# LIFE ORIENTATION

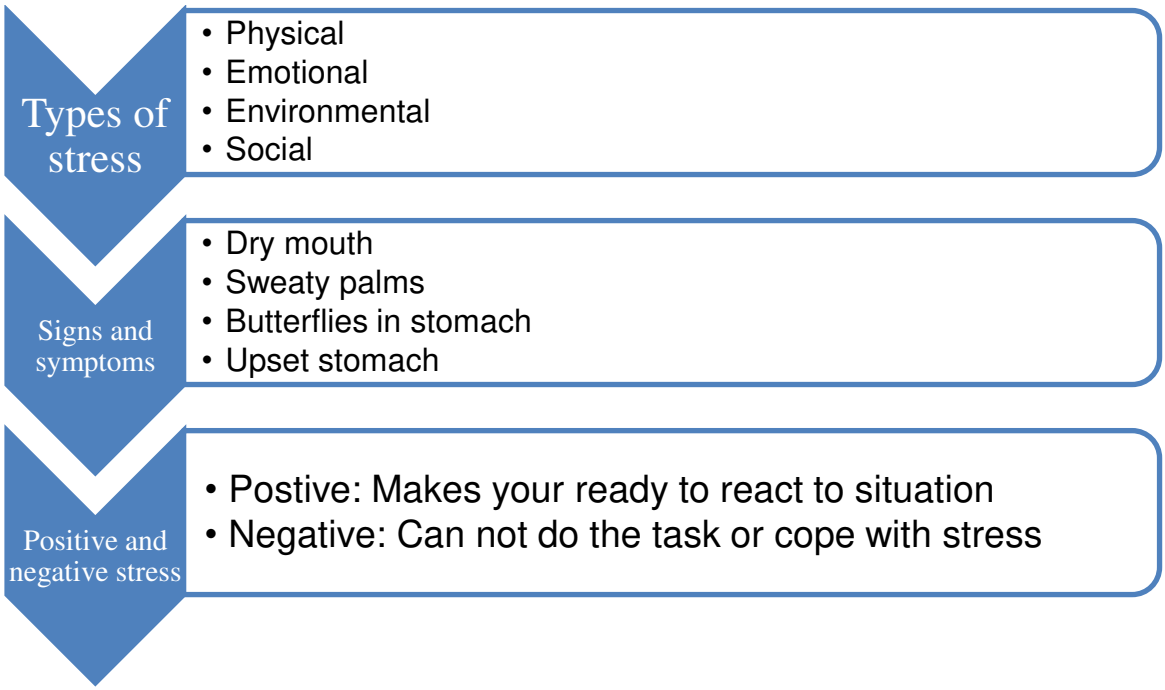
# GRADE 12

# NCS 2013

# STUDY NOTES

## STRESS

- What is stress? Stress is what we feel in situations we find difficult, challenging or even frightening. When we feel we can't cope with the situation.
- What is good stress? Stress that makes you ready for action as it gives you adrenalin and energy. E.g. When you have to stand in front of the class and speak. It is for a short term and you can have sweaty palms and a dry mouthy or butterflies in your tummy.
- What is bad stress? If the stress is more than you can cope with, it is unhealthy. You may become ill, unhappy and depressed. You are not able to do your task as well as you could. You will have headaches or will not be able to sleep.
- What is a stressor? A stressor is anything, event or person that causes stress. It is the things that trigger stress
- Symptoms of stress:
  - ✓ Short term effects: Faster breathing/faster heart rate/dry mouth
  - ✓ Sweaty palms/tension in your neck/butterflies in your tummy
  - ✓ Long term effects: High blood pressure/headaches/ulcers/allergies etc.
- Types of stressors:
  - ✓ Physical: caused by physical harm, such as violence and sexual abuse.
  - ✓ Environmental: caused by factors like extreme weather or pollution.
  - ✓ Personality bases: people who are more prone to stress than others.
  - ✓ Social: caused by the people around you e.g. peer pressure.
  - ✓ Emotional: caused by your emotions e.g. relationship problems.
- Why is it important to manage stress? Your body produce cortisol and adrenalin. These are 2 stress hormones. Cortisol is the hormone produced by fear, results in anxiety. Adrenalin- is the hormone that prepares the body to react physically to a threat. If you fail to manage your stress your body can produce too much of the hormones for too long. The stress will damage your body and change to chronic diseases like high blood pressure.




**Assess levels of stress**

- **Symptoms of stress:**
  The signs of stress are physical symptoms. Feeling worried is a symptom of stress. Sweating or trembling hands are a sign of stress and worry. Other signs or symptoms includes diarrhea or an upset stomach, rapid heart beat, bleeding ulcers and sweating too much. Symptoms of stress can include headaches, stomach ache, feeling tense, unable to sleep, constant thirst and feelings of **unease. These are all short term effects of stress.**
  Long term effects of stress are: high blood ressure/headaches/ulcers/allergies etc.

**Factors that lead to stress in the work place:**

- Poor management/poor planning by Supervisors or managers.
- Lack of skills from other workers.
- Poor work relations between management and workers
- Poor relations between workers
- Poor work environment
- Incompetent workers
- Jealousy
- Autocracy by management
- Tasks are demanding
- Poor attitude of seniors (no support )
- Poor resources to do proper job
- Poor work ethics by workers
- Understaffed
- Poor benefits
- Low salary

**How to manage stress ( NB!!!! For long questions in exam)**
**Behaviours, techniques, strategies and examples of ways in which stress can be managed:**

- Meditation is a one of the natural methods of relieving stress. Simple deep breathing exercises can assist tremendously in relieving stress. Meditation helps to calm the mind.
- Exercise and eat healthy foods regularly. Eat healthy foods and exercise at least 3 times a week.
- Avoid excess caffeine intake which can increase feelings of anxiety and agitation.
- Don't use illegal drugs, alcohol and tobacco.
- Learn relaxation exercises (abdominal breathing and muscle relaxation techniques).
- Develop assertiveness training skills. For example, state feelings in polite, firm, and not overly aggressive or passive ways ("I feel angry

when you yell at me" "Please stop yelling"). Rehearse and practice situations which cause stress. One example is taking a speech class, if talking in front of a class makes you anxious.

- Learn practical and effective coping skills. For example, break a large task into smaller, more attainable tasks.
- **Decrease negative self talk**. Challenge negative thoughts about yourself with alternative neutral or positive thoughts. "My life will never get better" can be transformed into "I may feel hopeless now, but my life will probably get better if I work at it and get some help."
- Learn to feel good about doing a competent job rather than demanding perfection from yourself **and others.**
- **Take** a break from stressful situations. Activities like listening to music, talking to a friend, drawing, writing, or spending time with a pet can reduce stress.
- Build a network of friends who help you cope in a positive way...
- **A stress journal** can help you identify the regular stressors in your life and the way you deal with them. Each time you feel stressed; keep track of it in your journal. As you keep a daily log, you will begin to see patterns and common themes. Write down:

- Analyse your stress:
    1. What caused your stress (make a guess if you're unsure)?
    2. How you felt, both physically and emotionally.
    3. How you acted in response.
    4. W**hat you did to make yourself feel better.**
- **Not all stress can be avoided,** and it's not healthy to avoid a situation that needs to be addressed. You may be surprised, however, by the number of stressors in your life that you can eliminate.
- Learn how to say "no" – **Know your limits** and stick to them. Whether in your personal or professional life, refuse to accept added responsibilities when you're close to reaching them. Taking on more than you can handle is a sure recipe for stress and can lead to burn out.
- **Avoid people who stress you out** – If someone consistently causes stress in your life and you can't turn the relationship around, limit the amount of time you spend with that person or end the relationship entirely.
- **Plan: Take control of your environment** – If the evening news makes you anxious, turn the TV off. If traffic's got you tense, take a longer but less-travelled route. If going to the market is an unpleasant chore, do your grocery shopping online.

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- **Pare down your to-do list** – Analyze your schedule, responsibilities, and daily tasks. If you've got too much on your plate, distinguish between the "shoulds" and the "musts." Drop tasks that aren't truly necessary to the bottom of the list or eliminate them entirely

## PERSONAL MISSION STATEMENT

**What is a Personal mission statement?**

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

**What are values?** It is the things that you choose and that are important to you in your life. It is not the things your parents or friends decide to be important. You must choose them out of your own free will. It is the things you are proud of and are happy to tell the world about.

Your values have been influenced by everything that you have had contact with in your life: your parents, your friends, your life experiences, your access to media and your conscience. For you to become a mature adult, you need to develop your own value system. **It is the code by which you live your life.**

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

It gives control and structure or purpose to your life. It guides you into the future. It help you to achieve your aims and goals

Your personal mission statement is to formulate or draw up your own mission statement, consider the following aspects:

**Personal views**

Your personal views are your opinions and what you consider to be important. For example, you may view Mathematics as an important subject because you want to study to be an accountant after school. Your personal views many be influenced by your goals for your future, your religion, culture, and values.

**Values**

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

**Belief system**

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

**Religion**

Your religion is what you believe and who or what you worship. Religions usually have moral codes, rituals and ways of behaving towards others. Religion is based on faith and a belief in

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

**Lifestyle (physical and emotional well-being)**

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

**Environmental responsibility**

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

**Goals for studies and career choices**

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

To have a vision about your future gives you a direction about who you want to be or what you want to achieve in 5 to10 years' time, even in 30 years' time. You vision is your dream. It is a mental picture of what the future will or could be like. It is what will make your life exciting and fulfilling. Make your vision ambitious. It doesn't necessarily have to be practical. It may even seem a bit crazy now. Dream big! A mission statement is more practical; it focuses on your actions, behaviour, and plans to achieve your dream.

**Process of assessment and examination writing skills:**

**What is assessment?**

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

**Why assess?**

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

**Different types of assessment?**

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

**Studying methods and planning**

**The SQ3 method:**

- ✓ It stands for Survey, Read, Recall and Review.
- ✓ It is a very effective way of studying as it helps to embed the learning material in your memory.
- ✓ You begin to **survey** your learning material in a broader context. You get an overall idea of what the work is about.
- ✓ Look at headings and sub-headings.
- ✓ **The next step is to -read**
- ✓ You read the chapter
- ✓ As your read you **recall** what you have read **by asking and answering questions to yourself**
- ✓ **Review:** put what you have read in a mind map
- ✓ **If you battle start from the beginning or where you got lost.**

**Strategize your study time:**

- Plan your study time
- Where, when and what and how are you going to study?
- Planning is important so that you have enough time to study all the work efficient and effective.
- Prioritizing your daily activities. For example is watching your favourite program going to add value to your life and help you pass examinations.
- Is having sufficient sleep important to concentrate in class.

**Prepare yourself for an exam**

- Start studying long before the time.

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

**Multiple choice questions:**

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

**Essay questions:**

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

**Preparing for exams:**

| | |
|---|---|
| Preparing for exam | .know how many questions you need to answer<br>know what style of questions you will need to answer e.g. essay<br>work through a mock exam to help in your preparation |
| Night before exam | Get enough sleep – you cannot write if you are tired<br>Prepare all the equipment you might need like calculators etc.<br>Check the time and place you will need to write exams again |
| Day of exam | • eat a good breakfast or meal-you cannot concentrate on an empty stomach<br>• visualise yourself being successful<br>• arrive in time and go to the bathroom<br>• avoid discussing the work with friends because this will confuse you ore make you nervous |
| Exam room | • think success while you breathe deeply<br>• make sure you are handed the right paper especially in language e.g. HL /FAL<br>• read and highlight the key words in the instructions<br>• complete your details to the front of the exam book<br>• read the questions and highlight the key words<br>• work out how much time you have for each question |

**Presenting a question paper**:

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

1. **Hand Writing** – Keep the hand writing legible. If the examiner cannot read your writing you will lose marks. Do not do too much scratching around on the paper. This really makes the paper look dirty.
2. **Margins** - Draw margins on both side of the paper. This is generally very important that your answers are in the centre of the answer paper and visible properly. The best time to do it is the time when you get the answer sheets and before you get the question paper, so this does not waste any time of attempting the paper.
3. **Figures** – Generally you can draw figures with pen. But preferably draw them with pencil. Generally a free hand diagram would do in an engineering paper but when done with a pencil is much easier to correct and change than a one drawn with pen. And it looks much neater.
4. **Rough Work** – Do not do rough work of any kind just next to the sum. Do the rough work in the margin. Or you could just mark the last page as rough work and do all the rough work there.
5. **Sub Question** – All the sub question of a question should be attempted in a sequential order. If you do not know a sub question leave appropriate place for it .Do not attempt the sub question anywhere else. This would be highly irritating for the examiner. He might not even check that answer.

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

### Key exam question words and their meanings

| Key word | Meaning |
|---|---|
| **analyse** | Break up into separate parts and discuss, examine, interpret, explore and investigate each part. Say how each part is important. Explain how the parts are linked or related. |
| **apply** | Use in practical way. When you apply you show in a practical way what your understanding is. Use your knowledge and understanding of the topic to make it relevant to a situation, issue or problem. |
| **assess** | Judge or estimate the nature, quality or value of something. Make a value judgement that you justify by giving reasons. |
| **calculate** | You need to get to an answer by using numbers. You will add, subtract, multiply or divide numbers to reach an answer. |
| **comment** | Give your opinion on, explain or criticise. Make a judgement based upon the evidence. |
| **compare** | Look at two or more things. Identify similarities and differences. See how they are the same, and how they are different. Focus more on similarities than differences. |
| **complete** | Add the missing information. |
| **consider** | Think about and give your opinion. |
| **contrast** | Focus on the differences between two or more things. Show them in opposition to each |

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|---|---|
| | other. |
| **create** | Put together ideas or parts to develop an original idea; engage in creative thinking; offer a novel or new suggestion or item. |
| **criticise** | You need to make judgements to show your own ideas and evaluation. |
| **critically analyse** | Show approval or disapproval, or find mistakes or faults, and merits or good aspects; give reasons. |
| **define** | You need to give the exact meaning of the term or words. Definitions are short and exact. This is not a discussion. |
| **describe** | Give an account of something where you recall what you have learned or state what you observed. |
| **determine** | Find out the facts. For example, determine how many learners in Grade 11 do physical exercise more than four times a week. |
| **discuss** | Write about something; compare a number of possible views about an issue or problem. Debate, consider, and argue the issues. Include comparisons and contrasts, look at pros and cons. Say what you think about the topic. Give a full answer in sentences, not just a list in point form. Always give a conclusion. |
| **do you think** | Give your OWN opinions about an issue or problem. Pay attention to the reason you give and arguments you offer; you will not be given marks just for an opinion. Provide well-reasoned or logical reasons for your opinions, based on facts. |
| **enumerate** | This is the same as list. Give a number of points. |
| **evaluate** | Give your own opinion and /or the opinions of others. Give evidence to support your evaluation. Give an indication of the amount, quality or value of something. Compare a number of possible views about an issue or problem. Make judgements based on facts. |
| **examine** | Carefully look at something and in detail so you can comment on it. Break down an issue or problem into smaller parts to understand it. Then explain what you have learned. |
| **explain** | Give details, describe, make clear, make it understandable. Make something plain or simplify. Describe in detail so that it can be understood. Always give examples when you are asked to explain. |
| **give** | You supply, provide, present, or offer information. |
| **identify** | Recognise and name someone or something; to say who or what they are. |
| **illustrate** | Give realistic examples. Explain very clearly. You can use examples and comparisons. |
| **interpret** | Show your understanding of the topic, comment on it, give examples. Describe relationships, explain the meaning. |
| **in your opinion** | This asks you what you think about something or feel about something. For example, in your opinion do the youth do enough to celebrate Youth Day on the 16$^{th}$ of June? |
| **list** | Give a short list of the points. State in the shortest way. Be brief. Do not discuss or write an essay. Usually you write items one below the other in a list. |

| | |
|---|---|
| **match** | Find things that go together; find things that are similar or connected to each other. |
| **measure** | Find the size, quantity, etc. of something. Judge the importance, value or effect of something |
| **mention** | Write about something without explaining. There should be no detail; keep it brief. |
| **name** | Similar to mention; give a brief answer without long explanations. |
| **outline** | Summarise, describe main ideas and core points, concepts or events. Give an overview. |
| **prove** | Give the facts to support the issue. |
| **state** | Explain exactly and clearly as it is. |
| **suggest** | Give possible reasons or ideas. These must be believable; they do not necessarily have to be proven to work. |
| **summarise** | Give a very short and brief account. Include a short conclusion. Do not give unnecessary details. |

**Top 10 Mistakes**

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

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

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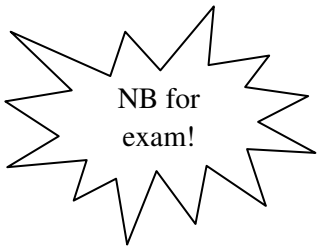
| | to answer the easy questions first. |
| 5. Failing to allocate time for each question/failing to plan your time | Allocate time to each question. Plan your exam time before you go to the exam room. Know how long you should take for the short and long questions. Allocate your time accordingly. If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

## UNEMPLOYMENT




**What is unemployment?**

When you are willing to work, ready for work and desperately wanting a job, but cannot get work because there are just not enough jobs around for everyone.

It is when you have no work or career.

**What causes unemployment?**

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

**Specific reasons for youth unemployment**

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

- Businesses prefer employees who already have skills and **experience** to inexperienced and unskilled youth.

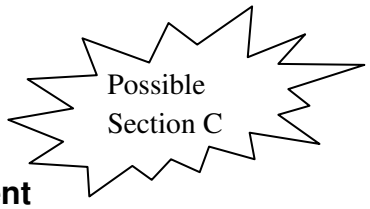
- Employers do not regard **schooling as an accurate measure of abilities**. Low pass marks for NSC are not acceptable in a competitive workplace.
- **Expectations of youth may not match reality**. Some youth would rather not work than do a job thought to be below their hopes.
- Lack of businesses that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

**The effect or impact of unemployment:**

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

- ✓ You will lose self esteem, self-respect and motivation.
- ✓ We have a loss of our sense of purpose in life
- ✓ Conflict in families
- ✓ Divorce or abuse of the unemployed person
- ✓ We feel we are losing control over our life
- ✓ Stress and uncertainty and depression
- ✓ Boredom and lack of motivation
- ✓ Increase of debt.
- ✓ Drug, tobacco and alcohol abuse

- ✓ Increased violence and abuse. In families where there are money problems, the chances of domestic violence and abuse are increased
- ✓ Relationships will be affected.
- ✓ Can lead to crime and social instability
- ✓ Causes poverty
- ✓ Less taxable income for government and less money to spend on education, hospitals, police and road.
- ✓ Hunger and Homelessness
- ✓ Lack of education and training
- ✓ Crime
- ✓ Exploitation
- ✓ Human trafficking
- ✓ HIV and Aids
- ✓ Child abuse
- ✓ Exclusion and loneliness




**Innovative solutions to counteract unemployment**

- **Register on the Department of Labour database** as an unemployed work seekers The Department of Labour's work seeker database is a register of all unemployed people seeking work opportunities. To register your details on this database, you will need to visit your local Labour Centre and complete a work seeker application. The Department of Labour will provide you with a reference number and inform you of learner ships and other opportunities that arise.You can get contact details of Labour Centres in your areas from ; http://www.labour.gov.za/contacts
- **Start working part time during school holidays** and weekends and gain experience
- **Volunteering:** Volunteering means you help others. You give of your time and skills to others. You do not expect payment. Volunteering makes you feel good about yourself because you are doing something for somebody else. This builds confidence. It also allows you to explore your interests, abilities and skills. This might make it easier for you to choose a career. Volunteering is not only about helping people. You can also, for example, volunteer to clean up rivers or beaches, or work in an animal shelter. When you volunteer, you usually get a letter or a certificate to state what kind of work you did and for how many hours. You can add this to your CV because now you have work experience, and have shown that you are willing to help make South Africa a better place.
- **Part-time jobs; If** you work for a short while or for part of a day or week, you have a part-time job. You can gain a lot of experience through part-time jobs, because you can have more than one job at a time. For example, you may get a job to help with directing spectators to their seats at soccer matches. This job is only on certain days, so it is part time. You will build up good experience, and become skilled in different aspects of work. In addition, you will earn an income, while you build your CV**, part-time job**

- **Community work:** Community work means you do something to benefit your community or a community in need. It is also a form of volunteering, but you concentrate on the needs of your community. The work is usually paid for by government or an NGO, or a religious-based organisation. For example, you may help to feed orphans or help to make a community peace garden.

- **Entrepreneurship; To** be an entrepreneur you have to see a need and provide a service or goods that people need. This is a great way to earn money while you look for other work opportunities. If your entrepreneurship leads to success, you may turn this into your day-to-day job and also employ others.

- **Informal jobs** are usually short term. For example, you may wash cars, do gardening, sell newspapers, make clothes, or sell fruit or sweets at the taxi rank or next to the school. Some people prefer informal employment due to its flexible hours. This allows them to balance family responsibilities. Others find this is the only work they can do to survive.

- **Sign up as a temporary employees** (or temps). Some managers assume you're happy as a temp, and you need to let them know that you would be happier as a full-time employee.
- **Contact a job agency** (a Google search will reveal several in your area), and set up a profile with them. Don't e-mail them - call them.
- **Get a employment, no matter where it is**, even if it's just a part time job. Whether you want to be a cashier at the local supermarket or a helper at Home Depot, you'll need to start getting some kind of income while looking for your next full time job! Don't think that you are too smart to any job. You must start somewhere.

**Financial and social viability of entrepreneurship and other employment options**

Entrepreneurship and other employment options may be the best way to earn money. The more jobs that are created the better for everyone. Draw up and business plan and see if you have a workable solution.

**SARS tax obligations (South African Revenue Services)**

When you earn a salary, part of your income is taxed. This means that when you look at job application adverts, the amount you see is not the full amount you will earn, as tax will be deducted. When you receive any income tax is deducted. You must register at SARS.

**Income tax** is the government's main source of income. Income tax is a tax levied on all income and profits received by a taxpayer. This includes individuals, companies and trusts. It is every citizen's duty to pay tax. Without income tax, there will be no services, such as roads, hospitals and schools, and the government could not function.

Even if you are an entrepreneur or an informal worker, you have a duty to pay income tax if you earn more than R63 556 a year. If you earn less than this or are unemployed, you are said to be below the **tax threshold**. Our government is making it easier for small business and entrepreneurs; you don't have to pay the same amount of tax as big corporations. But do your citizen's duty and pay tax! If you don't pay tax, you contribute to unemployment because the government can't create employment opportunities as there is not enough money to do so.

More about entrepreneurship

**What is an entrepreneur?**

**An entrepreneur makes something happen from nothing. He or she is a person who takes an idea or an opportunity, accepts financial risks and turns that idea or opportunity into a profitable enterprise.**

**Reasons for pursuing a certain occupation:**

- Good salary
- Status
- Working hours
- Working conditions
- Benefits of the job e.g. pension, medical aid, children study for free
- Availability of jobs
- Suits my personality
- Suits my interest/skills and values
- I have a contact in the field, friend, parent who will give me a job.
- Inherited - continue with the family tradition
- Influence from parents , peers
- It is a high skill job with lots of opportunities for work after study
- Any other suitable reason why you want to pursue a career or job

## TERM 2

**Initiating, building and sustaining relationships**

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

**How do I initiate, (begin) keep friends and build the relationships?**

**Initiate relationships:** You will be in a new place next year. You might not know anybody. So it will be up to you to start new friendships. A good way to break the ice when you meet new people is to make sure you hear their names. Ask them about their names or what they mean. Then ask them a little about themselves because people do like to talk about themselves.

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

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

| | |
|---|---|
| • Skills needed by good communicator | • Ability to communicate<br>• Ability to listen<br>• Sympathetic<br>• Not expecting all to have the same view as you |
| • Characteristics and qualities | • Ability to give and take<br>• Unselfish<br>• Mutual respect<br>• Tolerant<br>• Caring/Supporting<br>• Respect for others and the work they do<br>• Can work in a team<br>• Understanding how others think<br>• Ability to be yourself |

**Build and sustain positive relationships with good communication and listening skills.**

In relationships good communication helps to build good relationships. There are some good and not so good ways of communication with people.

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

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

There are different factors that can affect how well we communicate. Your **feelings**, what you believe and your attitude are all part of who you are. If you communicate your feelings and show your humanity, then people can understand you better.

Your **beliefs** are part of who you are, and it is important to express them. It is important that you are free to communicate these aspects. However, never hold and express beliefs and attitudes that go against our constitutional values. Express your feelings, beliefs and attitudes, but avoid imposing or forcing them on others. Every person is entitled to have his or her own views.

**Factors that influence effective communication:**

- **Personality:** The way you act, behave, and react and your attitudes all form part of your personality. Remember that we all act in a certain way in a certain situation.

  Sometimes a shy person is seen as boring and uninteresting until you get to know him or her. Other people are extraverts and they might intimidate you with their way of communication. Other people hide behind their "weaknesses" by seeking attention all the time and they need to be the centre of attention.Your own personality will determine whether you are attracted of put off by the other persons way of communicating.

- **Attitudes and values:** If you have an attitude (you think and act) that you are better than others, if will affect communication. If you think that only your ideas, beliefs and values are right and you do not show respect, you will not be a good

listener and you will not allow others to freely express their views. This will block communication between you and other people and can lead to conflict.

- **Acceptance of responsibilities: Responsibility** means you are accountable, do your duty and take responsibility for your actions. You can be trusted to do a job, because you take responsibility. If you make a mistake, you don't try to shift responsibility to somebody or something else. Effective communication can only t happen where there is trust, reliability and responsibility. Friendship comes with responsibilities.
- **Appropriate expression of views and feelings:** Appropriate expression of views and feelings mean that you say what you think and feel, but in a way that does not hurt or offend others.
- **Respect the feelings of others:** When you show respect for the feeling of others, they will show respect for you and your feelings.

**Responsible citizenship**

Responsible citizenship means that you do your duty as a citizen, you fulfil your responsibilities, and do what is right or expected of you as a citizen. You:

- are aware of, respect, and promote human rights
- are concerned about the welfare of others
- take part in **campaigns**, **projects** and **events** that fight against the **violation** of the human rights
- obey the law

**Evaluate your position on discrimination and human rights violations**

If you evaluate your position on discrimination and human rights violations, you analyse your own viewpoints, behaviour, opinions and attitudes towards these issues. You consider your position by taking the Bill of Rights into account.

**Bill of Rights**

'This Bill of Rights is a cornerstone of democracy in South Africa. It is the rights of all people in our country .The Bill of Rights are basic human rights that all people, not only South African citizens, should enjoy and respect. Examples of some of the rights are:

- to be treated equally;
- to have dignity and self-respect;
- to have your own opinion and views and to follow any religion you chose;
- to express your ideas,
- views and opinions freely, as long as they don't violate the rights of others;
- to live and work in a healthy environment;
- to be treated fairly at work;
- to speak any language you chose
- to have access to basic health care.

**Discrimination**

If you discriminate against others, you treat them unjustly, unfairly, and unequally because they are, or you think they are, different from you

**Human rights violations**

Human rights violations mean hurting, disrespecting or acting against someone's rights. If you call someone names you are being disrespectful to that person. You are violating her rights to dignity.

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

**Electronic media** are any media that need electricity or batteries, such as the Internet and emails, websites, blogs, Facebook, Twitter, radio, TV, film and DVDs.

**Print media** include books, newspapers, magazines, pamphlets, brochures, posters and billboards

**Role of the media in a democracy:**

- The role of the media is to **inform society** about daily events that are newsworthy.
- In a democracy, the media's **communicated, and** educate.
- The media play an important role in informing citizens about their government, their rights and freedom and their health and safety.
- expose violations of human rights
- report on unlawful activities, the courts and court cases
- expose corruption and mismanagement
- communicate, inform and educate and entertain
- shape the public's opinion
- give political information that can inform voters
- identify problems in our country and communities
- promote debate and discussion
- promote nation-building, by giving access to diverse viewpoints and world views, as well as sports cover

**The role and responsibility of the media in a democratic society includes**

- ✓ being fair

- ✓ honest and
- ✓ reliable.

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

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

**NB!!! Freedom of expression and limitations:**

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

**Constitutional limitations to freedom of expression**

. The right in the constitution does not include:

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

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

**BILL OF RIGHTS**

**What is the Bill of Rights?**

It is the rights of all people who live in South Africa called the Bill of Rights.

**Some Human rights you should know by now.**

- **Equality**: All people are equal and must be treated equally
- **Personal privacy:** You cannot be searched or have your home or possessions searched without a warrant. ( ***Principals of schools, by law, do have the right to search or have children searched on the property for possession of illegal substance and dangerous weapons)*** People cannot open your mail or listen to your phone calls.
- **Freedom of religion, belief and opinion**: You can follow the religion of your choice.
- **Freedom of speech and expression**: Everyone can say or print or photograph whatever they want provided they do not break the law.
- **Freedom of association:** You can associate with whoever you want to.

**Rights and responsibilities in sexual relationships**

**What is rape?** Forced sex.

**Different kinds of rape:**

- **Gang rape:** Where a person is raped by more than one person.
- **Date rape:** Rape by the person you have a date with
- **Statutory rape:** When a person has, or tries to have unlawful sex with a person under the age of consent (16 years)
- **Sex with a child under the age of 12 years:** Sex with a child under the age of 12 years, whether or not they consent, is seen as rape.
- **Acquaintance rape**: Forced sex by someone the victim knows
- **Sexual abuse**: Refers to acts of sexual assaults such as fondling, rape or sexual exploitation of minors by parents, caregivers or strangers

**Under the age of 16 - sex with consent?**

When a person has or tries to have sex with a person under the age of 16 with or without consent it is rape.

**What are power relations?**

Having power means having control over something or someone. In relationships one person may have power over another.

**What is a traditional gender power relation?**

In most societies men have more power than women. The gender power roles are traditional in that they are followed by generation after generation.

Men have power for a number of reasons, e.g.

- ✓ they are physically stronger than women.
- ✓ they have different biological roles
- ✓ they have financial power if they earn all the money.

**Sexual harassment** is the main way in which abuse of power takes place in the workplace. In most cases men are abusing their power over women.

Facts:

- Most victims know the rapist.
- Most rape victims thought it could never happen to them.
- Victims of rape are afraid of getting hurt or killed. They are often paralysed with shock and cannot move or speak.
- Men of all sexual orientations can be raped .

Who protect my rights?

- **The South African Human Rights Commission (SAHRC)**
  They will help you if any of your rights in the Bill of Rights have been violated or abused.
- **Independent Complaints Directorate (ICD)**
  If the police have violated your rights you need to contact them.
- **The Public Protector**
  If you have been treated badly, or you suspect a member of a government department of corruption you contact them.

- **The Commission for Conciliation, Mediation and Arbitration (CCMA)**
  If you feel you employer have violated your rights, you should first try to sort out the problem with the help of your union or by yourself. If this is not successfully you can contact the CCMA, who will help or advise you.
- **The Commission on Gender Equality (CGE)**
  If you have been treated badly or denied a job or if you are paid poorly because of your gender, you should contact them.

## COMMUNITY PROJECTS

**What are environmental factors?**

It is factors that cause ill health, accidents, crises and disasters. It includes environmental hazards like pollution and waste dumps, radiations, floods, fires and damage cause by draughts.

**How does it affect people?**

Poverty leads to people having fewer choices about where they live, as they may be forced to live in polluted environments.

It is the responsibility of local or provincial governments to provide better infrastructure for these people. E.g. better roads in informal settlements so that emergency services can reach people whose houses are burning down.

**Environmental issues**

These are issues where things in the environment affect the people who live in its health.

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

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

The benefits of long-term exercise include:

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

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

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

# TERM 3

- **Factors causing ill health, accidents, crises and disasters;**
- **Managing human and environmental factors that impact on health .**

- Textbooks: Bateleur P 63/ Oxford P 28/Making Choices P31/Focus P96-100/

| Key Concepts | Explanation |
|---|---|
| **Human factors** | • Factors contributed by human beings e.g. social, religious and cultural practices |
| **Environmental factors** | • Factors in the environment, the natural world that contribute to ill health, accidents, disasters and crises such as floods, extreme temperatures' |
| **Lifestyle diseases** | • Diseases that are a result of the way you live and affect the way you live. |
| **Natural disasters** | • A sudden accident or natural catastrophe that causes great damage or loss of life such as fires, floods, tsunamis and earth quakes |
| **Hazard** | • Danger, risks or a threat that is usually caused by man, such as pollution, toxic waste, deforestation etc. |

## What is the difference between a natural disaster and an environmental hazard?

A *Natural disaster* is a sudden event caused by nature whilst a *natural hazard* is caused by men.

Environmental factors such as floods, earthquakes, fires can also be responsible for accidents and disasters and the spread of disease.

Some environmental factors, such as floods and cyclones, are unavoidable as they are caused by the forces of nature. Others like fires and pollution, could be avoided or controlled.

E.g. **Dangers for people who live or work near waste dumps**:

- ✓ Pollution from the site can poison the air, rivers and soil
- ✓ People can get ill from inhaling the poisoned air, drinking poisoned water and eating food which has been poisoned by the soil.
- ✓ Waste dumps attract disease carrying animals, such as rats and mice.
- ✓ Dangerous waste may poison the environment and harm people.

- ✓ If factories and mines do not get rid of waste in an appropriate way it can cause people to get sick.

**Dealing with disasters:**

- ✓ Disasters can lead to trauma. Trauma means a serious bodily injury or shock.
- ✓ PSTD (Post traumatic stress disorder) is long term suffering from bad experiences.

- ✓ People who have experienced family violence, crime, rape or who are survivors of natural and human disasters may suffer from emotional distress., withdrawal or over independence.

- ✓ Emotional reactions include: grief, anger, aggression, careless behaviour, depression

- ✓ After disaster, it may be difficult to concentrate or remember things and make decisions. People may feel disorientated, confused and unsure of where you are or what to do.

- ✓ Sometimes people feel overwhelmed by the emotions and disasters.

- ✓ **How to cope with trauma:**

  - ➢ Try to discuss your feelings with someone
  - ➢ Explain to those around you that you are suffering and need their support
  - ➢ Keep a journal and write about your feelings
  - ➢ Use your belief system
  - ➢ Do not put too much pressure on yourself
  - ➢ Do relaxation exercise
  - ➢ Make sure you are eating well
  - ➢ Set short term easy achieve goals

## What is Lifestyle diseases?

- It is diseases caused by the way you live your life. Lifestyle diseases are the result of an unhealthy lifestyle. Factors contributing are the types and amount of food we eat, lack of exercise and smoking. Genetic factors also often play a role. Lifestyle diseases includes diseases like Alzheimer's disease, cancer, chronic liver disease, Diabetes, heart disease, stroke, obesity, osteoporosis etc. Unsafe sexual behaviour like not using condom correctly, increases the risk of HIV and Aids and STI's

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

- **Unequal power relations; impact of unequal power relations on well- being;** different contexts

  - Textbooks: Bateleur:P 74, Oxford P42

| | |
|---|---|
| Harassment | • Interference or intimidation or attacks |
| Sexual harassment | • A form of abuse of female employee in the workplace.<br>• Any unwanted conduct which is sexual in its nature. |
| Domestic violence | • Violence within the home<br>• Often against women and children |
| Gender discrimination | • This is any actions that grants or denies opportunities,priviledges and rewards to a person on the basis of his sex |
| Sexism | • Discrimination or hatred against people based on their sex<br>• Sexism can refer to the belief that one sex is superior to Others. |
| Commission of Gender Equality | • Promotes democracy and culture of human rights in the country. |

  - ❖ Others that you should know by now:
  - ❖ **Discriminate**: make an unjust distinction in the treatment of.....
  - ❖ **Prejudice:** Unjust behaviour based on assumptions
  - ❖ **Violate:** to break, infringe or transgress a rule or agreement
  - ❖ **Human right:** right which every individual have.

- SAHRC: South African Human Rights Commission

**What are power relations?**
Having power means having control over something or someone. If someone have power over any other person in a relationship it is a power relationship.

**Different power relationships**:

- ➢ **Political power relations**: Richer countries with lots of resources dictate to poorer countries how to run their affairs. Poorer country does what the richer country wants, to prevent them from withdrawing financial aid
- ➢ **Power relations related to gender and race and religion:** In most societies men have more power than women. The gender power roles are also often supported by religious teaching in which the man should be the head of the home.
- ➢ **Cultural aspects of unequal power:** In Muslim and Zulu cultures a man may have more than one wife, but a woman is allowed only one husband**.**

**Men have power for a number of reasons:**

- ✓ Men are physically stronger than women

- ✓ Men and women have different biological gender roles which have influenced their roles in society.
- ✓ In the past women stayed at home and raise the children
- ✓ Men had financial power and could decide how the money was used.
- ✓ Women are tied down by family responsibility such as child rearing and domestic roles.

**ABUSE OF POWER IN THE WORK**

- **Sexual harassment:** What is sexual harassment?
- 

  Any kind of sexual behaviour that makes you feels uncomfortable.
  Examples of sexual harassment include:
  - ✓ Request for sex
  - ✓ Rude gesture
  - ✓ Whistling
  - ✓ Staring at your body in an offensive way
  - ✓ Physical assault
  - ✓ Demand for sexual favours accompanied by threats concerning job performance

- **Sexual harassment in the workplace**:
  It attacks the dignity of the victim and is a gross invasion of privacy. It is an example of unfair labour practice and the employer must deal with it.

- **Domestic violence:**
  Abuse or violence in a relationship is about a pattern of behaviour people use against each other to intimidate them and to get them to do what they want. Abuse does not only involve physical violence. Emotional or sexual abuse can be just as harmful. The following can be regarded as domestic violence.
  - ✓ Sexual abuse
  - ✓ Physical abuse such as slapping, biting and kicking
  - ✓ Damage to property or anything you value
  - ✓ Stalking- following or approaching a person
  - ✓ Economic abuse: refusing to pay or share the mortgage bond or selling goods without permission
  - ✓ Emotional abuse such as repeated insult, cursing or threats.

**How to deal with abuse:**

The **Domestic Violence Act** is a law to protect women from abuse. The aim of the Act is to reduce the high number of incident of domestic violence and to afford maximum protection to victims of domestic abuse. Report any abuse to the police.

- **Rape:**
  Rape is not about passion or uncontrollable sexual urges. Rape is one person exercising power over another.

  Different kinds of rape:
  - ✓ *Gang rape:* raped by more than one person
  - ✓ *Date rape:* someone makes a date with a person with the intention of raping them
  - ✓ *Statutory rape:* when a person has or tries to have unlawful sex with a person under the age of consent (16)
  - ✓ *Sex with a child under the age of 12* whether or not they consent is seen as rape
  - ✓ Acquaintance rape: forced sex by someone the victim knows.
  - ✓ Sexual abuse: refers to acts of sexual assault such as fondling, rape or sexual exploitation of minors by parents, caregivers or strangers.
  - ✓ Corrective rape: the practice of raping gay women to cure them of their lesbianism.

. ***How do you minimize your chances of being raped?***

- ✓ Always walk with someone in a well lit area at night
- ✓ Always be aware of what is going on around you
- ✓ Walk with confidence
- ✓ Always go with a friend to a party and take care of each other.
- ✓ Do not go off alone with someone you just met.
- ✓ Insist on opening your own drinks.

***Steps victims of rape must to become survivors****:*

- ✓ Speak out. Tell a friend or somebody you can trust.
- ✓ Report the rape to the police, this will help you to deal with the anger
- ✓ Undergo anti-retroviral treatment to protect your chance from getting HIV. It should be available at all government hospitals.

If you decide to report it to the police.

- ✓ Do not throw away any clothes or wash yourself. There may be hair, blood or semen on your body or clothes that will be important evidence.
- ✓ Save clothing in a paper packet or newspaper rather than a plastic packet that can destroy evidence.
- ✓ Get examined by a doctor or district surgeon as soon as possible
- ✓ Make sure everything you report to the police is recorded accurately.

## Labour issues: Work ethics/redress

**Workers rights and obligations:**

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

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

**Conditions of service:**

Companies and jobs are not the same and they will have different conditions of service. Conditions of service includes things like the number of hours you will be expected to work (normally 40 hours per week)as well as the amount of leave you will be able to take every year. All of the conditions of service should be covered in your employment contract.

Depending on your job and responsibility within a company your conditions of service will also indicate items like disciplinary procedures for e.g. constant late coming for work, absent without valid reason or any other form of non compliance with company policy.

All the conditions of service are covered in the **Basic Conditions of Employment Act** and each company should set their conditions of service in line with this law.

This act or law will protect you and your employer from taking advantage of each other or of practising unfairness in the workplace.

In order to protect you, your conditions of service should also indicate the policies and procedures in case of grievances in your company.

## Labour laws:

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

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

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

The Labour Relations Act covers all the inter action between employers and employees. The act applies to all employers, workers, trade unions and employers' organisations.

Labour relations are controlled by the government and the regulations it lays down working conditions for employers. The purpose of the act is to make sure that Section 27 of the Constitution of South Africa is implemented in the work place. The act makes sure that the Constitutional Rights or all employers and employees are adhering to.

# Employment Equity Act

What is the purpose of the law?

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

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

- ❖ Affirmative action measures are measures intended to ensure that suitably qualified employees from **designated groups** have equal employment opportunity and are equitably represented in all occupational categories and levels of the workforce.
- ❖ Measures for affirmative Action includes: identifying and elimination of barriers that affect designated groups, measures to promote diversity, training of designated group and preferential treatment to ensure equal representation in the work place.

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

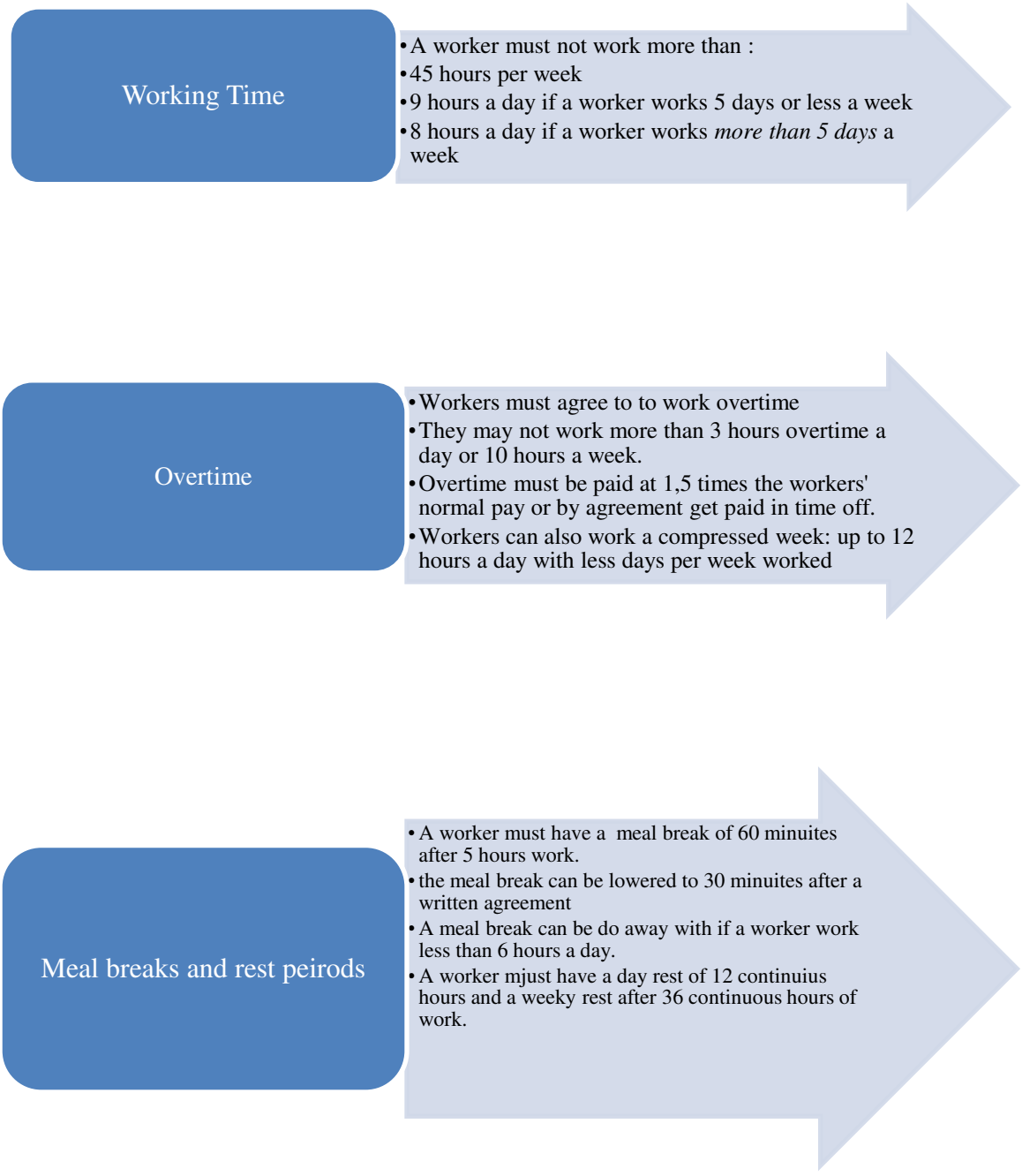
- ❖ A designated employer must prepare and implement a plan to achieve employment equity which must have objectives for each year of the plan and include affirmative action measures as well as a timetable for each year.
- ❖ He must have senior manager who will monitor and implement the plan.
- ❖ A designated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

**Basic Conditions of Employment Act, 1997 (BCEA**)

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

**Who is the act for?** All workers and employers accept member of a Voluntary or Charity organisation or members of the National Defence Force, National Intelligence Agency and SA Secret Services. If a worker works more than 24 hours a month, a worker is a full time

worker and protected by the Basic Condition of Employment Act. .



| | |
|---|---|
| Leave: Annual leave | • A worker can take 21 continuous days annual leave by agreement.<br>• A worker gets 1 day for every 17 days worked or 1 hour for every 17 hours worked.<br>• A employer can only pay a worker for leave not taken once he leaves the job. |
| Sick leave | • A worker can take 6 weeks paid sick leave during a 36 day leave cycle.<br>• During the first 6 months a worker can take one day's paid sick leave for every 26 days worked<br>• A employer can ask for a medical certificate before paying a worker for being sick more than 2 days or more than twice in 8 weeks. |
| Maternity leave | • A pregnant worker can take 4 continuous months of maternity leave. Leave can start from 4 weeks before expected date of birth.<br>• A pregnant worker may not work for 6 weeks after giving birth unless declared fit to do so by doctor or midwife. |
| Family responsibility leave | • Full time workers who are employed for longer than 4 months can take 3 days paid family responsibility leave per year when:<br>• If the workers child is sick or are born<br>• Death of a spouse, life partner, adoptive parent, grandparent, child, adopted child, grand child or sibling.<br>• Employers are entitled to proof of the need of such leave |

**Principals of equity and redress**

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

**What is the difference between employment equity and affirmative action?**

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

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

**Recruitment process: general trends and practices. What are recruitment and the recruitment process?**

Recruitment refers to the process of getting the right person to apply for the job in a company. The aim of recruitment is to get a number of qualified or skilled people to apply for a particular job or vacancy. See the diagram below for detail about the process. The recruitment process should be fair, confidential, promote diversity and achieve equity in the workplace.

**Work ethics and societal expectations**

Work ethics deals with a worker's attitude towards his or her job and employer. You can compare it with your attitude towards your school and your responsibility towards your schoolwork. It involves attitudes, behaviour, respect, honesty, accountability, communication and interaction with other people. It can be compared with the effort you take to study, how you respect your teachers and fellow students and make your school a better place. Good work ethics will refer to your positive attitude and commitment to your work or in your case your school. Work ethics demonstrate the decisions you make about what is right and acceptable against what is wrong and unacceptable. Work ethics come from within a person and give others a picture of your values, culture and upbringing.

People with good work ethics are likely to keep their jobs and make a success at work. They will also benefit from their good ethics by coming in line for promotion.

The skills of having good work ethics are referred to as soft skills e.g. the willingness to learn and to be taught by a senior or supervisor, the ability to get along with other workers well, the behaviour and attitude of the worker towards the company, being on time and being at work without taking leave or sick leave unnecessary or without proper reason.

Good work ethic is the most important skill in keeping a good job. Good work will start the moment you apply for a job. You will show this by putting in a neat, complete and well organised application without any mistakes.

When you start a new job, the first thing your supervisor will notice is the time you arrive and leave your work. It will also show in the way you dress for work, volunteer for new tasks, cooperate with other workers and contribute with new ideas to the company you work for. You will have an attitude of what can I offer the company instead of what can the company offer me.

**Societal expectation** refers to what the society and people in your community expect of other people sharing the community with them. It is about how people expect other people to behave and how to treat each other. It can almost be compared with our basic human rights in our constitution. Rights like the right to be treated with respect, to be safe, to be treated with dignity and not judged unfairly. It also refers to our environment and the way we expect others to treat the environment we share and protect for the future.

When you enter the world of work people in the workplace will have certain expectations of you and the way you behave. Each society and community will have its own expectations based on the culture, values and religion of the society. When you apply for a job, you should make sure your personal values and beliefs fit in with the expectations of the society.

## Possible exam questions and answers to practice.

## Paper 1

**SECTION A**

**Answer all the questions in this section**.

**QUESTION 1: MULTIPLE CHOICE**

Four possible answers are given for each of the following questions/statements. Choose the most suitable answer from the alternatives given. Write down only the letter A – D next to the corresponding number in each question. For example 1.1 E

1.1 Which one of the following is an external stressor?

A Being over-sensitive

B Being anxious

C Being indecisive

D Financial problems (1)

1.2 Which one of the following topics is an environmental issue?

A Depletion of resources

B Homelessness

C Teenage pregnancy

D Substance abuse (1)

1.3 The purpose of the Labour Relations Act is …

A to eliminate unfair discrimination and promote equal opportunities for all

B to improve employment opportunities of disadvantaged people

C to transform South African companies by encouraging black management

D to rectify imbalances that exist in the workplace by improving the level of investment in educating and training (1)

1.4 When preparing for an exam:

A Start preparing well in advance by setting up a study timetable and sticking to it

B Study only the section you have identified as important

C Use only a mind map to study

D Study as hard as you can even if it means you have to rote learn throughout the night

(1)

1.5 Which of the following is an example of endurance exercises to increase physical fitness?

A Stretching exercises

B Muscle strengthening and body building exercises

C Aerobic exercises

D Flexibility exercise (1)

1.6 Behaviour that is conducive to managing conflict positively:

A to work for a win-win situation

B try to blame the other person for the conflict

C speak louder to get your point across

D to be manipulative – make the person feel guilty and shameful (1)

1.7 News bulletins on South African Broadcasting Corporation (SABC) should reflect a democratic society by:

A giving preference to political parties.

B representing only one voice on an issue.

C disregarding the consequences of its reporting.

D ensuring responsible reporting that is reliable and unbiased. (1)

1.8 Sexual harassment:

A is an acceptable norm in the labour market.

B interferes with a person's professional performance.

C creates a trusting environment.

D is a sexual behaviour that makes one feel comfortable. (1)

1.9 Identify the correct statement regarding community service:

A Community service should be the responsibility of every citizen.

B It is the sole responsibility of the government to help those in need.

C Funds are always readily available to launch a community project.

D It is not necessary to plan before doing a community project. (1)

1.10 The government cannot take your belongings, open your mail or listen to your phone calls. You are protected by:

A the right to equality.

B the right to personal privacy.

C the right to freedom of expression.

D the right to freedom of association. (1)

**1 x 10 = [10]**

**QUESTION 2: TRUE/ FALSE**

Indicate whether the following statements are <u>True</u> or <u>False</u>. If **False,** provide a reason for your answer.

2.1 The Basic Conditions of Employment Act entitles the pregnant employee to four months maternity leave.

2.2 An employment contract is an agreement but it is not binding by law.

2.3 The responsibility of protecting minors against the dangers associated with the use of modern communication services (such as MXit), is the duty of the state and technology service providers only. **[5]**

**QUESTION 3: MATCH THE COLUMNS**

Match the descriptions in column B with the items in column A. Write the correct letter next to each number in your answer book

| | COLUMN A | | COLUMN B |
|---|---|---|---|
| 3.1 | Equality | A. | redressing situations because some people, especially the poor, had no access to services. |
| 3.2 | Racism | B. | A preconceived opinion not based on reason or experience. |
| 3.3 | Democracy | C. | the principle under which each individual is subject to the same law. |
| 3.4 | Prejudice | D. | freedom and transparency. |
| 3.5 | Social justice | E. | government of the people by the people through elected representatives. |
| | | F. | provides clear guidelines for ethical behaviour. |
| | | G. | discriminating against someone because he/she belongs to a certain race group. |
| | | H. | the concept that imbibes the spirit of Ubuntu. |

**[5]**

**QUESTION 4 – SHORT QUESTIONS**

Complete the following statements by writing the correct answer. Write only the correct word next to the number of the question.

4.1 Name the document that lists the tasks, duties and responsibilities of an employee.

4.2 _____ is the giving of time, effort and talent to a need or cause without financial gain.

4.3 _____ rape refers to having unlawful sex with a person under the age of consent.

4.4 Cancer, hypertension, diseases of the heart and sexually transmitted infections such as HIV and AIDS are examples of ---------- diseases.

4.5 State the name of the body that handles labour disputes and makes recommendations for settlements.

**5]**

**TOTAL SECTION A: 25**

**SECTION B**

**Answer all the questions in this section**

**QUESTION 5 – SCENARIO**

Read the following scenario and answer the questions that follow:

> Mr Khumalo is the Life Orientation teacher at Jabulani High School. Recently he noticed that many learners were not actively participating in classroom activities and many of them lacked interest in physical education. Upon investigating reasons for this situation, he discovered that the leading contributing factors were obesity, poor diet, HIV and other lifestyle diseases. He decided to draw up a health programme on how the school can promote physical well-being amongst learners. The programme included peer support groups, health and fitness activities and team building exercises.
>
> Anon

5.1 Explain TWO ways in which Mr Khumalo's health programme could have a positive impact on the school. (2)

5.2

5.3 In which TWO ways can the school influence learners who are not interested in the health programme to become involved and interested. (2x2) (4)

The physical and mental health programme must be monitored in order to ensure that it is running effectively. Recommend TWO ways in which the programme can be monitored by the school. (2x2) (4)

**[10]**

**QUESTION 6 – SCENARIO**

Study the following scenario and answer the questions that follow:

"Times are hard. I've had to settle for a low-sugar daddy."

**'Times are hard. I've had to settle for a low-sugar sugar-daddy"**

"Sugar Daddy Girls"

The following scenario has become common in South Africa.
Many young girls are lured by the "sugar daddies" into unsafe sexual activities because of the money and the gifts offered to them. Once the girls fall into the trap of the "sugar daddies" their life-style changes from one of innocence to a life of drugs, alcohol and sexual abuse. The unsafe sexual behaviour sometimes leads the girls to contracting HIV /AIDS.

The girls, who find themselves trapped with the sugar daddies, find it difficult to cope at school. They lose their virginity and their identity. For most of these girls the initial glamour of wealth and status fades and often turns into sadness and regret.

Anon

6.1 Give TWO reasons why these girls are lured into unsafe relationships. (2)

6.2 Explain TWO actions which may be seen as immoral in the above scenario. (2x2) (4)

6.3 Discuss TWO ways in which these girls can change their present lifestyle. (2x2) (4)

**[10]**

**QUESTION 7 – CASE STUDY**

Dan Masango was a temporary lecturer at a university. Someone told him that he would never be hired as a full-time lecturer unless he had a Master's degree. He changed his CV to say that he had graduated with a Master's degree from the university.

Over the years he held several prestigious teaching positions, including an appointment as a professor at a well-known university in South Africa. He became recognized as a gifted teacher who selflessly gave back to the community in which he lived.

A few years later Dan was nominated to be the Head of the Humanities faculty. Prior to his appointment, the chancellor of the university had an interview with him and also did a verification of all his qualifications.

The chancellor then discovered that Dan had not graduated from the university, despite the fact that this is listed in his CV. He contacted Dan to ask him about this discrepancy, and Dan immediately confirmed that he had not graduated. Shortly thereafter, Dan submitted his resignation.

Adapted from Issues in Ethics, V. 1, N. 2 (Winter 1988)

7.1 Name the ethical issue that is reflected in this case study. Give TWO reasons to support your answer. (3)

7.2 What should the Chancellor of the university have done upon discovering Dan's dishonesty? Explain your answer. (3)

7.3 Now that Dan has resigned, what advice would you give him so that he can continue with his academic career? (2)

7.4 Why is it important to be ethical when compiling your curriculum vitae (CV)? (2)

**[10]**

**TOTAL SECTION B: 30**

**SECTION C: ESSAY TYPE QUESTIONS**

**In this section you are required to answer only <u>two of the three essay questions</u> provided. Your essay must be 15-20 lines.**

**QUESTION 8**

Read the following paragraph and answer the questions that follow:

> Over the years, you have been exposed to the concept of study skills and strategies. These skills and strategies are effective tools that can assist one in developing one's career goals.

8.1 Write an essay in which you critically reflect on how the study skills and strategies that you have learnt at school prepare you for the world of work. In your essay provide FIVE skills and indicate how these will prepare you for the workplace. **[10]**

**QUESTION 9**

> Violence against women and girls is a human rights scandal, from the bedroom to the battlefield. From the school yard to the workplace, women and girls are at risk of rape and other forms of violence. Even though South Africa has attempted to improve the status of women as enshrined in the Constitution, there is still an alarming level of violence and gender discrimination against women and girls in the country.

Write an essay in which you describe the abuse of power in the family and in the workplace. In your essay, give ONE example of how power is abused between the sexes in each of the following contexts:

- Family context
- Work context

and recommend THREE ways in which women can be protected from discrimination and violence in each of the above contexts. **[10]**

**QUESTION 10**

> The media reaches many people and has the power to influence. As members of a democracy we have the right to access information. As individuals we need to be able to critically analyse the information given to us in order to really benefit from the media. We should form an opinion on an issue only after questioning and analysing it. We should not and cannot simply believe everything we read and see in the media.
>
> It is important to know how the media functions in a democracy and why it matters that all citizens gain information and exposure to diverse opinions. In a democracy, as we have in South Africa, the role of the media is often hotly debated.

In an essay analyse the role of the media in a democratic society. In your essay discuss the concepts 'freedom of expression' and 'social responsibility' and

evaluate THREE ways in which the South African media tries to achieve this.

**[10]**

**TOTAL SECTION C: 20**

**GRAND TOTAL: 75**

## MEMO FOR PAPER 1

### SECTION A

### QUESTION 1: MULTIPLE CHOICE ( ONE mark each = 10)

1.1 D √

1.2 A √

1.3 A √

1.4 A √

1.5 C √

1.6 A √

1.7 D √

1.8 B √

1.9 A √

1.10 B √

**[10]**

**QUESTION 2: TRUE OR FALSE**

ONE mark (√) for stating true or false and ONE mark (√) if reason is false

2.1 True √ (1)

2.2 False√ – An employment contract is binding by law. √ (2)

2.3 False√ - It is also the duty of parents/ guardians/ caregivers/schools to protect minors against the dangers associated with modern communication. √ (2) **5]**

**QUESTION 3: MATCH THE COLUMNS** (ONE mark each = 5)

3.1 C √

3.2 G √

3.3 E √

3.4 B √

3.5 A √ **[5]**

**QUESTION 4: SHORT QUESTIONS** (1 mark each = 5)

4.1 Employment contract / job contract √

4.2 Volunteering / volunteerism √

4.3 Statutory √

4.4 Lifestyle √

4.5 CCMA (Commission for Conciliation, Mediation and Arbitration) / Labour Court / Labour Appeal Court / Bargaining Council √ **[5]**

**TOTALSECTION A: 25 MARKS**

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**SECTION B**

In this section, learners answers must be written in complete sentences. Hence , within the 3 or 4 mark question, learners could and should be awarded either 4,3, 2, 1 or a 0 depending on the level of answers given. It must be noted that in each category of the candidates effort, a distinction must be made from the excellent, good, satisfactory and the poor. For example in Question 5.1. the learner answer must explain the impact made on the school and how it is related to the physical health issue.

**QUESTION 5**

5.1 Any TWO relevant responses: (ONE mark per response)

- Reduce conflict/ tension/ stress of both learners and teachers.
- Improve relationships / general atmosphere and health of both learners and teachers.
- Learners physical well-being will improve- hence they will become active and will participate in class.
- Learners mental well-being will improve - will contribute to alertness in the classroom, improve concentration levels etc.
- General health improvement on the whole will prevent all sorts of illnesses.
- It will reduce absenteeism at school. Learners will be enthusiastic and committed to participate in physical activities – hence will be more regular at school.
- Learners work productivity will improve because they are more alert and energetic.

  Any two suitable answers (√√) (2)

5.2 TWO relevant responses: (TWO marks per response)

- Surveys could be done to determine which activities learners would prefer.
- Questionnaires or suggestion boxes could be handed out to get feedback on activities.
- Motivational speakers could be organised to inspire and encourage learners.
- Support groups can be initiated for learners that cater for their specific needs so that they can be included in the health programme.
- Schools could hold interclass, intergrade,inter-school competitions.Trophies, certificates etc could be used as incentives for participation.

- Hiking trips, excursions to sports matches could be organised to generate an interest in different sporting activities.
- Sports personalities could be invited to the school to motivate learners to participate in activities.
- Sporting clubs could be formed and these could be affiliated to community clubs - this would create greater learner involvement.
- School could increase budget for sporting equpiment – more equipment would impact on wider variety of activities, hence more involvement.
- School could include activities such as fun-runs, family sports days, cheer leaders, drum majorettes, fun-walks, 6 –a side soccer, mixed team soccer.

Any two suitable responses (√√√√) (4)

5.3. Physical and mental health programmes could be monitored in the following ways:

- Monitor the use of the fitness LOG Book.
- Check if learners are engaging in regular BMI tests.
- Monitor attendance and participation in Physical education activities
- Through regular feedback – questionnaires, suggestion boxes, one-on-one interviews, group reports.

- By observing if there has been a positive change in learners attitude, behaviour and health.

- Through discussions with RCL members. Feedback from learners in each class about the programme and what the needs and expectations are.
- By evaluating learner performance – comparing results in the various assessment tasks.
- Allowing learners to provide suggestions for improvements of the programme.
- By observing if there is greater involvement in group activities.
- By observing whether learners are eager to participate in the different sporting activities at school as well as at other levels, eg : inter-school, regional, provincial, national, etc.

Any two suitable responses (√√√√) 2 x 2 = (4)

**[10]**

**QUESTION 6:**

.

6.1 One mark per response

- For money and status – material wealth, to dress well, to show that they are better than other girls, for cell-phones , food and other material things
- For power-to be in control.
- Poverty – lack of basic necessities at home.
- Unemployment at home.
- Some parents force children into such relationships because of the financial
- Support from the "sugar daddies".

Any two suitable answers (√√) (2 x 1 =2)

6.2 Any TWO relevant explainations: (TWO marks per explaination)

- Taking of drugs/alcohol – underage drinking is against the law.
- Indulging in irresponsible sexual behaviour – against all religious principles and values and beliefs of society.
- Sex for money - values are too materialistic and based solely on greed. Also against all religious principles and values and beliefs of society.
- Unprotected sex- causes harm to themselves and others because one can contract HIV/AIDS and other diseases.
- Sexual relationswithy a minor – against the law. (2 x 2 = 4)

6.3 Any TWO of the following examples:TWO marks(√√) per response

Any TWO of the following examples: TWO marks (√√) per response.

- Seek Help:
  - They can speak to counsellors, social workers, life orientation teachers, Peer counsellors, priest, friends for advice.
- Confront their situation:
  - Acknowledge that they can change their situation, start believing in themselves, believe that they can become independent without having to rely on the "sugar daddies" for money.
- Analyse financial situation:
  - Apply for social grants, seek assistance from NGO's and CBO's and local religious organisations.
- Acceptance of themselves:

- Respect themselves, their bodies, avoid sleeping around and be less materialistic.

- Be Goal focussed:
  - Realise that they can have a different lifestyle – believe in themselves, become career focussed, get a part-time job.
- Develop a good value system:
  - Adopt a positive lifestyle, keep good company.

**[10]**

**QUESTION 7**

7.1 Honesty / Dishonesty / Lack of honesty (√)

Any TWO relevant reasons: (ONE mark per reason)

- Dan was dishonest (embellished) in his CV by indicating that he had a Master's Degree (√)
- He continued to deceive the university and accepted awards and promotions knowing that he did not have the relevant qualifications (√) (3)

7.2 The Chancellor could have :

(√) one mark for the action taken by the Chancellor – must be appropriate

For example dismissed, fired, applied relevant policies, called a disciplinary hearing, reported or charged him etc.

(√√) two marks for explanation of action to be taken – learner must indicate

that it was a fraudulent act and it is a criminal offence. (3)

7.3 Any ONE of the following: (TWO marks for response)

- He could finish his Master's Degree.

- He could find a job relevant to his experience and qualification.
- He could pursue self employment.
- He could appeal to the university for a lower position suitable to his qualification.
- He could appeal to the university to consider his experience and recognise all that he has done so that they can give him credit for these experiences. Recognition of Prior Learning.

  Any one suitable answer (√√) (2)

7.4 Any ONE relevant reason: (TWO marks for the reason)

- If you get caught out you could be charged with fraud.
- You may deprive someone else from the job who is qualified.
- You could lose out on a good opportunity because of dishonesty.

  Any well substantiated response for two marks (√√) (2)

**[10]**

**TOTALSECTION B: 30 MARKS**

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**SECTION C**

Learners are to answer any TWO (2) questions in this section. Should the learner answer all three questions, only **the first TWO** will be marked. The remaining question should be struck out and the following abbreviation should be written "EQ" (Exceeded number of questions required).

**QUESTION 8**

ONE mark (√) for each skill and ONE mark (√) for how it will prepare learners for the workplace. FIVE study skills must be elaborated and learners must give a full explanation of how these skills are linked to the workplace.

As an employee one is able to develop the following work habits from study skills learnt at school.

- Summary writing, mind mapping, making notes – skills that one can use when preparing reports, planning tasks and projects – this will assist in managing tasks efficiently.

- Time management – you learn to be organised so that all tasks are completed on time, you also abide by working hours –starting and finishing times as well as lunch break.
- Designing a study timetable – you are able to plan a diary so that personal and work committments can be effectively met.
- Working in group / study groups – helps one in effective communication skills, team work, honesty, builds trust, accountability.
- Organisational skills – time management, how to maintain a balanced lifestyle, planning skills and discipline.
- Goal setting - self discipline, planning for the future, assess progress, aspire to achieve.
- Self-discipline - develops a good work ethic, commitment, accountability, respect.
- Presentation skills – will ensure a professional approach to your work, develops a sense of pride in your work.

Any five appropriate skills and accompanying uses 5 x 2 **[10]**

**QUESTION 9**

Any ONE example of how power is abused within the family context:
(TWO marks)

- Some women do all the household chores, work and look after the children.
- Some men do not allow women to work.
- Boys and girls/ men and women are not treated equally especially with regards to study opportunities, fields of work, sports and recreational activities.
- Domestic violence occurs mostly against women and girls.
- In some households women are not allowed to make decisions or form no part of decision-making.
- Some women are totally reliant on others for finances and are not given the opportunity to manage a budget or be financially empowered.
- The media often portray women as sexual objects.
- Women and girls are often the victims of molestation, rape and sexual

violence within families and society.

Any relevant example (√√)

Any ONE example of how power is abused within the work context: (TWO marks)

- Unequal representation in management positions
- Women are more likely to be given administrative duties or "female" duties (refreshments, making coffee, cleaning, taking of minutes)
- Women are often victims of sexual harrassment, teasing, innuendo's, mocking, flirting etc.
- Women in high level positions are not taken as seriously as men
- Women can be bullied in the work environment

Any relevant example (√√)

Any THREE ways in which women can be protected from discrimination and violence within family and societal contexts: (ONE mark per way)

The family context:

- We could break stereotypical roles within the family e.g. roles of housework/ household chores – taking care of the baby, washing dishes, cooking etc.
- Men must accept that the breadwinner could be a female.
- Men/ women and boys/ girls should be treated the same – e.g. be given the same opportunities, the same pocket money, study opportunities etc.
- Within relationships – women have the right to say no to anything makes them feel violated or unsafe.
- Both men and women should share in decision making.
- Women should be respected and protected as an equal partner in a relationship (women should be able to express her wants, needs and problems).
- Women should be given the right to report any form of abuse.
- Women have the right to choose the person with whom she wants relationship.
- Women should not be forced into unlawful sexual acts (e.g. pornography, human trafficking etc.).
- Parents should make sure that girls are protected and feel proud of their bodies.

Learners must show that all family members are to be treated equally and with dignity and respect. Marks to be given for responses that show how women and

girls can be protected from discrimination and violence within the family context. Answers should show that there should be no discrimination because of her sex or gender.
Any three relevant answers (√√√) (3)

Any THREE ways in which women can be protected from discrimination and violence within the work context: (ONE mark per way)

The work context:

- Fair labour practice – there should be equal representation in management positions, women could occupy positions that have been traditionally dominated by males.
- Working women should be supported – maternity leave, family responsibility leave/ child care etc.
- Women should be protected from sexual harassment in the workplace – this includes verbal and non-verbal harassment.
- Women's authority should be respected with regards to their status and position.

Learners must show that women in the workplace are to be treated equally and with dignity and respect. Marks to be given for responses that show how women can be protected from discrimination and violence within the work environment. Answers should show that there should be no discrimination because of her sex or gender.
Any three relevant answers (√√√) (3) **[10]**

**QUESTION 10**

Any TWO marks for discussing freedom of expression:

- Information should be imparted and received without censorship/restriction.
- The media should not be restrained in reporting the truth or giving creative expression.
- Can be an instrument of transformation.
- The media should be accountable to report responsibly.
- There should be objective reporting and analysis (not coloured by prejudice or self-interest).

- Reporting needs to reflect the values and interests that shape our South African society: openess, transparency nation-building.

Any two relevant facts (√√) (2)

Any TWO marks for discussing social responsibility of the media

- The media has a responsibility towards the public by informing and educating them on the issues affecting them.
- Acts as watchdogs for exposing errors and unlawful activities.
- Promotes nation-building / democracy.
- Promotes access to diverse opinions.
- Provides a platform for debate for a diversity of views.

Any two relevant facts (√√) (2)

Any THREE well substantiated responses: (TWO marks each)

The media tries to achieve freedom of the press and social responsibility by:

- acting as watchdogs of government and society by exposing unlawful activities.
- reporting diverse opinions.
- promoting nation-building and access to diverse viewpoints and world views e.g. reports on national events, e.g. sports events, tourism indabas,

  national competitions, etc includes informative, educational programmes
- communicating, informing and educating.
- giving political information that can influence voters.
- assessing the judiciary and reports on the courts.
- imparting information with some form of censorship/restriction to protect society – e.g. the Film and Publications Board apply age restrictions.
- providing a correction or retraction if incorrect reporting takes place.
- adhering to procedures and policies in place that ensure that reporting is accurate and responsible e.g. The Broadcasting and Complaints Commission.

(3 x 2 =6)

**[10]**

**TOTALSECTION C: 20 MARKS**

**GRAND TOTAL: 75 MARKS**