepreneurs. (3 x2) (6)

It is important for the government to support young entrepreneurs, as it could be...

- used as an opportunity to promote self-employment opportunities for the youth to counteract unemployment ✓ since entrepreneurship has a high growth potential for labour absorption of the many unemployed people in the country. ✓

- seen as a means to boost the local and national economy of the country ✓ since it may be an opportunity to use local human capacity to do the jobs/generate more revenue for the country. ✓
- used as an opportunity to encourage young people to become farmers so as to ensure food security for a fast growing population ✓ thereby guaranteeing sustainable production of our country's staple food. ✓
- seen as an opportunity to encourage young people from all walks of life to enter sought-after industries ✓ thereby promoting inclusivity in such industries at the same time. ✓
- regarded as a means to encourage people to create jobs ✓ so that less people may rely on the government to create job opportunities. ✓
- an opportunity to direct young people into skills development ✓ thereby promoting much-needed scarce skills in the country. ✓
- a means to provide training opportunities ✓ in order to meet the demands of the 4th Industrial Revolution. ✓

1.10.3 Purpose TWO ways in which a potential entrepreneur could determine if a business opportunity will be financially viable. (2x2) (4)

A potential entrepreneur could...

- check where there is a demand/need/affordability for the products/services he/she wants to sell/render (✓) to determine if the product is marketable/if there is a sustainable client base for such a service (✓)
- identify an appropriate location for the business (✓) to ensure that potential clients have easy access to the business. (✓)
- research the competition/conduct surveys (✓) to prevent running losses due to an oversaturated market. (✓)
- identify the niche market/a particular or small target group in the market (✓) in order to provide a specialised product/service as required by these customers (✓)
- determine what the running cost of the business would be (✓) to ensure a balance between income and expenses. (✓)
- test the business idea beforehand/gain financial advice/guidance/networking (✓) to determine whether the idea would be profitable (✓)
- research how to market the product/service (✓) to ensure that the business would succeed (✓)
- attend business events such as seminars/workshops/expos/training/colloquiums/trade fairs (✓) to learn about possible opportunities (✓)

1.10.4 Recommend TWO practical strategies that you could use to determine whether entrepreneurship would be the best career option for you. In each response, also indicate how these strategies may assist you in ensuring that entrepreneurship is your best option. (2x3) (6)

You could...

- **undergo psychometric tests/do online career exploration tests** ✓ in order to ensure that you match the interests/aptitude/personality traits

needed for an entrepreneur ✓ and this may give you a clear indication whether you have the suitable attributes to become an entrepreneur. ✓

- **job shadow** other entrepreneurs/small business enterprises in your immediate community ✓ which may expose you to the everyday issues an entrepreneur has to face ✓ and in this way it may help you to determine whether you will be able to cope with the reality of this career. ✓
- **go for specialized informal training sessions/attend expos and small business indabas** ✓ where you may gain the necessary background knowledge about entrepreneurship ✓ which may help you to determine whether being an entrepreneur is in fact your niche/resonates with you. ✓
- **do beginner courses** on financial/basic resource/risk/natural resource management/record-keeping ✓ in order to decide whether you have the ability to manage these critical aspects ✓ and in this way you may determine whether you will be able to deal with the challenges and successes of entrepreneurship in this regard. ✓
- **do tests on a range of scarce skills/critically assess your skills**, e.g. particular marketing/computer skills ✓ which are essential to succeed in this field ✓ and in this way you may ensure that you have what it takes to effectively manage a business. ✓
- **have one-on-one conversations with your possible target market** ✓ which may help you to uncover obstacles in your niche market ✓ and in this way you may have an opportunity to experiment in dealing with these realities beforehand. ✓
- **find out about small business forums that you could attend** ✓ which may be related to the services that you plan to offer ✓ and in this way you may gain valuable information to help confirm whether this is your calling. ✓

TERM 2

WEEK 1

Activity 2.1

- 2.1.1 Define the term *human rights violation* and explain the human right that has been violated in the above extract (1+1) (2)

Definition of human rights violations:

- hurting someone by treating them wrongly. ✓
- disrespecting another person's rights by disregarding them. ✓
- an act of going against a person's human rights by ill-treating them. ✓
- abuse of the basic rights of people by treating them unfairly. ✓
- denying people their moral entitlement. ✓
- treating people as if they are less human/undeserving of respect and dignity. ✓

AND

Any ONE of the following explanations:

- The **right to privacy** ✓ as breaking into one's home is a violation of privacy. ✓
- The **right to human dignity** ✓ as beating a person with a stick is undignified. ✓
- The **right to safety** ✓ as breaking in and beating a person violates his safety. ✓
- The **right to life** ✓ as beating someone causes harm which may lead to death. ✓
- The **right to property (shelter)** ✓ because their property was taken away from them. ✓
- The **right to equality/equal treatment** ✓ as he was treated in an inhumane way. ✓

2.1.2 Discuss THREE ways in which the community can help the victims in the above extract to deal with human rights violations. (3x2) (6)

The community can ...

- provide shelter/food/clothes to the victims ✓ to help them to get by until they are back on their feet. ✓
- create support networks in which the victims can express themselves ✓ thus promoting a process of therapy and healing. ✓
- create a platform where community counsellors could help victims to face the situation ✓ thereby building confidence and developing coping skills. ✓
- introduce community policing forums ✓ in order to make the victims feel safer in their environment. ✓
- introduce a WhatsApp group for the neighbourhood ✓ in which information could be shared concerning safety issues/they can use to call for help. ✓
- help the victims to access medical assistance ✓ for those who may have been injured during the incident. ✓
- help the victims to report the incident to the police ✓ so that the law can take its course. ✓
- have whistle-blowers to alert the police ✓ so that the perpetrators can be brought to book. ✓

2.1.3 Suggest THREE strategies that the South African government can implement to address the on-going problem of human rights violations in the country. (3x2)(6)

The South African government can ...

- ensure free and unbiased media ✓ to report and educate on matters of human rights violations. ✓
- support campaigns against human rights violations ✓ to ensure that awareness of the matter is raised. ✓

- create new laws against human rights violations ✓ in order to protect the rights of citizens and non-citizens. ✓
- implement harsher punishment for perpetrators ✓ to set an example to prospective offenders. ✓
- encourage discussions about human rights violations ✓ to create debate and awareness of the matter. ✓
- create more jobs for people ✓ to minimise criminal activities in the country. ✓
- teach Ubuntu in schools ✓ in order to raise empathy amongst citizens. ✓
- educate communities to start community policing forums ✓ in order to protect the rights of all people. ✓

WEEK 2

Activity 2.2

2.2.1 State FOUR ways in which the Bill of Rights assists in preventing human rights violations. (4x1) (4)

The Bill of Rights ensures that ...

- the rights of all people are protected at all times. (✓)
- all legislation is in compliance with the guidelines/regulations as stipulated in this document. (✓)
- all citizens enjoy the benefit of the law. (✓)
- social order in the country is upheld at all times. (✓)
- provision is made for redress/correcting the wrongs done to any citizen of this country. (✓)
- the Constitution contributes to the ongoing national discourse/dialogue on human rights violations and discrimination in the country. (✓)

2.2.2 Analyse why human rights violations still exist in the country despite various government projects aimed at eliminating these practices. (2x4) (8)

NOTE: To be awarded the full FOUR marks, candidates must give a statement, (✓) elaborate on the statement, (✓) qualify (✓) and give an outcome. (✓)

Possible answers could include:

- Some people may still not have access to the relevant information on how to deal with human rights violations, (✓) consequently they may never get the support they need, (✓) which may cause them to become despondent about their particular situation (✓) and this may lead to most human rights violations never being reported/addressed. (✓)
- Most of these projects may not directly target the communities that are affected the most (✓) hence, these communities may not get the first-hand information they need (✓) which could have changed their perceptions of such projects (✓) since these wrong perceptions may be the reason why people do not participate in projects that could educate about issues related to human rights violations. (✓)

- These projects may perhaps not be effectively organised (✓) so these opportunities to create awareness within communities about human rights violations (✓) are consequently being wasted, (✓) causing too many people to remain ignorant about the ongoing human rights violations they/others may be subjected to. (✓)
- Poor leadership within most communities (✓) may cause community leaders not to be supportive enough of such initiatives that may make people aware of human rights violations (✓) hence people may not even know when/that their rights are being violated (✓) and this may contribute to the continual cycle of human rights violations in society. (✓)
- There may be limited resources available/the people responsible for these projects may not be knowledgeable about how to successfully run it throughout the country(✓) which may negatively affect proper planning/completion of such missions,(✓) consequently causing many communities to be left behind in the fight against human rights violations (✓) and this may be one of the reasons for the recurrence of human rights violations in the country. (✓)
- Too many citizens may previously have been disappointed by the outcomes of human rights violation cases (✓) because of how it may have been dealt with by government instated entities (✓) which may make people to take matters into their own hands(✓) and as a result they end up violating the rights of others in return.(✓)
- Inadequate legal support to people in poorer communities (✓) may make them easy targets to acts of discrimination and human rights violations (✓) which, due to this lack of strong legal representation (✓) may then give violators more power to continue to take advantage of such victims. (✓)
- Some people may feel that such projects may be a waste of time (✓) as they may feel that it does not affect them directly, (✓) therefore they do not deem it necessary to educate themselves on human rights issues, (✓) hence they are not able to identify such violations, imposed either on themselves or others in their community.(✓)
- Some people may be apathetic/have no interest in these projects (✓) and therefore prefer not to get involved in such projects, (✓) causing them to remain ignorant about human rights violations (✓) and that is why this lack of concern to protect the rights of others, continues to persist in communities. (✓)

2.2.3 Discuss in detail how the youth could contribute to the success of community campaigns intended to promote safe living environments as a basic human right. (2x4) (8)

NOTE: To be awarded the full FOUR marks, candidates must give a statement, (✓) elaborate on the statement, (✓) qualify it (✓) and give an outcome. (✓)

Possible answers could include:

If the youth would ...

- develop a positive attitude towards community campaigns (✓) they would be more likely to participate in these campaigns (✓) which may help to accelerate the changes everybody wishes to see in society (✓) and this may ensure the desirable living conditions they may be able to secure for future generations. (✓)
- influence their peers to actively participate in such community campaigns(✓) many

- more young people could be mobilised for this cause (✓) which may help to intensify the fight for all people to enjoy safe and healthy living (✓) and this may inspire more young people to ensure safer living environments by behaving more responsibly.(✓)
- use their networking skills (✓) to interact with young people across the country/globe to join this plight (✓) this may become a valuable resource to exchange/share essential information on how to ensure safer living environments (✓) and this could lead to the long-awaited transformation of this common global phenomenon. (✓)
 - get more actively involved in these community campaigns (✓) it may encourage/inspire their parents and family members to become involved as well (✓) which may broaden community involvement even further (✓) and this may advance the goals of these campaigns.(✓)
 - take initiative in creating awareness of these campaigns in their schools/church groups/communities (✓) through the distribution/sharing of information pamphlets/on social media platforms/local radio stations, (✓) more community members may realise the importance of getting involved in these campaigns (✓) and this may encourage more people to take ownership of the living conditions in their own communities. (✓)

WEEK 3 Activity 2.3



2.3.1 Give THREE reasons why you think the use of electronic media has become increasingly important in a democratic society. (3 x 1) (3)

Electronic media has become a/an ...

- trending platform where important/vital information is shared amongst citizens. (✓)
- more popular means/medium to educate citizens about their democratic rights. (✓)
- a faster way to expose unlawful activities/the violation of human rights in an appropriate manner. (✓)
- forum for vigorous discussions that may positively impact on democracy and the well-being of all citizens. (✓)
- instrument to promote nation building on different social media platforms. (✓)
- means/medium through which citizens could immediately respond to diverse viewpoints on critical issues, e.g. the COVID-19 pandemic. (✓)
- more accessible way of facilitating public opinion on democratic matters via WhatsApp, Facebook, Twitter, You Tube, Instagram, etc. (✓)
- quick measure to support petitions against unfair/discriminatory acts/legislation/regulations through various social media platforms.(✓)
- medium that citizens can use to raise their views regarding discrimination/social/political/environmental injustices. (✓)

2.3.2 Explain ONE way in which your school could promote responsible use of social media platforms among learners . (1x2) (2)

Possible answers could include:

- The school could have policies on the responsible use of social media during and after school (✓) and in this way learners will be aware of the consequences should they violate the policies. (✓)
- Provide a booklet with guidelines on the benefits and risks associated with the use of social media (✓) thereby helping learners to make more informed decisions regarding the use of social media. (✓)
- The school could create a blog/Facebook page for both learners and parents to mediate the school's policies on the use and abuse of social media platforms by learners (✓) and in this way parents may be able to also educate and guide their children on the responsible use of these platforms. (✓)
- The school could regularly speak about and monitor any violations of the policies on social media platforms (✓) and in this way learners know that these policies are actually being implemented. (✓)
- The school could ensure that they apply these policies consistently for all learners (✓) and in this way learners may take the policies seriously/be deterred from violating the policies. (✓)
- The policies could be displayed strategically on the school premises/copied for each learner to paste in a diary/workbook(✓) and in this way learners may constantly refer to it/may be reminded on these policies daily. (✓)
- Educate learners on social media etiquette/regularly incorporate the use of electronic media into class lessons and extra-curricular activities (✓) thereby the school may be able to sustain awareness of the constructive use of social media within the school community. (✓)
- Create awareness of the dangers of irresponsible behaviour on social media platforms/invite relevant authorities to address learners on the increasing trend of offensive posts on various social media platforms (✓) and in this way learners may become more mindful of using these platforms in a more responsible way. (✓)

2.3.3 Discuss ONE factor that may determine the topics covered on different media platforms. (1x2) (2)

Coverage of topics may be determined by...

- how important/newsworthy a topic may be to the public at the time (✓) and this may guide editors/managers to mainly focus on such topics. (✓)
- news/concerns that may affect people worldwide, e.g. COVID-19(✓) and this may be used by the media as a trending topic at the time. (✓)
- any sensational news (✓) as a way of keeping readers and viewers interested in a specific topic. (✓)
- the preferences of editors/media station managers (✓) which may be largely based on making a profit. (✓)
- trending news on popular local/international celebrities (✓) as a way in which

editors/managers could keep their readers/viewers entertained. (✓)

- pressing matters relating to governance in the country, e.g. lockdown regulations during COVID-19 such as alcohol and tobacco bans, restrictions etc. (✓) as a way of keeping readers/viewers informed about these burning issues. (✓)
- the owners of the publication/sponsors (✓) which may influence editors/managers to cover topics that are mainly of interest to the sponsors/owners. (✓)
- the target market (✓) and this may guide editors/managers to only focus on topics of interest to that market.

2.3.4 How could an addiction to social media negatively influence the social skills of the youth? Motivate EACH answer. (2x2) (4)

Young people may...

- isolate themselves from people around them (✓) and this may lead to a breakdown in communication between them and their family/friends in the real world. (✓)
- get so caught up in happenings/relationships in a cyber-world if they are constantly on social media (✓) which may lead to an inability to focus on what is happening in their own lives and those of their real family/friends.(✓)
- have an increased need for instant gratification (✓) which may cause them to become impatient/intolerant in their relationships with their own family and friends. (✓)
- have limited essential verbal and non-verbal communication skills (✓) and this may lead to a lack of confidence when having to socialize in real life within their social circles. (✓)
- lose track of a conversation easily (✓) which may lead to conflict/tension in their relationships with others. (✓)
- start to follow the trends of their cyber peers and may feel inferior(✓) which may create more pressure on them wanting to stand out/fit in/be accepted by others. (✓)
- not get enough sleep/experience disruptions in their sleeping/patterns (✓) which may result in them being too tired/irritated/annoyed to hold conversations with people throughout the day. (✓)
- be preoccupied with issues on social media platforms (✓) which may result in them being unable to be present in the moment/focused on things that may need their attention. (✓)
- be afraid to miss out on social media happenings/suffering from fear of missing out (FOMO) (✓) and this may result in them always being curt/snappy/rude to others who may need their attention.(✓)

2.3.5 Assess how posting or forwarding offensive material on electronic media may affect you. (2x2) (4)

- People implicated in offensive messages/images may open a legal case against you (✓) and you could be charged for publishing sensitive information without their permission. (✓)

- Posting or forwarding false/unconfirmed information about someone (✓) could lead to you being charged for defamation of character. (✓)
- Your relationships with family and peers/friends may be ruined (✓) as they may not approve of/find your actions disgraceful and no longer want to be associated with you. (✓)
- Your actions may attract enemies from the victim's social circles (✓) thereby putting your life and those of your family and/or friends in danger/at risk/under threat. (✓)
- You may ruin your chances of finding employment should you be found guilty of violating the rights of others (✓) as some employers study the social media profiles of potential employees/as you may have a criminal record on your name. (✓)
- You may be reported on social media platforms (✓) and as a consequence be banned from registration on the different types of social media platforms. (✓)
- If you post offensive images of yourself (✓) you may be charged for public indecency. (✓)
- If at a later stage you may want to use social media to promote a business venture/social cause (✓) people may not support you as your bad reputation may have preceded you. (✓)
- You may jeopardise staying connected to distant relatives/ friends (✓) as they may not want to share the same social media platforms with you at all. (✓)
- You may harm your chances of representing the country in international competitions (✓) as your offensive statements/images may go against the ethos/spirit of a democratic South Africa. (✓)

WEEK 4

Activity 2.4

2.4.1 State FOUR ways in which media could ensure access of information to all communities. (4x1) (4)

The media could...

- ensure that all print media/subscriptions to electronic media is affordable (✓)
- accommodate the different language needs of all communities (including braille) (✓)
- liaise with the government telecommunication department to help the provision of infrastructure/towers for broadcasting (✓)
- increase radio/TV broadcasting by helping to establish more radio/TV broadcasting stations/channels (✓)
- encourage communities to have their own local newspapers/magazines/radio stations (✓)
- advertise important local/international news/events on billboards/pamphlets/at community events/via mobile stations. (✓)
- use bulk messaging systems to keep all communities informed of any important news (✓)
- introduce new Apps/types of newspapers such as tabloids, free news sheets, etc. (✓)

- provide more efficient delivery/distribution systems to reach more readers. (✓)
- limit unnecessary censorship (✓)

2.4.2 Analyse how limitations to the right to freedom of expression of the media may assist in promoting public safety. (2x4) (8)

By...

- limiting overemphasis of criminal incidents/activities in their reporting/preventing the spread of misinformation/fake/unconfirmed news (✓) the media may be able to control the careless use of shocking details in news reports (✓) thereby helping to keep the public calm (✓) and in this way it may prevent citizens from engaging in violent unrest/action/crime which could endanger people's lives. (✓)
- ensuring that news about local/provincial/national government is truthful/accurate (✓) the government is portrayed in a positive light (✓) thereby encouraging citizens to respect/trust their government (✓) and this may then help to avoid public outrage/violent demonstrations over matters of public interest (✓)
- protecting the identity of children/individuals who are victims of abuse/exploitation/convicted of juvenile offences (✓) their safety may be taken into consideration (✓) thereby protecting them from further exploitations by offenders/pedophiles/criminals (✓) and this may help secure their personal welfare/avoid slander/hate speech/defamation/inciting violence (✓)
- preventing the sharing of biased reports/private information/restricting the broadcasting/publishing of upsetting interviews/disturbing photographs of people who are in protective custody (✓) such people may then feel safe in public spaces (✓) knowing that there are protected from being victimized (✓) and this may help safeguard them from further threats from others (✓)
- regulating the publishing/distribution of unlawful illustrations of community protests (✓) they may be able to control outbreaks from spreading to other areas (✓) and this may ensure social order in these communities (✓) thereby protecting citizens from being harmed/property from being vandalized (✓)
- controlling media reporting on issues of national security and public order (✓) the media is obligated to be responsible in their broadcasting (✓) thereby they may be limited from publishing information that might compromise national security (✓) and this may protect citizens/the country from possible international threats. (✓)

2.4.3 Critically discuss the impact of the increasing digital divide on different groups in society, specifically the poorer communities. (2x4) (8)

Possible answers could include:

- The poorer communities are once again left behind in the constantly changing technological developments (✓) since these communities may not be provided with the advanced technological infrastructure that they may need (✓) in order to also have unlimited access to modern information and communication technology (✓) and as a result, this may hamper the socio-economic development/status in these communities even further. (✓)

- People living in deep rural/remote areas may not be able to apply for jobs that are advertised on various digital networks/platforms (✓) since they may not have the necessary means/devices to access information provided via these networks/platforms (✓) which may result in a constantly increasing unemployment rate in these communities (✓) and this may escalate the existing social inequalities/further broaden the gap between the rich and the poor. (✓)
- Disadvantaged communities may still have very limited exposure to virtual/online/distance learning opportunities/educational programmes, (✓) which may result in these communities not getting the quality education they too deserve (✓) consequently, there could be an increasing rate in illiterate/uneducated masses (✓) and this may have a negative impact on their chances to qualify for better jobs that may improve their socioeconomic circumstances. (✓)
- Inadequate e-communication may lead to increased remoteness of some groups from civil society, (✓) which may make them feel more isolated (✓) and this may cause them to become progressively apathetic about important issues that affect them directly (✓) because they are being deprived of opportunities to participate in the wider society. (✓)
- Poorer communities may be deprived of access to digital information/exposed to opportunistic fake news, (✓) thereby further emphasizing their powerlessness/vulnerability/intensifying their inability to express their opinions (✓) which could disempower them even further (✓) since they may not be able to partake in/influence decision-making processes that affect their lives. (✓)
- Not having free access to information limits the possibility of breaking the cycle of poverty (✓) since knowledge is power (✓) and limiting information may suppress citizens (✓) instead it should be used as a tool to integrate all communities into the broader society (✓)
- Not all individuals may know how to use modern information and communication tools (✓) therefore they may be unable to bridge these technological communication gaps (✓) and optimally utilize modern technology (✓) hence the economic status of people living in such communities, remain the same (✓)
- The digital divide violates the civil rights of people in poorer communities (✓) as it causes these communities to lag behind in modern information and communication technology (✓) which is a clear indicator that the interests and concerns of these communities are not adequately attended to (✓) and this may further contribute to the existing poverty dilemmas in these excluded communities. (✓)

WEEK 5
Activity 2.5

2.5.1 State THREE roles of the media regarding the coverage of recreational activities in a democratic society. (3x1) (3)

Possible answers could include:

- Empowering all citizens by keeping them informed about current/upcoming recreational events. (✓)
- Shaping/Changing public opinion about participation in recreational activities. (✓)
- Regularly informing people on all different media platforms about the various healthy/constructive ways of relaxing through recreational activities. (✓)
- Promoting recreation as a rewarding investment of leisure time for all people. (✓)
- Advocating the importance/objectives/benefits of recreation across the country. (✓)
- Educating/updating people on/assisting people to access useful information about recreation. (✓)
- Promoting on-going discussions/debates about recreation as a non-competitive activity. (✓)
- Doing research on different recreational activities, making them aware of different recreational activities. (✓)



2.5.2 Discuss THREE ways in which the media could give more publicity to recreational activities. (3x2) (6)

The media could ...

- advertise recreational events on billboards (✓) which may make information on such events accessible to more people. (✓)
- make use of local radio stations to host talk shows on recreational activities (✓) which may also reach those people who prefer to listen to the radio/may not have access to other media platforms. (✓)
- offer space and time in news headlines/for newsflashes (✓) which may create more awareness on/spark a greater interest in recreational events. (✓)
- design specialised magazines/have designated booklets/local magazines/free local mini ads or newspapers on recreational activities (✓) in order to cover a broader spectrum of people geographically. (✓)
- collaborate with businesses/organisations to distribute pamphlets about upcoming local/national recreational events/include slogans on recreation below their email signatures for a dedicated period (✓) as a way of attracting more attention to the topic of recreational activities. (✓)
- allocate designated television channels/broadcasts to recreational events (✓) in order to provide current information on these activities to the increasing number of families/groups of people who may start to show more interest in these activities. (✓)
- create social media platforms to cover the different types of recreational activities/websites that could be regularly updated (✓) in order for people to always have access to the latest information. (✓)

2.5.3 Assess how sufficient media coverage on recreational activities could promote nation building. In EACH answer, also indicate how this may enhance diversity in the country. (2x3) (6)

Sufficient media coverage of recreation could assist in ...

- enhancing harmony as people learn more about the different recreational activities across cultures (✓) which may promote unity among communities (✓) and this may help to serve the cultural interest of all citizens/develop respect for diversity.(✓)
- arousing an interest in more healthy social activities among people from different backgrounds (✓) which may help in creating a safer social environment in all communities (✓) and this may help to serve the social interest of all citizens/promote social cohesion. (✓)
- boosting the cultural integrity/authenticity of the different groups in our country (✓) which may encourage tolerance among all citizens (✓) and this may dispel the stereotyping that may still exist towards others who may prefer different lifestyles.(✓)

- cultivating better social behaviour/habits among all (✓) which may promote more peaceful engagements among people (✓) and this may help them to be more accepting of each other. (✓)
- creating a more inclusive platform for interaction of a different kind (✓) which may encourage more peaceful relations with one another (✓) and this may help people to develop a better understanding for those who are different from them.(✓)
- acknowledging those who excel on a platform other than competitive sports and games (✓) which may enhance national pride (✓) and this may encourage citizens to appreciate the different ways in which people contribute to patriotism.(✓)

WEEK 6

Activity 2.6

2.6.1 State ONE social responsibility of municipalities and explain how mismanagement of public funds through fraud and corruption may affect social development in communities. (1+2) (3)

Possible social responsibilities of municipalities could include...

- Offering intervention programmes/run campaigns/events to address social issues, e.g. (any ONE of the following)
 - poverty (✓)
 - women and child abuse (✓)
 - substance abuse/physical abuse (✓)
 - home-based care services/activities for the elderly/sick (✓)
 - HIV and AIDS/tuberculosis (TB)/malnutrition. (✓)
 - gangsterism/crime/harmful/risky behaviour towards others/oneself. (✓)
 - gender-based violence/bullying (✓)
 - suicide prevention (✓)
 - road safety (✓)
 - safe practices with regard to male/female circumcision/health. (✓)
- Offering funding for educational/intervention programmes on, e.g.____ (one of the following) to support parents/guardians.
 - The importance of early childhood development/parenting/supporting their school-going children. (✓)
 - Skills to support/be tolerant towards family members/friends who are addicted to substances. (✓)
- Initiating youth awareness programmes on their responsibility towards society at large during school holidays, e.g. voluntary community services/how risky behaviour may affect society at large/responsible use of social media platforms/delayed sex/abstinence/sexuality. (✓)

AND

How mismanagement of public funds through fraud and corruption could affect social development:

- The existing/current high level of social inequalities within a community may not be addressed (✓) and this may widen the gap between the privileged and the less privileged/restrict the equal spread of social power/positions even further. (✓)
- There may be less financial and other necessary resources available for the delivery of social services in the community (✓) which may further impoverish certain community groups. (✓)
- Social ills/issues in the community may not be attended to (✓) and this may lead to further delay in moral values in communities (✓)
- The socio-economic situation in communities may deteriorate/worsen (✓) which may hamper the socio-economic growth of the different social groups. (✓)
- Improving the lives of previously disadvantaged groups in society may be neglected (✓) which may lead to further deprivation of the rights of these marginalized groups. (✓)

2.6.2 Discuss THREE possible reasons why most municipalities are still mismanaging public funds, as stated in the extract above. (3x2) (6)

Municipalities may still mismanage funds due to...

- Possible improper monitoring and evaluation processes by provincial and national government structures (✓) which may cause local government officials to become careless about proper financial management. (✓)
- Workers responsible for the management of funds may not be qualified/capable/competent to do the job (✓) which may result in them not adhering to the financial processes that should be followed/being unable to implement policies. (✓)
- Malfunctioning/non-existent/poor leadership within local municipal structures that is making it impossible to holding guilty parties accountable (✓) hence they are not ensuring that those not following the rules of the financial processes, bear the consequences of their actions. (✓)
- A culture of favouritism/nepotism/cronyism/biasness/bribery which may still exist within municipal structures (✓) and as a result those in authority are failing to manage/control public funds. (✓)
- The possibility of whistle-blowers being threatened with dismissal/death/assault or harm to their families (✓) and in this way the offenders ensure that they are not exposed (✓)
- Abuse of power of those in management positions that may still exist (✓) since managers may not want to follow proper protocol/procedures in dealing with financial irregularities as it may reflect badly on them as managers. (✓)
- Government policies on financial processes not being followed (✓) which may keep offenders/unqualified officials in those positions despite not delivering on their responsibilities. (✓)
- Colleagues/whistle-blowers being bribed (✓) and as a result the offenders may continue to misuse funds. (✓)

- Officials using the funds for their own benefits/greedy for more money (✓) and not being exposed by their colleagues (✓)

2.6.3 Recommend TWO practical ways in which local communities could prevent the mismanagement of public funds by municipalities. For EACH recommendation indicate how EACG action may help prevent mismanagement. (2x3) (6)

Community members could/should...

- attend the quarterly ward meetings where financial reports are discussed (✓) thereby using the opportunity to gain insight into the financial reports (✓) which may provide them with proof/grounds for action to be taken to eliminate/combat wasteful expenditure. (✓)
- familiarise themselves with the structure within the municipality (✓) thereby empowering themselves to follow applicable protocol in opposing actions of mismanagement of funds (✓) and this may ensure that they know how to go about reporting incidents of mismanagement. (✓)
- direct their concerns/questions about suspected misuse of funds to municipal managers at any given time (✓) thereby ensuring that managers are made aware of such conduct (✓) and this may ensure that officials may be held accountable to spend money responsibly. (✓)
- submit petitions/appeals to their municipal managers (✓) to address the misconduct of offenders (✓) and this may ensure that financial policies/municipal laws are applied at all times (✓)
- make phone calls/write letters/visit municipal officials/picket/march/hold sit-ins/protest (✓) to request them to look into issues of mismanagement/misuse of public funds that they may become aware of (✓) and in this way municipal officials may be aware of the public eye on any misconduct regarding the management of public funds (✓)
- exercise their democratic right as responsible citizens (✓) by being more vocal against the improper channelling of public funds (✓) and this may guarantee tighter financial control over the funds allocated for services to be delivered to the local community (✓)

WEEK 7

Activity 2.7

2.7.1 State THREE possible practices within local government structures that may negatively affect service delivery to communities. (3x1) (3)

Some possible practices may include...

- bribing/demanding payoffs/kickbacks before the required services are rendered. (✓)
- fraud/corruption in awarding tenders/benefiting family/friends who may not have the required skills for the work to be done. (✓)

- demanding a share or a percentage out of the tender amount before the work is done. (✓)
- making exorbitant/excessive claims for travelling/cell phones/accommodation that may affect the service delivery budget. (✓)
- conspiring with dishonest service providers to render services at an amount that exceeds their actual value. (✓)
- employing unqualified/unskilled/incompetent officials to key local government positions. (✓)
- utilising budgets allocated for essential services to other projects that may benefit specific individuals within the local government structures. (✓)
- delivering services below the agreed standard. (✓)
- employing substandard contractors. (✓)
- projects which have not been completed. (✓)

2.7.2 Explain ONE communication skill of local government representatives that may lead to conflict when dealing with communities over a lack of services. (1x2) (2)

Some local government representatives may ...

- display an uncaring/unaffectionate/arrogant attitude when they report on the lack of services (✓) which could cause communities to become stubborn/non-co-operative thus leading to conflict among both parties. (✓)
- be uncertain/doubtful about the facts/unable/too shy/reserved to clearly speak the truth about lack of services (✓) and this could spark anger between the local government representatives and communities. (✓)
- fail to accept responsibility for the lack of services (✓) which could lead to distrust, resulting in a breakdown in communication between the two groups. (✓)
- disregard/not respect the feelings of the community regarding poor services (✓) which could lead to disagreements and misunderstandings amongst them. (✓)
- be intolerant of the different views of the community about the quality of services delivered (✓) which could lead to frustration, resulting in communities taking the matter into their own hands. (✓)

2.7.3 Discuss how educational programmes could empower communities to fulfil their responsibilities towards receiving community services. (1x2) (2)

Educational programmes could ...

- teach communities about the importance of paying for services rendered (✓) so that they contribute to these services that they require. (✓)
- make communities aware that maintaining services is not an exclusive function of local government (✓) so that they may realise that they too have a role to play in the responsible usage of services/facilities. (✓)
- inform residents about the negative effects of the wastage of municipal resources (✓) so that they may use these resources considerably/carefully/sparingly. (✓)

- instil/inculcate values in people for the aesthetic (artistic/visual/nature/ beauty) in their surroundings (✓) so that they may take ownership of new developments in their communities. (✓)
- teach communities to take care of the infrastructure (✓) thereby educating them that damaging of infrastructure sets them back. (✓)

2.7.4 Suggest TWO strategies that community members would have to consider when organising a peaceful protest for basic services. Motive EACH answer. (2x2) (4)

Community members would have to ...

- determine the nature of the protest (✓) so that proper planning could be done, e.g. time/crowd control/route, etc. (✓)
- seek for permission, on time, from the relevant authorities (✓) so that the protest could be approved timeously. (✓)
- seek information about the applicable bylaws () so that they may avoid unnecessary confrontation/altercation with the law. ()
- cooperate with law enforcement before, during and after the protest (✓) so that neither side may become aggressive/resort to violence. (✓)
- make use of reputable/responsible people (✓) to steer the protest in the right direction. (✓)
- identify reliable observers/monitors (✓) to alert the organisers of imminent/looming eruptions of violence.(✓)
- arrange marshals to act as barriers (✓) to ensure that protestors are kept within the designated boundaries/course/path. (✓)
- ensure that protestors wear clearly identifiable paraphernalia, e.g. a cap/t-shirt/scarf/sticker/rosette (✓) so that it is easy to identify/distinguish participants from non-participants. (✓)
- ensure that they use placards that do not incite violence (✓) so that no one may feel unnecessarily offended/to avoid possible confrontation. (✓)

2.7.5 Assess TWO effects of vandalism on community infrastructure that may impact on safe and healthy living in communities. (2x2) (4)

If ...

- secured electric substations in the community are purposefully sabotaged/damaged by community members (✓) it may pose serious safety hazards/lead to fatalities/cause devastating fires within a community leading to irreversible damage to people's property that is beyond the control of the government. (✓)
- sewerage pipes are carelessly damaged and waste is spilled onto the streets (✓) it may expose communities to unbearable/unhealthy/dangerous stench/diseases which may affect the health of the community. (✓)
- water pipes are forcibly/deliberately removed/damaged/stolen by community members (✓) it
 - could cause a lack of water supply to households/create still standing water pools/puddles that naturally attract all kinds of insects. (✓)
 - may expose people in the community to unnecessary unhygienic/unhealthy conditions/polluted/germ-infested environments.(✓)

- infrastructure such as clinics are damaged by some community members(✓) then this may expose communities to used/contaminated medical waste such as syringes, etc. (✓)
- vandalism is rife/common/widespread (✓) it may cause local government structures to spend more money on unnecessary repairs instead of providing other much needed services (clinics, libraries, parks, hospitals, emergency services)/may hamper efforts to expand on basic services/delay much needed improvements in communities.(✓)

WEEK 8

Activity 2.8

2.8.1 Define the term intervention programme and state TWO ways in which you as an activist could get community members to participate in such programmes (1+2) (3)

Definition:

An intervention programme...

- addresses specific and serious/urgent/critical issues within the community in an effort to improve a situation. (✓)
- is an action taken to improve certain situations/conditions in communities/nationally/globally. (✓)
- is a combination of elements/strategies to produce behavioural changes/improve situations in a community/country. (✓)
- Any ONE of the above responses for ONE mark. (1)

AND

An activist could encourage community members by...

- ensuring that the venue where the gatherings/meetings/activities will be taking place is easily accessible to all in the community. (✓)
- honouring the time that was allocated to gatherings/activities as communicated to people. (✓)
- keeping to the agenda at hand at all times so as to not waste people's time with irrelevant things. (✓)
- negotiating a time with community members that will be suitable for most of them. (✓)
- ensuring that there are security measures in place so people may feel safe to participate. (✓)
- considering the physical needs or challenges of people who wish to participate in the programme. (✓)
- having age-appropriate activities in order to keep everyone involved. (✓)
- having measurable targets so people are encouraged by the outcome of the activities. (✓)
- making it a fun and learning experience for all. (✓)
- educating them on the objectives and benefits of the intervention programme. (✓)

2.8.2 Discuss ONE social benefit for communities that participate in intervention campaigns. (1x2) (2)

Participation in intervention campaigns could...

- help people to develop a better spirit of collaboration amongst themselves (✓) which may help them to get along better/have each other's well-being at heart. (✓)
- help community members to trust each other more (✓) which may make them feel safer in their communities. (✓)
- enhance social cohesion within communities (✓) which may enable community members to stand together/be united about issues concerning all of them. (✓)
- promote healthier/stronger relations within a community (✓) which may result in people being more compassionate/empathetic towards each other. (✓)
- create a sense of belonging with those who may feel isolated/rejected in the community (ü) and this may prevent them from wanting to commit crimes/harm their fellow community members. (ü)
- create a strong desire amongst community members to protect one another (✓) which then may make them feel more at ease to freely move around. (✓)
- develop a sense of collective ownership and pride of the environment/ inspire a shared vision of a safe environment within a community (✓) which may help people to achieve more together. (✓)

2.8.3 Assess TWO possible reasons why some people do not want to engage in intervention campaigns on their communities (2x2) (4)

Some people may...

- not realize the seriousness of the problem at hand (✓) and as result hope that these problems will just disappear. (✓)
- feel overwhelmed by the severity of the problems in their community (✓) and they just turn a blind eye to these problems. (✓)
- think that the problems in the community do not affect them directly (✓) so they feel that they do not have to get involved in finding solutions these problems. (✓)
- rely on others in the community to address these problems (✓) and may justify it by arguing that they do not have the time to partake in such campaigns. (✓)
- not know that there are more ways than one in which they could contribute to intervention campaigns (✓) because they may think that being there physically might be the only way to get involved. (✓)
- think that getting involved in intervention campaigns are only for prominent figures in their communities (✓) hence they feel that they are inadequate/incapable of making a difference in their communities. (✓)
- argue that it goes against their religion/family duties/leisure time to do 'work' on a Saturday or Sunday (✓) and may therefore refrain from participating in these intervention programmes. (✓)
- feel that these programmes are a waste of time (✓) since they may not have seen any changes to the problems in their communities. (✓)

- feel that they have not created the problem (✓) and therefore they may argue that it is not their responsibility to fix the problem. (✓)
- feel that they pay rates and taxes (✓) and therefore they may feel that the government must fix the problems in their communities. (✓)
- feel that they were part of creating these problems in the first place (✓) (**with any one of the following qualifiers**)...
 - and may be too proud/ashamed to rectify their wrong doings/ (✓)
 - and they may feel people would judge them for wanting to solve the problems they have created themselves/ (✓)
 - and may not want to change their behaviour. (✓)

WEEK 9

Activity 2.9

2.9.1 Define the term *personal mission statement* and explain why it is important to include your values when formulating your mission statement.

(1+2) (3)

Definition of personal mission statement:

- A personal mission statement is a declaration of your purpose/goal/what you want to achieve in life. ✓

AND

The importance of including your values in your mission statement.

- Values are important to include because it is personal beliefs about what is important/acceptable/unacceptable/valuable to you ✓ which are the things that guide the way you live your life/you towards your purpose/goal. ✓

2.9.2 *Your emotional well-being has an impact on your behaviour in life.*

Describe TWO actions you would take to stay emotionally healthy whilst pursuing your mission.

(2x2) (4)

- Always be aware/try to understand own emotions and those of others/express emotions constructively ✓ in that way it will be easier to cope with stress/stressors/conflict which may stand in one's way of pursuing one's goals. ✓
- Be kind to self by speaking positively about self/thinking positive thoughts ✓ which will help one not to be affected by negative experiences that may cause one to lose focus. ✓
- Attend to emotional needs ✓ by spending time with people who are important in one's life/find time to have fun/laugh/relax /pamper oneself/unwind. ✓
- Identify stressors beforehand ✓ in order to find effective strategies to deal with stressors that may cause one to lose focus. ✓

2.9.3 Discuss TWO ways in which a personal mission statement could help you to achieve your career goals.

(2x2) (4)

It could help you to...

- stay focused on your purpose in life ✓ which will keep you moving in the right direction. ✓
- stay inspired/not lose hope in your dreams ✓ when you are faced with challenges along the way. ✓
- take the necessary steps/actions ✓ which will be in line with your mission statement. ✓
- measure your progress ✓ and thereby enable you to adapt your plan where and when necessary. ✓

2.9.4 Evaluate how your vision may inspire you to positively contribute to your immediate community. (2x2) (4)

Having a vision...

- gets you to visualize the changes you wish to see in your community ✓ which guides you towards the correct strategies to realize the dreams you have for your community. ✓
- impacts on your choices ✓ which may steer you towards taking the appropriate actions/ behaving appropriately in order to get the desired results
- gives you the courage to carry on ✓ when you start to doubt/lose faith in your vision for the community. ✓
- helps you to recognise what you can offer to make a difference in your community ✓ and how you will be able to use it to the benefit of the community. ✓

TERM 3

WEEK 1

Activity 3.1

3.1.1 State THREE ways in which a sedentary lifestyle could lead to ill-health. (3x1) (3)

A sedentary lifestyle could...

- put pressure on/damage your organs. (✓)
- slow down your metabolism. (✓)
- cause you to gain weight. (✓)
- have a negative impact on your mental wellbeing/cause you to become depressed. (✓)
- harm your physical structure/cause your bones/muscles to become weaker. (✓)
- prevent brain stimulation/lead to a decline in brain function. (✓)
- cause build-up of plaque in the heart arteries (✓)
- impact lung functioning (✓)
- impact general fitness/wellbeing (✓)

3.1.2 Discuss THREE factors influencing the current eating habits of young people which could contribute to obesity. (3x2) (6)

Possible answers could include:

- An increase in fast food outlets/online ordering/door-to-door deliveries (✓) which makes it easier for young people to follow unhealthy eating habits. (✓)
- Easy access to purchasing fast food online (✓) which may increase the frequency of purchasing fast food. (✓)
- High coverage of advertisements of unhealthy food (✓) which may cause young people to be more attracted to eating these foods. (✓)
- An increase in young people using big brand restaurants/other popular local restaurants to purchase specific affordable junk food as a fashion statement (✓) and this way of socializing could encourage unhealthy eating. (✓)
- Families purchasing cheaper unhealthy food in bulk (✓) hence there is a readily available supply of unhealthy foods in the house. (✓)
- An increase in parents' daily routine where they do not have time to prepare nutritional meals (✓) may result in young people not getting healthy/balanced meals. (✓)
- Hectic schedules of the modern day youth may result in irregular eating patterns/binge eating/late night snacking or eating (✓) thereby contributing to poor/unhealthy eating habits. (✓)
- Limited knowledge of the consequences of unhealthy eating habits (✓) may cause young people to unknowingly continue indulging in unhealthy food. (✓)
- A lack of parental supervision to enforce healthy eating habits/schools not providing healthy alternatives (✓) may cause youngsters to resort to eating fast/junk food. (✓)

3.1.3 Propose TWO ways in which higher education institutions could assist first-year students to commit to long-term engagement in physical activities. In EACH answer, also indicate how each proposal could help to promote healthier lifestyles among students. (2x3) (6)

Possible answers could include:

- Introducing a policy that makes it compulsory for first-year students to participate in a physical activity on campus for a designated period of time (✓) which could then help them to experience the benefits of regular participation in physical activities (✓) and in this way they may be influenced to adopt a more active lifestyle. (✓)
- Providing students with free compulsory/low-cost access to a gym on campus (✓) which may allow them to have access to different types of fitness activities on a continuous basis (✓) and in that way they may want to commit to activities that may help them to meet specific fitness goals. (✓)
- Getting students to sign a commitment on registration to participate in a physical activity for the duration of their studies (✓) which may make it easier for them to continue with physical activities (✓) and in this way it may compel them to engage in an activity that they would enjoy in the long-term. (✓)
- Making it compulsory for first year students to belong to a sporting club on campus () which may make it more enjoyable to commit to a long-term

engagement in the activities of these clubs () and in this way it may promote a healthier social life for students. ()

- Hosting inter-house/-faculty/-varsity competitions in sports and games where it is compulsory for all first-year students to participate (✓) which may motivate them to improve and maintain their fitness levels (✓) and in this way students may aspire to sustain the required fitness goals to win such competitions for the duration of their studies. (✓)
- Making it compulsory for first year student groups to each design a fitness game to be presented during the course of the year (✓) which may keep them engaged in these creative activities for a long period of time (✓) and this may encourage them to continually want to create new fitness games to enjoy with their friends. (✓)
- Initiating regular compulsory health assessments for first year students (✓) which may prompt them to want to improve their health through continuous physical activity (✓) and this may help them to stay in good health. (✓)

WEEK 2

Activity 3.2

3.2.1 State THREE factors that could prevent people living in poverty from taking care of their health. (3x1) (3)



Factors could include:

- Limited/no access to basic health care services (e.g. no/limited transport, distance to health care facilities, etc.) (✓)
- Poor nutrition/inadequate diet. (✓)
- A lack of finances to afford specialised health care. (✓)
- The poor quality of health care facilities in poor communities. (✓)
- Not being able to take time off work to get medical care/collect medication. (✓)
- A lack of education on prevention and control/early detection/care/support/intervention/treatment. (✓)
- Insufficient health care workers in poor communities. (✓)

3.2.2 How do you think young people could help to break a cycle of generational poverty? (1x2) (2)

Young people could ...

- pursue all possible educational opportunities/ensure that they complete the National Senior Certificate (NSC) examination successfully (✓) which may assist them to secure a good/decent job. (✓)
- create a personalized career goal (✓) which may enable them to move towards a stable career that could offer a liveable wage. (✓)
- get educated at an early stage in their lives on basic financial literacy, e.g. household budgeting/saving strategies (✓) which may equip them with the necessary skills to manage their finances to get them and keep them out of poverty. (✓)

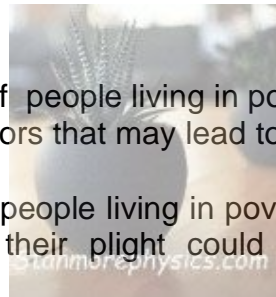
- find a mentor/build reliable relationships with people who could hold them accountable to commitment to turning their situations around (✓) which may help them to build resilience in their fight to end the legacy of poverty. (✓)
- explore entrepreneurial opportunities (✓) which may help them to earn a living. (✓)
- network with family/friends/community members/on social media about possible jobs (✓) which may help them to get quick access to available employment opportunities. (✓)
- use the available resources such as youth development centres/ programmes in the local community (✓) to get access to information on available jobs/help them apply for jobs/bursaries/further studies. (✓)

3.2.3 Explain ONE way in which a campaign could be used to draw public attention to the issues of lifestyle diseases resulting from poverty.

(1x2) (2)

It could be used to ...

- create awareness of the conditions of people living in poverty (✓) which may make others more mindful of the factors that may lead to lifestyle diseases in such communities. (✓)
- run/report on stories in the media of people living in poverty who are affected by lifestyle diseases (✓) so that their plight could be known/noticed/acknowledged. (✓)
- portray stories of lifestyle diseases through creative arts such as performance/music/painting/dance/drama (✓) and in this way all people may be educated on the negative effects of lifestyle diseases on people living in poverty. (✓)
- allow people with lifestyle diseases as a result of poverty to share their personal stories (✓) which may help develop empathy in others to respect people living in such conditions. (✓)
- mobilize/involve communities/educational institutions/youth organizations to participate in discussions/debates on different media platforms on the conditions of people with lifestyle diseases as a result of poverty (✓) so that their concerns/predicaments may be highlighted to the wider society. (✓)



3.2.4 Discuss the importance of evaluating the outcomes of a campaign addressing poverty as a contributing factor to ill health.

(2x2) (4)

Evaluating the outcomes of a campaign that addresses poverty as a contributing factor to ill-health is important because one could...

- check whether the specific aims of the campaign on ill-health and poverty were met/practical (✓) in order to assess if these aims were actually achievable. (✓)
- identify whether problems were addressed within a given time-frame (✓) and this may help to assist in the planning of future campaigns on poverty and ill-health. (✓)
- determine whether the goals of the campaign on ill health were realistic/measurable (✓) in order to see if the proposed changes occurred/ or if follow-up sessions are required for those affected people who could not be

reached. (✓)

- assess whether appropriate processes/steps regarding the campaign on ill-health were followed (✓) in order to verify if anybody's human rights were violated. (✓)
- check whether the procedures followed were free from any loopholes/gaps (✓) so that the necessary improvements may be made to reach the desired outcomes of campaign on ill-health resulting from poverty in the future. (✓)
- measure if the target group was reached (✓) which may then confirm if the campaign was inclusive of all those affected by the issues of ill-health as a result of poverty. (✓)
- assess whether the impact of such a campaign on ill-health resulting from poverty is sustainable (✓) in order to determine if follow-up actions are required/the goals were achieved. (✓)
- determine if the budget was/resources were adequate to implement all the plans (✓) in order to know if more money/resources may be needed for future campaigns on poverty and its effects on ill-health.(✓)
- judge if the campaign was successful or not (✓) in order see which aspects of a campaign on poverty as a contributing factor to ill-health needs to be changed. (✓)

3.2.5 Assess TWO measures taken by the government to relieve poverty in local communities which may help to address issues of ill health arising from poverty. (2x2) (4)

Measures implemented by the government to relieve poverty in local communities could include...

- the provisioning of low-cost housing to the poor (✓) which may help to provide people with warmth and shelter, preventing them from getting ill.(✓)
- the payment of social grants (child support/disability grants/pensions/ COVID relief funds) to qualifying members of the community (✓) which maybe seen as sufficient to cater for the basic standard of living to cover costs for basic medical assistance. (✓)
- the issuance of free basic electricity and water (✓) which may be adequate for different households in the country to assist them in sustaining their overall health. (✓)
- the implementation of the Expanded Public Works Programme (EPWP)/ Community Works Programme (CWP) that provides an income to people in poor communities across South Africa to alleviate poverty (✓) which may assist some people to improve their general health. (✓)
- school/community feeding schemes funded by the government (✓) which caters for the nutritional needs of most people living in poverty, helping them to maintain a healthy diet. (✓)
- community-based training/funding for local food gardens (✓) which may help people to produce their own food, ensuring sustainable nutrition for healthy living. (✓)

WEEK 3

Activity 3.3

3.3.1 Give TWO reasons why workers should know the regulations on taking leave. (2x1) (2)

Workers should know the regulations so that they may know ...

- what the rules are pertaining to the different types of leave (e.g.sick/annual/special/maternity/paternity leave). (✓)
- what required documentation is needed for different leave-taking. (✓)
- by when the relevant documents should be submitted to the employer. (✓)
- the rules with regard to the submission of medical certificates for sick leave. (✓)
- how their salaries may be affected if they exhaust the number of days allocated to the different types of leave. (✓)
- what the consequences could be should they violate any of the regulations regarding leave-taking. (✓)

3.3.2 How do you think the employer came to the conclusion that the worker's medical certificate in the scenario above were fraudulent? Discuss THREE possible reasons. (3x2) (6)

Possible answers could be:

- The worker may have tampered with the dates/handwriting on the medical certificates, (✓) which may have raised suspicion that the certificates were forged. (✓)
- The employer may have been aware of previous misconducts by the worker, (✓) which may have led to closer scrutiny of the medical certificates, hence discovering it to be fraudulent. (✓)
- The workers may have submitted medical certificates that were not issued and signed by registered medical practitioners/practitioners who were not registered with the medical board/Health Professionals Council of South Africa (HPCSA), (✓) which then would imply/mean that the certificates were not authentic. (✓)
- There may have been a pattern of poor work attendance by the worker who may have submitted fraudulent medical certificates in the past, (✓) which could have confirmed that he/she has a history of not complying with the company's policies/procedures, leading to the employer's conclusion that he/she could have falsified the medical certificates. (✓)
- The medical certificates may not have had all the required information of the medical practitioner, (✓) which is why the certificates could not be accepted as valid. (✓)
- The employer may have made a general inquiry on the worker's visit to the doctor, (✓) which could have indicated that the



information on the medical certificates was not reliable. (✓)

- The employer may have found evidence on social media/through co-workers that the worker was actually engaged in social activities at the time of being supposedly sick (✓) which then verified that the medical certificates did not reflect his/her true medical condition he/she claimed to have had. (✓)
- The medical certificates may have been from a practitioner known to issue fraudulent certificates (✓) which then may have raised concerns that the certificates were not legal. (✓)

3.3.3. Recommend TWO practical ways in which employers could reinforce work ethics to counteract absenteeism in the workplace. For EACH answer, also indicate how each measure may improve the work ethics of workers. (2x3) (6)

Employers could...

- regularly emphasise the expectations for attendance at work (✓) so that all workers may be clear on the matter at all times (✓) and this may ensure that they may always make responsible decisions regarding work attendance. (✓)
- enforce the work attendance policy consistently (✓) so that workers may realize the seriousness thereof (✓) and in this way there may be more discipline with regard to attendance in the workplace. (✓)
- ensure that all workers know what to do when they are to be late/miss a day (ü) so that they may follow proper procedures (✓) and this may guarantee that their absence from work does not negatively affect their productivity. (✓)
- assess the amount of paid time-off allowed, () which may reduce planned/unplanned absence from work (✓) and this may enhance their dedication to their work. (✓)
- consider introducing employee wellness programmes (✓) which may help reduce work/personal stress (✓) and in this way they may develop a positive approach to work. (✓)
- work towards keeping workers engaged with interesting work projects (✓) which may allow them to apply innovation/creativity (✓) and this may keep them motivated at their work. (✓)
- have wellness call centers where workers could seek assistance confidentially, (✓) which may encourage them to talk to someone about their personal/work-related problems affecting their work negatively (✓) and this may prevent them from staying absent from work as a coping mechanism. (✓)
- offer professional counseling services (✓) which may help workers to cope with the specific aspects that are causing them to be absent from work (✓) and in this way they may be able to carry out their duties/responsibilities as expected in their job contracts. (✓)
- monitor how workers use their leave (✓) which may help them to manage their leave better (✓) and in this way they may be able to plan their leave in line with their work responsibilities. (✓)

WEEK 4

Activity 3.4

3.4.1 Identify the relevant Labour Law that applies to the scenario above and give TWO possible reasons why dismissal could be regarded as unfair. (1+2) (3)

The relevant labour law:

- Labour Relations Act (LRA), 1995, (Act 66 of 1995)
- Employment Equity Act (EEA), 1998, (Act 55 of 1998) (✓)

AND

The worker may not have been given any ...

- verbal warning followed by a first, second and final written warning. (✓)
- warning before her dismissal/real reason for her to be dismissed. (✓)
- fair chance to defend herself/have a trade union representative/fellow worker to support her case before she was dismissed. (✓)
- formal written notification of dismissal. (✓) The worker may have been ...
- found incapable of performing her duties without any opportunity of being retrained. (✓)
- summarily dismissed without the notice period of termination of employment of at least 12 to 24 months. (✓)
- dismissed without a formal hearing/an investigation to determine any/just grounds for dismissal. (✓)
- fired based on her physical disability only. (✓)

3.4.2 Discuss THREE possible reasons why a worker could be fairly dismissed. (3x2) (6)

A worker could be fairly dismissed on the grounds of the following:

- Misconduct, where the worker has broken one/more condition(s) of employment, e.g. continually missing/late for work/absenteeism/poor discipline/substance abuse/theft/dishonesty/involvement in illegal activities () as all workers should be familiar with the code of conduct that applies to all staff members. ()
- An inability of the worker to perform the required standard of work (✓) despite the necessary support/interventions that have been offered. (✓)
- Unresolvable conflict between a worker and his/her colleagues (✓) as this may hinder the performance of the workforce/drag the morale down/lead to particular workers becoming less committed to their work. (✓)
- Long-term/persistent illness, making it impossible for the worker to perform his/her duties (✓) as this may negatively affect the overall productivity/progression of work/ exceed the permitted/legal provisions for absence. (✓)
- The need of an employer to reduce the workforce (✓) as new technologies/systems may have led to some workers becoming redundant/for economic reasons/due to inability of the company to keep them employed/operational requirements. (✓)

- The job contract of a worker may have expired/business had to close down (✓) since the company may no longer require their service. (✓)
- When a worker unreasonably refuses to do the work/accept changes to his/her employment conditions as per the job contract (✓) which may have occurred as a result of reorganisation in the company. (✓)
- If a worker cannot be reasonably accommodated in the workplace (✓) as there may be no other appropriate job available for the worker. (✓)
- Submission of a fraudulent CV and qualifications (✓) as this contravenes (goes against) the job requirements. (✓)

3.4.3 Recommend TWO ways in which disabled people, like the worker in the scenario above, could protect themselves from unfair dismissal. In EACH answer, also indicate how each way could help to promote inclusivity of disabled persons in the workplace. (2x3) (6)

Disabled people could ensure that they...

- have knowledge/understand their rights as set out in the labour laws (✓) which could help to prevent any unfair discrimination against them/empower them to negotiate any work-related issues that may arise (✓) and in this way the rights of persons with disabilities could also be protected in the workplace. (✓)
- join a workers' union that also represents their rights (✓) which could provide them with legal protection against any unfair actions by an employer (✓) and this may guarantee that the job security of all persons with disabilities could be safeguarded. (✓)
- know the conditions of service as set out in their job contracts (✓) so that they could make sure that the employer adheres to these conditions (✓) and in this way all persons with disabilities could be certain that no unreasonable demands may be made on them in the work place. (✓)
- insist on retraining of essential work place skills as or when the need may arise (✓) so that they may not be found incapable of meeting the demands of the job (✓) and in this way all persons with disabilities would be included in developmental programmes in the work place. (✓)
- sign a job contract as soon as they are appointed (✓) so that they may secure the job that they were selected for (✓) and this may ensure that persons with disabilities are also considered for permanent employment within the lawful timeframe. (✓)
- negotiate with the employer to make reasonable adjustments to remove any barriers that they may face in doing their job (✓) so that they may hold the employer accountable if these adjustments are not put in place (✓) and this action may guarantee that no person with a disability is treated unfavourably in the work place because of something connected to their disability. (✓)
- Report it to the trade union/CCMA/hire a lawyer to defend them (✓) so that they can be compensated for unfair dismissal/be reinstated (✓) and in this way other persons with disabilities may become aware of the avenues available to them for help/may not be afraid to speak out about unfair labour practices in the workplace. (✓)

WEEK 5

Activity 3.5

3.5.1 Define the term labour law.

(1x2) (2)

Definition:

Labour laws may refer to ...

- a group of laws that informs/regulates the relationship between employees, employers and labour organisations (✓) for the promotion of labour peace/harmonious working relations at the workplace. (✓)
- aspects of law that seek to deal with employer/employee rights and responsibilities (✓) so that all involved could behave/do their work in ways that would discourage unfair treatment practices in the workplace.(✓)
- workplace regulations created to inform the employment relationship between employees and employers/employers and organised labour (✓) for the creation of a conducive/positive working environment/climate for all in the workplace. (✓)
- legislation that direct the employer and employee relationship (✓) so that operations at the work place may be done considering the rights and responsibilities of all involved. (✓)

3.5.2 Differentiate between the principles of *equity* and *redress* in the workplace.

(1x2) (2)

Possible answers could include:

- Equity refers to the promotion of representativity in the workplace through the employment of designated groups (youth, women, people with disability, etc.) (✓) whereas redress seeks to correct unfair discrimination/offer skills development opportunities for the employment or promotion of these individuals. (✓)
- Equity promotes the redistribution of income and wealth/improvement of economic status by employing previously disadvantaged individuals (✓) whereas redress makes provision for the growth/development of the designated groups. (✓)
- Equity refers to fairness/equal opportunities and fair treatment (✓) whereas redress is a way to correct/fix something that is wrong or unfair.(✓)

3.5.3 Explain the importance of a job contract for any young worker. (1x2) (2)

It may enable young workers to know the ...

- type/nature of work/duties to be performed (✓) so that they may be certain of what is precisely required from them. (✓)
- number of working days/hours they have to work for at a particular period (✓) so that they may know what they are expected to be paid if normal working hours are exceeded. (✓)
- expected level of work to be performed (✓) so that they may be assessed accordingly. (✓)
- benefits/salary/remuneration/leave/holidays, etc. that they are entitled to (✓) so that they do not expect what is not provided for in the contract. (✓)

- applicable procedures to be followed when they have grievances (✓) so that they may know how to address the issue. (✓)
- required working conditions according to the labour law (✓) so that they may avoid being subjected to unhealthy/dangerous working environments. (✓)

It may enable young workers to know...

- what time they are expected to be at work/the closing time on a daily basis (✓) so that they may adhere to the stipulated time. (✓)
- when they are subjected to unfair dismissal/treatment/harassment, etc. (✓) as the contract states what is permitted or not. (✓)
- which information could be kept confidential (✓) so that they may not be coerced into revealing such information. (✓)
- what the expected code of conduct in the workplace is (✓) which may assist them to uphold the required standards/ethical/moral codes in the work place. (✓)

3.5.4 Discuss TWO benefits that you think a company may gain from employing more young people. (2x2) (4)

The company could ...

- build a more innovative work force (✓) since young people seem to be more creative in their way of thinking and doing things. (✓)
- establish a dedicated team of young people who would continue to be more technologically savvy (✓) which may help the company to remain relevant to the younger generation of clients they may want to attract. (✓)
- stay abreast with current advancements in their particular business field (✓) since young people may seem more interested in exploring the latest and smartest ways of doing things. (✓)
- retain its competitive edge against other companies rendering the same services/products (✓) as young people seem to be more enthusiastic to do things differently, thereby enabling the company to identify niches in the market. (✓)
- reduce time on prolonged skills development programmes/activities (✓) since young people may learn faster as they may still be in a study mode. (✓)
- make use of the easiest and most efficient online learning/training platforms. (✓) since young people may not struggle to engage in on-line learning. (✓)
- save money they may have had to spend on huge salaries to experienced employees (✓) as most young people may qualify to earn entry salaries. (✓)
- save money on retraining of old staff (✓) as younger people may be more knowledgeable regarding the latest technology. (✓)

3.5.5 What, do you think, may be the advantages for companies that are keen to employ people from disadvantaged groups? (2x2) (4)

Companies could/may ...

- become change agents in uplifting people from poorer communities (✓) as part of their social responsibility. (✓)
- be encouraged to promote a more diverse work force (✓) which may enable them to cater for the needs of the different groups in society. (✓)

- benefit from the different perspectives/views/needs that the different groups of employees may bring (✓) to determine the real/actual nature of products/services that the different groups in society may require. (✓)
- gain a wider pool of potential skills/knowledge that these groups may offer (✓) and that could address the shortages of important/scarce skills/knowledge in the company. (✓)
- then easily comply with the requirements of the Employment Equity Act (EEA), 1998 (Act 55 of 1998 (✓) and that could save the company money that would otherwise be spent towards penalties for non-compliance. (✓)
- earn a good reputation in communities (✓) which may make them more appealing to clients across society. (✓)

3.5.6 How could you, as a young worker, ensure that your rights in the workplace are not violated? In EACH answer, also indicate how this may further ensure that your work performance is not negatively affected.

(2x3) (6)

Possible answers could include:

- Know and understand your rights (✓) so that you may be able to detect when your rights are violated/it may empower you to address any form of violation immediately (✓) and in this way, you may avoid any feelings of insecurities/uncertainties that may cloud your focus on your work. (✓)
- Consistently use your rights when you interact with others in the workplace (✓) as that may show possible violators that you will not accept any form of violation (✓) and in this way you may avoid wasting valuable working hours dealing with labour relation issues. (✓)
- Coach the violator about the importance of respecting other peoples' rights in the workplace (✓) which may assist the violator to understand the devastating effects of such behaviour (✓) and that could bring about healthier working relations, enabling you to concentrate on your work. (✓)
- Do not give in to persistent acts of violation of your rights (✓) since it may show them that you are serious about demanding your rights to be respected (✓) and this may allow you to work effectively without fear of possible violation. (✓)
- Immediately complain to the relevant authorities/expose the culprits (✓) for him/her to be dealt with/taught a lesson/so that it may prevent you from being violated over and over again (✓) and this may promote an emotionally safe work environment. (✓)
- Never get involved in any form of corruption/bribery at work (✓) which may prevent you from being violated by the same people who collaborated with you in these unethical acts (✓) and this may help you to function optimally without the constant worry/concern about your integrity being forever questioned. (✓)
- You should sign a job contract (✓) so that your employer/manager/ supervisor/co-workers may not expect you to do work that does not reflect in your job description (✓) and this may enable you to do your own work effectively/prevent you from neglecting your own work. (✓)
- Always respect the rights of everyone in the workplace (✓) in order for them to respect your rights in turn (✓) and this may enable you to perform your work in a supportive environment. (✓)

Ensure that you join a trade union (✓) so that it may show others that you have protection from any form of violation in the workplace/deter others from attempting to violate your rights (✓) and this may make you feel secure in your working environment. (✓)

WEEK 6
Activity 3.6

3.6.1 State FOUR ways in which work could give you a sense of purpose in life. (4x1) (4)

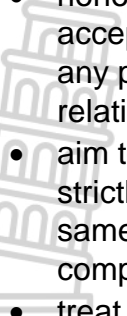
Possible answers could include:

- Each day of your life may be filled with daily goals to accomplish (✓)
- You have a specific role or job at your workplace. (✓)
- You may learn new skills and experience different things every day (✓)
- You may experience a sense of companionship/camaraderie/that you are part of/fit in with your peers/colleagues. (✓)
- It may afford you the opportunity to grow as a person on different facets of your life/explore alternative career paths. (✓)
- You are able to contribute to the economy and your community. (✓)
- It may instil feelings of self-worth/accomplishment/significance/confidence. (✓)
- You may be doing what you love/heeding your calling in life (✓)
- You may feel that your life is valuable and rewarding to yourself and others. (✓)
- It could give you balance in life/more meaning to life (✓)
- It may offer you certainty/financial security/emotional stability/direction in life (✓)
- It could serve as a role model to other members of your community. (✓)
- You may be respected/honoured by family/community members (✓)

3.6.2 Analyse why it is necessary for all workers to follow the required ethical behaviour in the workplace. (2x4) (8)

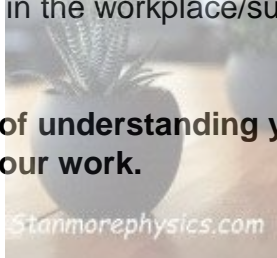
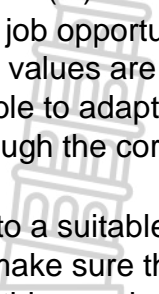
If all workers would...

- do their work with diligence (✓) they would strive to continually perform at their level best (✓) which may greatly improve the overall productivity in the work place (✓) and this may assist in achieving the common goal of the company/ensure that ethical behaviour in the work place is constantly reaffirmed. (✓)
- commit to always function efficiently (✓) it may lessen possible frustration among co-workers (✓) which may create a sense of a joined work force (✓) and this may enable everyone to complete their work within the required time limits (✓)
- take pride in their work (✓) they would do their work with the necessary enthusiasm (✓) thereby ensuring outstanding service delivery at all times (✓) and this may strengthen the integrity of every worker in the company (✓)

- 
- honour the responsibilities assigned to them (✓) they each one could also accept accountability for their own failures/successes (✓) which may prevent any possible hostility among workers ✓ () and this may enhance good working relationships in the workplace. (✓)
 - aim to be professional at all times (✓) everyone could be encouraged to strictly follow this conduct (✓) which may help all workers to maintain the same working standards (✓) thereby ensuring that the principles of the company are upheld (✓)
 - treat each other with respect under all circumstances (✓) it could inspire a positive change to the manner in which they engage with one another (✓) which may foster an attitude of mindfulness (✓) and this may secure an emotionally safe working environment for everyone (✓)
 - show integrity in all that they do (✓) they may refrain from engaging in dishonest practices (✓) which may prevent fraud/corruption from spreading in the workplace/disciplinary hearings (✓) and this may ensure that everyone would strive to maintain high morals in the workplace/such practices from becoming the norm (✓)

3.6.3 Critically discuss the importance of understanding your core values to ensure that you find meaning in your work. (2x4) (8)

Possible answers could include:

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- Exploring your core values first, is an important step towards setting realistic career goals (✓) as you cannot set a goal for what you want if you do not know what you are looking for (✓) but being aware of your core values could give you clarity what you want from life (✓) and this could put you in a better position to pursue a job that would be meaningful to you (✓)
 - Identifying your core values is crucial in making important life decisions (✓) as it may enable you to prioritize these values (✓) which may then guide in finding a job that would offer the values that you are looking for (✓) and this may help you to reflect if you are following the right career (✓)
 - Defining your core values is important when pursuing a job opportunity (✓) since this may help you to determine whether your own values are in line with the work values (✓) and if not, whether you would be able to adapt otherwise (✓) and this may help you to view job opportunities through the correct lens (✓)
 - Your core values could be the compass that leads you to a suitable career (✓) so it is vital that you always revisit these values (✓) to make sure that you do not lose sight of what really matters in your life (✓) and this may help you to determine what career moves you should or should not make/whether you should keep or leave a job. (✓)
 - When you clearly outline your core values (✓) it may help you to do reflection of what is important for you in a job (✓) providing you with more guidance when you have to consider the prospects of the job (✓) and this may make it easier for you to either accept or decline a particular job (✓)

- Your core values could help you to determine the significance of a specific job for you (✓) and by following these values early in your career (✓) may make it easier to decide which job opportunities you could consider (✓) and this may help you to find the job that would offer you the satisfaction/contentment that you are looking for in a job. (✓)

