



eduresourceza.com

Downloaded from eduresourceza.com



Western Cape
Government

Western Cape Education Department

Directorate: Curriculum FET

LIFE ORIENTATION

REVISION BOOKLET 2024 TERM 3

Grade 12

This revision program is designed to assist you in revising the critical content and skills that you have covered during the 3rd term. The purpose is to prepare you to understand the key concepts and to provide you with an opportunity to establish the required standard and the application of the knowledge necessary to succeed in the examination.



Downloaded from eduresourceza.com



SECTION A (type questions)

Answer ALL the questions in this section.

QUESTION 1

- 1.1 Various options are provided as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question number (1.1.1–1.1.9), for example 1.1.11 D.

1.1.1 **A strategy to prevent lifestyle diseases may include ...**

- A helping and encouraging people to follow treatment instructions and take their medication.
- B avoiding the habits and behaviours that contribute to lifestyle diseases.
- C receiving medical treatment such as chemotherapy and radiation.
- D noticing symptoms and getting treatment early when the illness starts. (1)

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

- A controlling your blood pressure.
- B increased school performance.
- C a favourable effect on productivity levels.
- D better friendships and communication skills. (1)

1.1.3 **Which ONE of the following best describes what should be included in a job contract?**

- A The job advertisement, the company's equity process and company policies and procedures.
- B Job title, employee's role and responsibilities, lunch preferences and company policies and procedures.
- C Terms and conditions of employment, benefits and company policies and procedures.
- D The job advertisement, working hours, work ethics required of the employee and company policies and procedures. (1)

1.1.4 **The term 'organised labour' refers to ...**

- A a workers' committee elected by fellow workers.
- B an organisation that is mainly run by employers.
- C workers of the same trade belonging to a union.
- D a grouping of individual small business owners. (1)

1.1.5 **The Act that promotes the settling of labour disputes between**

employers and employees through peaceful negotiations is contained in the ...

- A Employment Equity Act (EEA), 1998 (Act 55 of 1998)
- B Labour Relations Act (LRA), 1995 (Act 66 of 1995)
- C Basic Conditions of Employment Act (BCEA), 1997 (Act 75 of 1997)
- D Occupational Health and Safety Act (OHSA), 1993 (Act 85 of 1993). (1)

1.2 Give ONE word/term for each of the following descriptions. Write only the word/term next to the question number (1.2.1–1.2.4).

- 1.2.1 Give the name of the chronic disease that affects glucose levels in the blood. (1)
- 1.2.2 The process of helping a recovering drug addict to function effectively in society. (1)
- 1.2.3 A legal term that describes the violation of a signed agreement where one party is no longer able to honour the agreement (1)

1.3 Answer the following questions by writing the answer next to the question number (1.3.1– 1.3.5). Write your answer in full sentences.

- 1.3.1 Explain why smoking of cigarettes may have a negative effect on your physical appearance. (1 x 2) (2)
- 1.3.2 Explain ONE value-added benefit of physical activities to promote your physical health and well-being. (1 x 2) (2)
- 1.3.3 Explain ONE way in which some religious and cultural practices can cause ill health. (2 x 2) (4)

1.4 Read the extract below and answer the questions that follow. Write your answers in full sentences.

**EMPLOYMENT CONTRACT AGREEMENT
IS IT LEGALLY BINDING?**

Yes, employment contract agreement are legally binding. This means that both parties are legally obligated to adhere to the terms of the contract. Breaches of the contract can lead to legal repercussions.

EasyLegalDocs

- 1.4.1 Name TWO core elements of an employment/a job contract. (2 x 1) (2)
- 1.4.2 Explain what the purpose of a employment/job contract is? Name TWO purposes. (2 x 1) (2)

SECTION A (MEMO)**QUESTION 1**

- | | | | |
|------------|-------|-------|-----|
| 1.1 | 1.1.1 | B (✓) | (1) |
| | 1.1.2 | D (✓) | (1) |
| | 1.1.3 | C (✓) | (1) |
| | 1.1.4 | C (✓) | (1) |
| | 1.1.5 | B (✓) | (1) |

- | | | | |
|------------|-------|--|-----|
| 1.2 | 1.2.1 | Diabetes/Sugar/Type 1-or Type 2-diabetes (✓) | (1) |
| | 1.2.2 | Rehabilitation/ Rehab (✓) | (1) |
| | 1.2.3 | Breach of contract (✓) | (1) |

- 1.3 1.3.1 Explain why smoking of cigarettes may have a negative effect on your physical appearance.**

Marks should be awarded as follows:

TWO marks (✓✓) for ONE well-explained response.

Smoking may ...

- result in a lack of oxygen in the blood vessels (✓) which could cause... (any one of the following qualifiers) (✓)
 - discoloration of the skin.
 - uneven skin tone/spots on the skin.
 - bad breath.
 - yellow eyes.
 - stains on nails/fingers.
 - damages to/dyscoloration (✓) of gums and teeth. (✓)
- lead to a high concentration of chemicals in the body (✓) which may cause...(any one of the following qualifiers) (✓)
 - sagging/losing elasticity of the skin.
 - deeper wrinkles on the face.
- disrupt the natural process of hair growth (✓) which may result in hair thinning/loss/baldness in some people. (✓)
- cause a drop in appetite (✓) which may result in unnatural weight loss. (✓)
- Any ONE of the above responses for TWO marks. (1 x 2) (2)

- 1.3.2 Explain ONE value-added benefit of physical activities to promote your physical health and well-being.**

Marks should be awarded as follows:

TWO marks (✓✓) for a well-explained response.

Value-added benefits of physical activity could promote your physical health and well-being in that it may...

- strengthen your immune system, (✓) thereby preventing illnesses such as colds, flu, any other possible viral infections, etc. (✓)
- help you to control your weight (✓) which could prevent illnesses that may result from being overweight. (✓)
- promote your brain health (✓) thereby enhancing your overall brain function. (✓)
- improve your sleep patterns (✓) which may ensure that you have more energy. (✓)
- develop your muscle strength/functions of your joints/build stronger bone structure/improve your flexibility, (✓) which may help in reducing ailments related to these bodily functions. (✓)
- improve your cardiovascular fitness, (✓) thereby ensuring healthier heart related conditions. (✓)
- Any ONE of the above responses for TWO marks. (1 x 2) (2)

1.3.3 Explain TWO ways in which some religious and cultural practices can ill-health.

Marks should be awarded as follows;

TWO marks (✓✓) for each well-explained responses.

Possible answers could be:

- Some cultures/religions may discourage people from seeking medical help/going to the doctor/taking medication/having blood transfusions/getting organ transplants/donating organs, etc. (✓) what to serious can lead to illness/death. (✓)
- Some people who strongly believe that only God can heal them can make, may prevent them from seeking medical help/medical refuse help (✓) which may cause them not to receive medical treatment in time receive and this may result in them getting sicker/may die. (✓)
- Unhealthy initiation ceremonies done by some religions/cultures becomes (✓) may cause serious infection/death. (✓)
- Some religions/cultures suggest alternative

medications/rates/potions that do not has not been scientifically tested (✓) and it may interfere with Western medicine practices/professional medical treatment that can cause disease/death cause (✓)

- Certain religious/cultural practices prohibit the use of condoms (✓) which may cause people to contract sexually transmitted infections. (✓)
- Some baptism rituals in unsafe rivers may cause people to going under water for a long time and drown (✓) which leads to serious injuries/brain damage/can lead to death (✓)
- Corrupt faith healers may convince people to seek medical treatment refuse (✓) which could cause them to die or get sick. (✓)
- Some religions are against abortion (even though it is legal in South Africa) (✓) and this can lead to unnecessary stress to raise an unplanned/unwanted child to make. (✓)
- In some cultures, a sick person may prefer to see a sangoma/traditionalist first to visit a doctor (✓) and consequently delay the period to seek medical care for a get sick (✓)
- In some African cultures, male relatives may be expected to re-marrying (✓) /living with a widow of a family member (✓)/ this can contribute to increase the risk of sexually transmitted diseases. (✓)
- Any other TWO relevant, answers for TWO marks each. (2 x 2) (4)

1.4 1.4.1 Name ONE core element of an employment/a job contract.

Marks should be awarded as follows:

One mark (✓) for TWO ell-explained response.

Some of the essential elements of an employment/a job contract:

- Names and address of all parties who are involved. (✓)
- Business description. (✓)
- Clearly defined role and job position. (✓)
- Work hours/ duration of schedule and length of job. (✓)
- Company protection and/or specific requirements. (✓)
- Compensation, Pay, and benefits. (✓)
- Any of the above responses for ONE mark. (2 x 1) (2)

1.4.2 **Explain what the purpose of a job contract is? Name TWO purposes.**

Marks should be awarded as follows:

ONE marks (✓) each for a well-explained response.

- An employment contract regulates the terms and conditions of employment between the employer and the employee. (✓)
- It includes information on what the employer will provide. (✓)
- Specifies what the employee is entitled to in relation to company policy. (✓)
- Benefits and labour legislation for the specific work performed. (✓)
- Any TWO of the above responses for ONE mark. (2 x 1) (2)

TOTAL: [20]

SECTION B

Answer ALL the questions in this section. Write your answers in full sentences.

NB: In the **NSC Exam** there are only **TWO questions** in this section **WHICH IS COMPULSARY**, but for preparation for the exam, there are more **QUESTIONS in this activity**)

QUESTION 2

Read the scenario below and answer the questions that follow.

TO HIRE OR NOT TO HIRE YOUNG PEOPLE?

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

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

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

[Adapted from <http://www.hiringyoungemployees.com>. Accessed on 20 May 2021.]

- 2.1 Define the term labour laws. (1 x 2) (2)
- 2.2 Differentiate between the principles of equity and redress in the workplace. (1 x 2) (2)
- 2.3 Explain the importance of a job contract for any young worker. (1 x 2) (2)
- 2.4 Discuss TWO benefits that you think a company may gain from employing more young people. (2 x 2) (4)
- 2.5 What, do you think, may be the advantages for companies that are keen to employ people from disadvantaged groups? (2 x 2) (4)
- 2.6 How could you, as a young worker, ensure that your rights in the workplace are not violated? In EACH answer, also indicate how this

may further ensure that your work performance is not negatively affected.

(2 x 3) (6)

[20]

QUESTION 3

Read the extract below and answer the questions that follow.

SOUTH AFRICA – POOREST WORKER-EMPLOYER RELATIONS RESULTING IN WIDESPREAD STRIKE ACTIONS

According to the World Economic Forum, South Africa has the worst worker-employer relations in the world. This is often caused by disagreements between workers and employers, eventually resulting in widespread strike actions in the country.

It is therefore important, especially for young workers, to have thorough knowledge of the South African labour laws in terms of worker-employer relations in the workplace. Young workers need to familiarise themselves with the role of trade unions in dealing with worker-employer relations.

Trade unions also have an important role to play in organising and monitoring lawful strike actions, in order to assist workers in achieving a more positive outcome after numerous unsuccessful engagements with employers. Even though strike actions may be legal, it could involve possible consequences; therefore, the decision to participate remains an individual's choice and their rights in this regard should not be violated by those participating in these strike actions.

For South Africa to improve this poor image as highlighted in the World Economic Forum report, both workers and employers should take responsibility to improve their relationships in the workplace.

[Adapted from www.stellenboschbusiness.co.za. Accessed on 14/03/2023.]

- 3.1 State TWO possible factors that may lead to disagreements between workers and employers in the workplace. (2 x 1) (2)
- 3.2 Describe ONE benefit for young workers who may have knowledge of labour laws. (1 x 2) (2)
- 3.3 Explain ONE way in which trade unions could help prevent unlawful activities during strike actions. (1 x 2) (2)
- 3.4 Discuss TWO ways in which the rights of workers, who choose not to strike, may be violated by those participating in strike actions. (2 x 2) (4)
- 3.5 Assess TWO consequences that workers may have to consider when

choosing to participate in strike actions.

(2 x 2) (4)

3.6 How could worker-employer relations be improved in the workplace?

In EACH answer, also indicate how this may benefit worker-employer relations.

(2 x 3) (6)

[20]

QUESTION 4

Read the scenario below and answer the questions that follow.

'SELF-CENTRED' WORK ETHICS HINDER YOUNG EMPLOYEES

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

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

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

[Adapted from Career Consultant by Andrea Kay]

- 4.1 State ONE principle of work ethic and briefly explain how the contract worker in the scenario above did not honour it. (1 + 2) (3)
- 4.2 Refer to the worker's words, 'My trade union will protect me'. Explain how the trade union could intervene in this case. (1 x 2) (2)
- 4.3 Describe ONE communication skill that is important in building a positive relationship between an employer and a worker. (2 x 2) (4)
- 4.4 Give ONE example of good work ethics and discuss how the practice of these work ethics by an employee can benefit a company. (1 x 3) (3)
- 4.5 Evaluate how the job contract protects the interests and rights of the employer in the scenario above. (2 x 2) (4)
- 4.6 Advise the young worker on how he could have handled the situation differently instead of making excuses for not completing his work. (2 x 2) (4)

[20]**SECTION B (MEMO)**

1. In this section, candidates' answers must be written in full sentences as far as possible. Hence, within a 3- or 4-mark question, candidates could and should be awarded 4, 3, 2 and 1 or a 0 (zero) depending on the level of answers given.
2. It must be noted that in each category of the candidates' efforts, a distinction must be made between excellent, good, satisfactory and poor responses.

QUESTION 2**2.1 Define the term labour laws.****Marks should be awarded as follows:**

TWO marks (✓✓) for a well-explained response.

Definition:

Labour laws may refer to ...

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

Any ONE of the above responses for TWO marks.

(1 x 2) (2)

2.2 Differentiate between the principles of equity and redress in the work place.

Marks should be awarded as follows:

TWO marks (✓✓) for a well-explained response.

Possible answers could include:

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

Any ONE of the above responses for TWO marks.

(1 x 2) (2)

2.3 Explain the importance of a job contract for any young worker.

Marks should be awarded as follow:

TWO marks (✓✓) for a well-explained response.

It may enable young workers to know the ...

- type/nature of work/duties to be performed (✓) so that they may be certain of what is precisely required from them. (✓)
- number of working days/hours they have to work for at a particular period (✓) so that they may know what they are expected to be paid if normal working hours are exceeded. (✓)
- expected level of work to be performed (✓) so that they may be assessed accordingly. (✓)
- benefits/salary/remuneration/leave/holidays, etc. that they are entitled to (✓) so that they do not expect what is not provided for in the contract. (✓)
- applicable procedures to be followed when they have grievances (✓) so that they may know how to address the issue. (✓)
- required working conditions according to the labour law (✓) so that they may avoid being subjected to unhealthy/dangerous working environments. (✓)

It may enable young workers to know...

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

Any ONE of the above responses for TWO marks.

(1 x 2) (2)

2.4 Discuss TWO benefits that you think a company may gain from employing more young people.

Marks should be awarded as follows:

TWO marks (✓✓) for each well-explained response.

The company could ...

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

Any TWO of the above responses for TWO marks each.

(2 x 2) (4)

2.5 What do you think the advantages may be for companies that are keen to employ people from disadvantaged groups?

Marks should be awarded as follows:

TWO marks (✓✓) for each well-explained response.

Companies could/may ...

- become change agents in uplifting people from poorer communities (✓) as part of their social responsibility. (✓)
- be encouraged to promote a more diverse work force (✓) which may enable them to cater for the needs of the different groups in society. (✓)
- benefit from the different perspectives/views/needs that the different groups of employees may bring (✓) to determine the real/actual nature of products/services that the different groups in society may require. (✓)
- gain a wider pool of potential skills/knowledge that these groups may offer (✓) and that could address the shortages of important/scarcely skills/knowledge in the company. (✓)
- then easily comply with the requirements of the Employment Equity Act (EEA), 1998 (Act 55 of 1998 (✓) and that could save the company money that would otherwise be spent towards penalties for non-compliance. (✓)
- earn a good reputation in communities (✓) which may make them more appealing to clients across society. (✓)

Any TWO of the above responses for TWO marks each. (2 x 2) (4)

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

Marks should be awarded as follows:

THREE marks (✓✓✓) for each well-explained response.

Possible answers could include:

- Know and understand your rights (✓) so that you may be able to detect when your rights are violated/it may empower you to address any form of violation immediately (✓) and in this way, you may avoid any feelings of insecurities/uncertainties that may cloud your focus on your work. (✓)
- Consistently use your rights when you interact with others in the workplace (✓) as that may show possible violators that you will not accept any form of violation (✓) and in this way you may avoid wasting valuable working hours dealing with labour relation issues. (✓)

- Coach the violator about the importance of respecting other peoples' rights in the workplace (✓) which may assist the violator to understand the devastating effects of such behaviour (✓) and that could bring about healthier working relations, enabling you to concentrate on your work. (✓)
- Do not give in to persistent acts of violation of your rights (✓) since it may show them that you are serious about demanding your rights to be respected (✓) and this may allow you to work effectively without fear of possible violation. (✓)
- Immediately complain to the relevant authorities/expose the culprits (✓) for him/her to be dealt with/taught a lesson/so that it may prevent you from being violated over and over again (✓) and this may promote an emotionally safe work environment. (✓)
- Never get involved in any form of corruption/bribery at work (✓) which may prevent you from being violated by the same people who collaborated with you in these unethical acts (✓) and this may help you to function optimally without the constant worry/concern about your integrity being forever questioned. (✓)
- You should sign a job contract (✓) so that your employer/manager/supervisor/co-workers may not expect you to do work that does not reflect in your job description (✓) and this may enable you to do your own work effectively/prevent you from neglecting your own work. (✓)
- Always respect the rights of everyone in the work place (✓) in order for them to respect your rights in turn (✓) and this may enable you to perform your work in a supportive environment. (✓)
- Ensure that you join a trade union (✓) so that it may show others that you have protection from any form of violation in the work place/deter others from attempting to violate your rights (✓) and this may make you feel secure in your working environment. (✓)

Any TWO of the above responses for THREE marks each. (2 x 3) (6)

[20]

QUESTION 3**3.1 State TWO possible factors that may lead to disagreements between workers and employers in the work place.**

Marks should be awarded as follows:

ONE mark (✓) for each response.

Possible responses could include:

- Workers may not be happy with working conditions. (✓)
- Unresolved grievances. (✓)
- The employer may fail to meet the wage demands of the workers. (✓)
- A certain group of workers may feel discriminated against by the employer. (✓)
- The employer/workers may act in contravention of the job contract. (✓)
- There may be no open channels of communication between the employer and the workers. (✓)
- The employer may fail to create opportunities for career growth/ advancement in the work place. (✓)
- There may be a lack of trust between the workers and the employer. (✓)
- Any TWO of the above responses for ONE mark each. (2 x 1) (2)

3.2 Describe ONE benefit for young workers who may have knowledge of labour laws.

Marks should be awarded as follows:

TWO marks (✓✓) for a well-explained response.

They would...

- then be more aware of their rights (✓) which may protect them from employers who may abuse them. (✓)
- know if the company's policies may be in contravention with

- labour laws, (✓) enabling them to hold the employer accountable for not adhering to these laws. (✓)
- be able to distinguish between fair and unfair labour practices in the work place (✓) which may empower them to defend their rights. (✓)
- understand the terms and conditions of their job contract (✓) which may enable them to make informed decisions about employment agreements. (✓)
- be familiar with the procedures to follow should their rights be violated (✓) thereby ensuring that they use the correct channels in reporting the violation. (✓)
- ensure that the organisation meets the expected standards of the workers, (✓) ensuring that there may be improvement in the operations of the organisation. (✓)
- be able to identify unsafe working conditions (✓) which may assist them in taking appropriate action to report hazards/unsafe practices to the relevant authorities. (✓)
- have knowledge of laws regarding disputes (✓) and may therefore be able to take appropriate legal action. (✓)
- be able to guide/advise fellow workers on labour relation issues (✓) thereby also empowering them in this regard. (✓)
- be able to recognise instances of discrimination, (✓) ensuring that these may be addressed, to create a more inclusive work environment. (✓)
- Any ONE of the above responses for TWO marks. (1 x 2) (2)

3.3 Explain ONE way in which trade unions could help prevent unlawful activities during strike actions.

Marks should be awarded as follow:

TWO marks (✓✓) for a well-explained response.

Trade union leadership could...

- ensure that the protest is well planned (✓) so that there is a structure in place to be followed. (✓)
- hold regular seminars/meetings for members (✓) where they are made aware of the consequences of illegal/criminal activities during strikes. (✓)
- create social media groups (✓) as a platform where members may be reminded of the expected conduct during protest actions /be informed of any unexpected actions that could lead to any unlawful behaviour during strikes. (✓)
- work with law enforcement personnel during protest actions (✓) by identifying people who may be displaying unacceptable behaviour. (✓)

On the day of the protest...

- protestors could be constantly reminded of the purpose/aim of the strike action (✓) to help prevent any unruly behaviour. (✓)
- trade union leaders could be assigned to different hotspots (✓) to help control the crowd/give directives. (✓)
- Any ONE of the above responses for TWO marks. (1 x 2) (2)

3.4 Discuss TWO ways in which the rights of workers, who choose not to strike, may be violated by those participating in strike actions.

Marks should be awarded as follows:

TWO marks (✓✓) for each well-explained response.

They may be ...

- forced to participate in the strike (✓) thereby denying/depriving them of their right to freedom of choice. (✓)
- forcefully removed from the work premises (✓) which may compromise their right to be in/safe in the work place. (✓)
- intimidated/threatened by those participating in the strike to not speak out (✓) which may violate their right to freedom of expression. (✓)
- labelled as cowards/snitches/informers (✓) and this may taint/blemish their character/reputation for doing the right thing. (✓)
- targeted outside the workplace/in their communities (✓) which may put their safety at risk. (✓)

They may...

- feel compelled to be an accomplice to unlawful actions that may arise (✓) thus putting them at risk of being harmed/unfairly arrested. (✓)
- Any TWO of the above responses for TWO marks each. (2 x 2) (4)

3.5 Assess TWO consequences that workers may have to consider when choosing to participate in strike actions.

Marks should be awarded as follows:

TWO marks (✓✓) for each well-explained response.

Possible responses could include:

- Their participation in the strike may strain their relationship with their employer (✓) which may be difficult to restore once the strike is over. (✓)
- There may be increased workloads for co-workers due to the absence of their striking colleagues (✓) and this may create long-lasting animosity/division among workers in the work place. (✓)
- Their employer may have to consider reducing salaries, (✓)

resulting in them no longer being able to meet their living expenses. (✓)

- The strike may not yield the desired outcome (✓) which may lead to workers having to compromise/accept alternative solutions that may not fully address their concerns. (✓)
- They may be at risk of losing their jobs/being retrenched (✓) thereby putting them in unnecessary financial difficulty. (✓)
- The strike may have a negative impact on the economy of the country (✓) which may further increase the unemployment rate in the country. (✓)
- They may lose some of the benefits in their employment package (✓) which may negatively impact on their living standards. (✓)
- The employer may fail to sustain customer-business relations/ offer supply of goods/services (✓) thereby putting the business at risk of closing down. (✓)
- Workers may have to consider that they may not receive their regular wages during the strike period, (✓) and not having alternative sources of income, may place financial strain on them and their families. (✓)
- Any TWO of the above responses for TWO marks each. (2 x 2) (4)

3.6 How could worker-employer relations be improved in the work place? In EACH answer, also indicate how this may benefit worker-employer relations.

Marks should be awarded as follows:

THREE marks (✓✓✓) for each well-explained response.

Possible answers could include:

- Having an open-door policy/being open to discussions on any matter that may be important to both workers and employers (✓) may make both parties to feel free in engaging on any subject at hand, (✓) leading to a better understanding between workers and employers. (✓)
- Regarding/seeing/viewing differences as an opportunity for collaboration, (✓) may encourage constructive/healthy debates between workers and employers (✓) which may promote overall teamwork in the work place.
- Creating an environment that allows all stakeholders to participate in decision-making processes (✓) may ensure that everyone is working towards a common goal (✓) and this may foster a positive morale among workers and employers. (✓)
- Staying professional at all times (✓) may make workers and employers feel valued/respected (✓) thereby sustaining overall

healthy relationships in the work place. (✓)

If employers would...

- show trust in their workers (✓) they may be able to work more independently, (✓) creating a more favourable work environment for all. (✓)
- keep all parties up to date with any possible changes in the system/organization, (✓) it may be easier for the affected parties to accept/adapt to the changes (✓) thereby preventing conflict/disagreements between workers and employers. (✓)
- Any TWO of the above responses for THREE marks each. (2 x 3) (6)

[20]

QUESTION 4

4.1 State ONE principle of work ethic and briefly explain how the contract worker in the scenario did not honour it.

Marks should be awarded as follows:

ONE mark (✓) for the principle and TWO marks (✓✓) for ONE well-explained response.

Possible answers could be to:

- Punctuality; (✓) it is expected of the worker to meet deadlines (✓) but the worker did not comply/complete a project that was due the previous day. (✓)
- Responsibility; (✓) one has to fulfill one's duty and take responsibility for one's actions (✓) but the worker did not fulfill his duty. (✓)
- Organisation/time management; (✓) it is expected of one to manage time and prioritise work (✓) but the worker did not fulfil his duty. (✓)
- Reliability/Dependability; (✓) a worker should be trusted to do or provide what is needed (✓) but the worker could not be relied upon. (✓)
- Productivity; (✓) one must be able to show what one done for the time allocated to to a project (✓) but the worker was unable to do so. (✓)
- Attitude/respect/professionalism; (✓) one must have a positive attitude towards one's job and employer. In this scenario the worker's attitude toward was self-centred/challenging towards his employer. (✓)
- Adaptability/Flexibility; (✓) one should be able to balance work and personal life. (✓) The worker could not adapt to the demands of the demands of his job and personal life. (✓)

- Subordination/Subservience; (✓) it is expected of an employee to obey instructions. (✓) In this case the employee showed a bad attitude by speaking in the manner that he did to his employer, e.g. 'it's just not convenient ...' (✓)
- Any other relevant response for THREE points (✓✓✓) (1 + 2) (3)

4.2 Refer to the worker's words, 'My trade union will protect me' and explain how the union in this case would intervene in this case.

NOTE to the teacher:

The role of the trade union in this question is limited to the scenario.

Marks should be awarded as follows:

TWO marks (✓✓) for ONE well-explained response.

Possible answers:

The trade union can

- represent the worker in a disciplinary hearing (✓) against unfair dismissal/labour practices/discrimination/abuse, but not protect him in his wrongdoing. (✓)
- act as a mediator to solve the problems (✓) and listen to both sides. (✓)
- defend him if he has good grounds for a dispute (✓) by mitigating his case. (✓)
- plead for leniency based on procedural grounds (✓) that relates to employees being given training to develop new skills and knowledge to execute duties effectively. (✓)
- Any other relevant response for TWO marks. (1 x 2) (2)

4.3 Describe ONE communication skill that is important in building a positive relationship between an employer and a worker.

Points must be awarded as follows:

TWO marks (✓✓) each for TWO well-explained response.

Possible answers could be:

- Listen with empathy (✓) in order to take others' feelings, needs and concerns into consideration. (✓)
- Listen carefully/paying attention/showing interest (✓) in order to show your acknowledgment of other. (✓)
- Using positive body language (✓) in order to make the other person can feel valued. (✓)
- Avoid interrupting others (✓) in order to allow others to express themselves. (✓)
- Avoid laughing and teasing people when they share their feelings and opinions (✓) in order to show your respect and

- validation of others. (✓)
- Clearly and appropriately expressing your own views/feelings/ beliefs or attitudes (✓) so that the other person can understand your viewpoint. (✓)
- Respecting the feelings/beliefs or attitudes of others (✓) so that others can feel included and considered. (✓)
- Use 'I-messages' (✓) in order to avoid blame shifting/judging others. (✓)
- Communicating on a human level (✓) as relationships are more important than beliefs. (✓)
- Checking your attitudes and values (✓) in order to allow to express themselves. (✓)
- Checking the assumptions/intentions or feelings of oneself and others (✓) so that misunderstandings can be avoided. (✓)
- Any other relevant response for TWO marks. (2 x 2) (4)

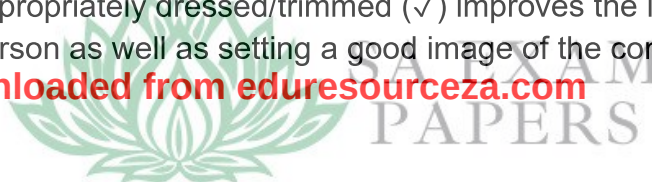
4.4 Give ONE example of good work ethics and discuss how the practice of these work ethics by an employee can benefit a company.

Points must be awarded as follows:

THREE marks each (✓✓✓) for ONE well-explained response.

Possible answers.

- When good communication is practiced (✓) conflict can be avoided/resolved (✓) and thus creating a pleasant working environment. (✓)
- Honesty/ not taking or using what is not theirs for personal gain (✓) it discourages crime and corruption (✓) thus favor and affirm the company's good reputation. (✓)
- Positive attitude, where he/she is optimistic and willing to share responsibility (✓) and thus create a pleasant working environment (✓) in which productivity improve the workplace. (✓)
- Good interpersonal skills (✓) reduce the possibility of conflict (✓) and create an atmosphere of mutual respect and understanding. (✓)
- Punctuality (✓) to get to work/meetings on time sets a good example for others (✓) and encourage other colleagues to be punctual as well. (✓)
- Responsibility (✓) the company will be managed efficiently (✓) and this will reflect a positive image of the company. (✓)
- Mentoring/Sharing of their skills and knowledge with others (✓) will improve their effectiveness at work (✓) and encourage them to work more effectively. (✓)
- Appropriately dressed/trimmed (✓) improves the image of the person as well as setting a good image of the company (✓) and



- thus improve the public image of the company. (✓)
- Loyalty (✓) builds trust between colleagues/customers (✓) encourages a spirit of honesty (✓) and thus create a healthy and lasting relationships between workers/clients. (✓)
 - Ability to work independently (✓) develops professionals with confidence (✓) who inspire others to be productive in the workplace. (✓)
 - Ability to be flexible shows that he/she is willing to do work that is not necessarily part of his/her job description (✓) and may result in others also willing to do the same, (✓) and thus improve the effectiveness of the company. (✓)
 - Ability to work in a team, encourages cooperation between people with different skills and intellectual abilities (✓) which will result in effective decision-making (✓) and have mutual agreement and understanding to reach the goals of the company. (✓)

Or any other relevant response for THREE marks. (1 x 3) (3)

4.5 Evaluate how the job contract protect the interests and rights of the EMPLOYER in the scenario.

NOTE TO teacher:

NO marks should be awarded if the learner follows the core elements of the employment contract or refer to the worker himself.

THE FOCUS IS ON THE RIGHTS OF THE EMPLOYER AND NOT THE EMPLOYEE.

Marks should be awarded as follows:

TWO marks each (✓✓) for TWO well-explained responses.

Possible answers could be:

- The job contract clearly states the duties of the worker (✓) therefore the employer is within his rights to insist the work is done as the job contract stipulates. (✓)
- The worker is bound to perform his/her stipulated duties without any valid excuses (✓) therefore the employer can give a warning or dismiss the worker. (✓)
- Workers have duties and responsibilities towards their employers as set out in the job contract (✓) therefore the employer can take disciplinary actions even though the worker belongs to a trade union. (✓)
- Workers should obey all lawful and reasonable instructions from their employers (✓) otherwise the worker is in breach of the job contract. (✓)
- Any other relevant response for TWO marks. (2 x 2) (4)

4.6 Advise the young worker on how he could have handled the situation differently instead of making excuses for not completing his work.

Marks should be awarded as follows:

TWO marks each (✓✓) for TWO well-explained responses.

Possible answers could be:

The young worker could have...

- spoken to the employer about extending deadlines (✓) so that the employer could have been aware of possible delays. (✓)
- informed the employer about any challenges which might have prevented him from reaching the deadline (✓) so that the employer could have taken preventative measures. (✓)
- put in extra work time before the deadline (✓) to show his commitment/dedication to get the job done. (✓)
- asked his colleagues for help to complete the work/advise on how to cope with workplace demands (✓) to show that he is willing to learn from others. (✓)
- approached someone he trusted/asked for a mentor to share his concerns about not coping with his workload (✓) thereby showing that he aimed to find a healthy balance between work and personal demands. (✓)
- requested support/development/training/retraining from the human resource department/supervisor/manager (✓) so that he would have been capacitated/empowered to fulfil his duties effectively. (✓)
- asked to be included in an employee wellness programme (✓) to help him deal/cope with his personal issues. (✓)
- Any other relevant response for TWO marks. (2 x 2) (4)

[20]

TOTAL: [40]

SECTION C (type questions)

Answer any **TWO** questions in this **SECTION**.

Your responses must consist of paragraphs. Marks will only be allowed for responses written in full sentences.

(**NB**: In the **NSC Exam** there are only **THREE** questions in this section, but for preparation for the exam, there are **more QUESTIONS in this activity**)

QUESTION 5

Read the extract below and answer the questions that follow.

THE DEVASTATION OF CRISES AND DISASTERS

The unforeseen devastation caused by global crises and disasters, such as the Covid-19 pandemic and HIV/Aids and has taken a significant toll on people across the world. The rapid spread of such diseases causes global health crises, which impact severely on the livelihood¹ of people.

Glossary:

¹livelihood: income, employment, businesses and jobs

[Adapted from <https://www.medicalnewstoday.com>, Accessed on 29 January 2021]

Write paragraphs on **crises and disasters**.

Use the following as a guideline:

- State FOUR benefits for a person who detects a disease early enough. (4 x 1) (4)
- Analyse the negative effect of people's personal views about infectious diseases on the health and safety of people. (2 x 4) (8)
- Evaluate the impact of a crisis, such as the global Covid-19 pandemic, on the current trends in the job market. (2 x 4) (8)

[20]

QUESTION 6

Read the extract below and answer the questions that follow.

THE EVER-EXISTING PREJUDICES ABOUT PSYCHOLOGICAL HEALTH

Eighteen-year old Tulika posed the following questions: 'Why do we treat psychological health as if it is no big deal? Why do we say to a person in grief that they are just overreacting? Could this tendency be a major contributing factor to the destructive behaviour of young people that we are all so concerned about? Isn't it time to accept that psychological/mental health is as important as physical health?'

[Adapted from [https:// www.medicalnewstoday.com](https://www.medicalnewstoday.com). Accessed on 20 February 2021.]

Write paragraphs on **human factors causing ill-health**.

Use the following as a guideline:

- Give FOUR factors that could possibly cause people to develop psychological problems throughout life. (4 x 1) (4)
- Analyse TWO ways in which poor psychological health could contribute to the destructive behaviour of many young people. (2 x 4) (8)
- Discuss in detail why you think psychological health is often treated with prejudice rather than understanding. (2 x 4) (8)

[20]

QUESTION 7

Study the extract below and answer the questions that follow.

FINDING MEANING IN WORK

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

[Adapted from <https://sloanreview.mit.edu/article/what-makes-work-meaningful-or-meaningless>. Accessed on 3 December 2020.]

Write paragraphs on the value of work and work ethics.

Use the following as a guideline.

- State FOUR ways in which work could give you a sense of purpose in life. (4 x 1) (4)
- Analyse why it is necessary for all workers to follow the required ethical behaviour in the workplace. (2 x 4) (8)
- Critically discuss the importance of understanding your core values to ensure that you find meaning in your work. (2 x 4) (8)

[20]

QUESTION 8

Study the extract below and answer the questions that follow.

DISABLED WORKER TAKES ON EMPLOYER OVER DISMISSAL Labour Laws A 33-year-old disabled full-time worker was dismissed after having worked for more than four years in a rehabilitation unit for disabled patients. She took her employer to the labour court, accused them of acting against labour legislation. She was informed that there were 'concerns' about her ability to care for patients and was given her final pay cheque on the same day. The employer argued that her dismissal was fair, that they are inclusive and always act in the best interest of all their workers according to the company's values, vision and purpose. [Adapted from https://www.medicalbrief.co.za/. Accessed 10 September 2020.]
--

Write paragraphs on **labour laws**.

Use the following as a guideline.

- Identify the relevant Labour Law that applies to the scenario above and give THREE possible reasons why the dismissal could be regarded unfair. (4 x 1) (4)
- Discuss FOUR possible reasons why a worker could be fairly dismissed. (2 x 4) (8)
- Recommend TWO ways in which disabled people, like the worker in the scenario above, could protect themselves from unfair dismissal. In EACH answers, also indicate how EACH way could help to promote inclusivity of disabled persons in the workplace. (2 x 4) (8)

[20]

SECTION C (MEMO)

1. Candidates must answer any TWO (2) questions in this section. Should the candidate 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 '**ENQR**' (Exceeded number of questions required).
2. Candidates' answers must be in PARAGRAPHS. **Marks will only be awarded for answers that are written in full sentences.**

QUESTION 5**NOTE TO TEACHER:**

- In this question, candidates' answers must be written in full sentences as far as possible. Hence, within the 4-mark question, candidates could and should be awarded 4, 3, 2 and 1 or a 0 (zero) depending on the level of answers given.
- To be awarded the full FOUR marks, candidates must give a statement, (✓) elaborate on the statement, (✓) qualify (✓) and give an outcome. (✓)

Mention FOUR benefits for a person who detects a disease early enough.

Marks should be awarded as follows:

ONE mark (✓) for each response.

Possible answers could include:

- The chances for someone making a full recovery is better. (✓)
- Unnecessary death/fatalities may be prevented/the odds of surviving are greater. (✓)
- Treatment could be more effective. (✓)
- A person's quality of life may not be affected as severely. (✓)
- Restoring/maintaining good health may not be so costly. (✓)
- The condition could be managed/controlled instead of worsening. (✓)
- Appropriate lifestyle interventions could be done, leading to a longer, healthier life. (✓)
- Harm to other organs in the body may be prevented/your overall health may be protected. (✓)
- It may prevent a disease from fully developing. (✓)
- The chances of a long-term cure are much better than if the disease has progressed. (✓)
- Any FOUR of the above responses for ONE mark each. (4 x 1) (4)

Analyse the negative effect of people's personal views about infectious diseases on the health and safety of people.

Marks should be awarded as follows:

FOUR marks (✓✓✓✓) for each well-explained response.

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

If people should...

- form their own theories about the disease/virus (✓) it may influence others to believe those opinions (✓) which may lead to the spread of fake news (✓) and this may cause confusion among people about whether they should comply with safety regulations or not. (✓)
- misuse what may seem to be normal social and economic activity (✓) and become complacent with the crisis situation (✓) it may cause them to engage carelessly with others (✓) and this may put themselves and others at a higher risk of contracting the disease/virus. (✓)
- choose to deny the reality of such a disease (✓) as their own way of coping with such a health crisis (✓) it may make them to ignore the devastating effects of such a disease (✓) and this may cause them to unintentionally spread the disease/ virus.(✓)
- argue that it is their right to not disclose their health status, (✓) knowing well that they may infect others (✓) they may thereby only consider their own interest (✓) and this may deprive others of their right to be safe and stay healthy. (✓)
- prefer to not trust the scientific evidence of how the disease/virus is contracted/spread (✓) they may believe that the disease is merely a political conspiracy (✓) and they may then refuse to comply with compulsory safety precautions (✓) leading them to disregard the seriousness of the disease. (✓)
- put their faith entirely in religious/traditional practices (✓) they may believe that they will not contract the disease/virus by doing so (✓) which may cause them to not trust in any other form of prevention/treatment (✓) and this may lead to unnecessary illness/untimely deaths. (✓)
- Any TWO of the above responses for FOUR marks each. (2 x 4) (8)

Evaluate the impact of a crisis such as the global COVID-19 pandemic on the current trends in the job market.

Marks should be awarded as follows:

FOUR marks (✓✓✓✓) for each well-explained response.

NOTE: To be awarded the full FOUR marks for the EVALUATION, candidates must give a statement, (✓) qualify the statement, (✓) give a

second statement, (✓) qualify the second statement. (✓)

Possible answers could include:

- There has been an extreme downturn in economic activity as a result of this global crisis (✓) which had an even more severe impact on youth employment possibilities; (✓) however, this situation has created an opportunity for many young people to become entrepreneurs/to come up with innovative entrepreneurial ideas (✓) which eventually has become long-term/sustainable employment options for many of them. (✓)
- The economic restrictions that the global pandemic brought about has caused a massive decline in work-based learning opportunities (✓) which has amplified the difficulties that young jobseekers already experienced prior to the pandemic; (✓) however, many virtual platforms have since been created (✓) affording people alternative access to different learning opportunities. (✓)
- An even greater percentage of young people now have to compete for one job (✓) which has mainly advantaged the best skilled young workers; (✓) thus forcing others to identify/acknowledge their shortcomings, (✓) resulting in opportunities for them to gain new skills to survive in the current job-hunting climate. (✓)
- Many people lost their jobs/had to take a cut in salary/had a disruption in their careers (✓) which means that they now have to compete with a new cohort joining the labour force; (✓) spurring many people to unlock other talents/entrepreneurial skills (✓) opening up a completely new working world to them. (✓)
- There has been a shift in job skills demands, (✓) forcing many workers to rapidly adapt and learn new technological skills; (✓) resulting in a higher demand for technical courses/online crash courses in technology (✓) so that people could meet the demands of remote working at a national/international level. (✓)
- Many companies had to change their business strategies in order to survive in this recession period (✓) to stay relevant in this sudden changing business environment; (✓) resulting in them having to come up with innovative ways to market their business (✓) thereby creating new job opportunities for others. (✓)
- Face to face recruitment processes could no longer be done because of international lockdown regulations (✓) which caused serious delays in people being appointed to available positions; (✓) in turn, companies had to adapt to online recruitment processes/virtual platforms (✓) which has become an easier/faster way to connect with candidates/retrieve any necessary documentation/information from candidates. (✓)
- Most companies had to work from home (✓) so that they could still



deliver services/keep their clientele/make business; (✓) however, working from home has caused some workers to feel isolated (✓) as they no longer have colleagues around them to depend on for assistance. (✓)

- Many companies have retrenched workers (✓) since they realized that the company could do without people in certain positions; (✓) whereas other companies have used this situation as an opportunity to monitor/evaluate the work of employees more closely (✓) thereby holding more people accountable for their productivity/deliverables. (✓)
- Many people, especially those who were mainly office based, had to adapt to working from home (✓) forcing them to learn new ways of working and managing their household responsibilities at the same time (✓) (any one of the following)...
- resulting in some people appreciating it as an opportunity to spend more time with their families (✓) thereby preferring to work as digital nomads. (✓)
- resulting in others missing the interaction with other colleagues /work environment (✓) thereby still preferring to work from the office. (✓)
- Any TWO of the above responses for FOUR marks each. (2 x 4) (8)

[20]

QUESTION 6**NOTE TO TEACHER:**

In this question, candidates' answers must be written in full sentences as far as possible. Hence, within the 4-mark question, candidates could and should be awarded 4, 3, 2 and 1 or a 0 (zero) depending on the level of answers given.

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

Give FOUR possible factors that could cause people to develop psychological problems throughout life.

Marks should be awarded as follows:

ONE mark (✓) for each response.

Possible answers could include:

- Traumatic life experiences, e.g. gender based violence/bullying/accidents/rape/ sexual assault/sexual harassment/death or loss of a loved one, etc. (✓)
- A low self-esteem/self-perceived incompetence/always feeling flawed (✓)
- Having a general negative attitude towards life/choosing to always perceive life negatively (✓)
- Poor academic/work achievements (✓)
- Stressful life situations, e.g. constantly in conflict with the law/financial problems/ unsafe living conditions/living in constant fear for your life, etc. (✓)
- Being in abusive relationships or friendships (✓)
- Living in poverty (✓)
- Feeling dehumanized/degraded/disrespected all the time (✓)
- Poor social/communication skills (✓)
- Acts of discrimination against you (✓)
- A lack of access to reliable support structures in your life. (✓)
- Any FOUR of the above responses for ONE mark each. (4 x 1) (4)

Analyse TWO ways in which poor psychological health could contribute to the destructive behaviour of many young people.

Marks should be awarded as follows:

FOUR marks (✓✓✓✓) for each well-explained response.

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

If poor psychological health ...

- in young people is not treated (✓) they may struggle with constant unpleasant thoughts (✓) which may cause them to turn to unhealthy coping strategies (✓) and this may lead to them acting out in ways that may be harmful to themselves and others. (✓)
- becomes a behavioural risk factor (✓) it could drive young people to abuse substances, (✓) as a way to manage the intense emotions they may experience (✓) and this may cause them to easily give in to behaviour that may have damaging effects on their lives. (✓)
- is misdiagnosed (✓) it could lead to further deterioration of an individual's mental health condition (✓) which they may find difficult to cope with (✓) and this may cause frustration, leading to irresponsible/ uncontrollable behaviour. (✓)
- is not attended to at an early stage, (✓) those suffering from such conditions may experience feelings of hopelessness (✓) since they may feel that they have no control over their situation (✓) and this may increase the likelihood of relying on self-injurious behaviour to compensate for that feeling of powerlessness. (✓)
- is deliberately ignored/not recognised by parents/family members/ teachers (✓) it could be very challenging to such young people, since they themselves may not know how to deal with it (✓) and as a form of attention seeking/crying out for help (✓) they may then resort to any possible form of inappropriate behaviour. (✓)
- Any TWO of the above responses for FOUR marks each. (2 x 4) (8)

Discuss in detail why you think psychological health is often treated with prejudice rather than understanding.

Marks should be awarded as follows:

FOUR marks (✓✓✓✓) for each well-explained response.

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

It could be that ...

- some people have their own beliefs about psychological health (✓) which is often formed by their own personal knowledge, (✓) merely based on the fact that they know/interact with someone living with mental illness, (✓) and this causes them to accept it as 'normal'. (✓)
- people living with such illnesses are seen as an embarrassment (✓) and that is why psychological disorders are often stigmatized, (✓) leading to society continually devaluing/degrading such individuals (✓) and this stigmatisation is further perpetuated/continued in society. (✓)
- people's beliefs about the origin/nature of mental illnesses are often influenced by some religious teachings, (✓) which do not allow them to associate with such individuals, (✓) thereby negatively affecting their attitude towards the mentally ill (✓) and this further alienates such

individuals from society. (✓)

- some cultural belief systems consider mental illness as a weakness, (✓) consequently regarding it as something that should be hidden, (✓) thereby making it even more difficult for those struggling with such illnesses/family members to talk openly about it (✓) hence they are not given the relevant support/treatment. (✓)
- psychological issues are often stereotyped due to gender imbalances (✓) as some males regard certain behaviour/reactions by females as mere hysteria/being overemotional/melodramatic (✓) while such behaviour could in fact be triggered by unresolved psychological issues/genetic mental issues, (✓) and in this way they create false perceptions with others about this matter. (✓)
- society negatively influences how people with psychological illnesses deal with their symptoms (✓) which leads to such individuals not wanting to acknowledge that they are suffering from a mental illness, (✓) causing them to rather ignore the illness (✓) and this often leads to family/friends/community not being able to understand their behaviour. (✓)
- some people are ignorant/unfamiliar with/unaware of psychological illnesses (✓) showing that they do not have the necessary skills to identify signs/symptoms of people with mental health problems (✓) which makes it difficult for those living with it to find people who understand their particular experiences/concerns/fears (✓) and this further increases psychological health issues in society. (✓)
- Any TWO of the above responses for FOUR marks each. (2 x 4) (8)

[20]

QUESTION 7**NOTE TO TEACHER:**

- In this question, candidates' answers must be written in full sentences as far as possible. Hence, within the 4-mark question, candidates could and should be awarded 4, 3, 2 and 1 or a 0 (zero) depending on the level of answers given.

Mention FOUR ways in which work could give you a sense of purpose in life.

Marks should be awarded as follows:

ONE mark (✓) for each response.

Possible answers could include:

- Each day of your life may be filled with daily goals to accomplish. (✓)
- You have a specific role to play at your work place. (✓)
- You may learn new skills and experience different things every day. (✓)
- You may experience a sense of companionship/camaraderie/that you are part of/belong/fit in with your peers/colleagues. (✓)
- It may afford you opportunities to grow as a person in different facets of your life/ explore alternative career paths. (✓)
- You are able to contribute to the economy and your community. (✓)
- It may instill feelings of self-worth/accomplishment/significance. (✓)
- You may be doing what you love/heeding your calling in life. (✓)
- You may feel that your life is valuable and rewarding to yourself and others. (✓)
- It could give you balance in life. (✓)
- It may offer you certainty/financial and/or emotional stability/direction in life. (✓)
- You could serve as a role model to other members of your community. (✓)
- Any FOUR of the above responses for ONE mark. (4 x 1) (4)

Analyse why it is necessary for all workers to follow the required ethical behaviour in the work place.

Marks should be awarded as follows:

FOUR marks (✓✓✓✓) for each well-explained response.

NOTE: To be awarded the full FOUR marks, candidates must give a

Downloaded from eduresourceza.com

statement, (✓) elaborate on the statement, (✓) qualify it (✓) and give an outcome. (✓)

If all workers would...

- do their work with diligence (✓) they would strive to continually perform at their level best (✓) which may greatly improve the overall productivity in the work place (✓) and this may assist in achieving the common goal of the company. (✓)
- commit to always function efficiently (✓) it may lessen any possible frustration among co-workers (✓) which may create a sense of a joined work force (✓) and this may enable everyone to complete their work within the required time limits. (✓)
- take pride in their work (✓) they would do their work with the necessary enthusiasm (✓) thereby ensuring outstanding service delivery at all times (✓) and this may strengthen the integrity of every worker in the company. (✓)
- honour the responsibilities assigned to them, (✓) then each one would also accept accountability for their own failures/successes (✓) which may prevent any possible hostility among workers (✓) and this may enhance good working relationships in the workplace. (✓)
- aim to be professional at all times (✓) everyone could be encouraged to strictly follow this conduct (✓) which may help all workers to maintain the same working standards (✓) thereby ensuring that the principles of the company are upheld. (✓)
- treat each other with respect under all circumstances (✓) it could inspire a positive change to the manner in which they engage with one another (✓) which may foster an attitude of mindfulness (✓) and this may secure an emotionally safe working environment for everyone. (✓)
- show integrity in all that they do (✓) they may refrain from engaging in dishonest practices (✓) which may prevent fraud/corruption in the workplace (✓) and this may ensure that everyone would strive to maintain high morals in the work place. (✓)
- Any TWO of the above responses for FOUR marks. (2 x 4) (8)

Critically discuss the importance of understanding your core values to ensure that you may find meaning in your work.

Marks should be awarded as follows:

FOUR marks (✓✓✓✓) for each well-explained response.

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

outcome. (✓)

Possible answers could include:

- Exploring your core values first, is an important step toward setting realistic career goals (✓) as you cannot set a goal for what you want if you do not know what you are looking for (✓) but being aware of your core values could give you clarity about what you want from life (✓) and this could put you in a better position to pursue a job that would be meaningful to you. (✓)
- Identifying your core values is crucial in making important life decisions (✓) as it may enable you to prioritize these values (✓) which may then guide you in finding a job that would offer the values that you are looking for (✓) and this may help you to reflect if you are following the right career. (✓)
- Defining your core values is important when pursuing a job opportunity (✓) since this may help you to determine whether your own values are in line with the work values (✓) and if not, whether you would be able to adapt otherwise, (✓) and this may help you to view job opportunities through the correct lens. (✓)
- Your core values could be the compass that leads you to a suitable career (✓) so it is vital that you always revisit these values (✓) to make sure that you do not lose sight of what really matters in your life (✓) and this may help you to determine what career moves you should or should not make/whether you should keep or leave a job. (✓)
- When you clearly outline your core values (✓) it may help you to do reflection of what is important for you in a job, (✓) providing you with more guidance when you have to consider the prospects of the job (✓) and this may make it easier for you to either accept or decline a particular job. (✓)
- Your core values could help you to determine the significance of a specific job to you (✓) and by following these values early in your career (✓) may make it easier to decide which job opportunities you could consider (✓) and this may help you to find the job that would offer you the satisfaction/contentment that you are looking for in a job. (✓)
- Any TWO of the above responses for FOUR marks. (2 x 4) (8)

[20]

QUESTION 8**NOTE TO TEACHER:**

- In this question, candidates' answers must be written in full sentences as far as possible. Hence, within the 4-mark question, candidates could and should be awarded 4, 3, 2 and 1 or a 0 (zero) depending on the level of answers given.
- To be awarded the full four marks candidates must give a statement, (✓) qualify the statement, (✓) qualify (✓) and give an outcome. (✓)

Identify the relevant labour law that applies to the scenario above and give **TWO** possible reasons why the dismissal could be regarded as unfair.

Marks should be awarded as follows:

ONE mark (✓) for the labour law and ONE mark (✓) for each reason.

The relevant labour law:

- Labour Relations Act (LRA), 1995, (Act 66 of 1995) (✓)
- Employment Equity Act (EEA), 1998, (Act 55 of 1998) (✓)
- Any ONE of the above responses for ONE mark. (1)

AND

The worker may not have been given any ...

- verbal warning followed by a first, second and final written warning. (✓)
- warning before her dismissal/real reason for her to be dismissed. (✓)
- fair chance to defend herself/have a trade union representative/fellow worker to support her case before she was dismissed. (✓)
- formal written notification of dismissal. (✓)

The worker may have been ...

- found incapable of performing her duties without any opportunity of being retrained. (✓)
- summarily dismissed without the notice period of termination of employment of at least 12 to 24 months. (✓)
- dismissed without a formal hearing/an investigation to determine any/just grounds for dismissal. (✓)
- fired based on her physical disability only. (✓)
- Any THREE of the above responses for ONE mark each. (3 x 1) (3)

Discuss THREE possible reasons why a worker could be fairly dismissed.

Marks should be awarded as follow:

TWO marks (✓✓) for each of the FOUR well-explained responses.

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

- Misconduct, where the worker has broken one/more condition(s) of employment, e.g. continually missing/late for work/absenteeism/poor discipline/substance abuse/theft/dishonesty/involvement in illegal activities (✓) as all workers should be familiar with the code of conduct that applies to all staff members. (✓)
- An inability of the worker to perform the required standard of work (✓) despite the necessary support/interventions that have been offered. (✓)
- Unresolvable conflict between a worker and his/her colleagues (✓) as this may hinder the performance of the workforce/drag the morale down/lead to particular workers becoming less committed to their work. (✓)
- Long-term/persistent illness, making it impossible for the worker to perform his/her duties (✓) as this may negatively affect the overall productivity/progression of work/exceed the permitted/legal provisions for absence. (✓)
- The need of an employer to reduce the workforce (✓) as new technologies/systems may have led to some workers becoming redundant/for economic reasons/due to inability of the company to keep them employed/operational requirements. (✓)
- The job contract of a worker may have expired/business had to close down (✓) since the company may no longer require their service. (✓)
- When a worker unreasonably refuses to do the work/accept changes to his/her employment conditions as per the job contract (✓) which may have occurred as a result of re-organisation in the company. (✓)
- If a worker cannot be reasonably accommodated in the workplace (✓) as there may be no other appropriate job available for the worker. (✓)
- Submission of a fraudulent CV and qualifications (✓) as this contravenes (goes against) the job requirements. (✓)
- Any FOUR of the above responses for TWO marks each. (4 x 2) (8)

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

Marks should be awarded as follow:

FOUR marks each (✓✓✓✓) for TWO well-explained responses.

Disabled people could ensure that they...

- have knowledge/understand their rights as set out in the labour laws (✓) which could help to prevent any unfair discrimination against them/ (✓) empower them to negotiate any work-related issues that may arise (✓) and in this way the rights of persons with disabilities could also be protected in the workplace. (✓)
- join a workers' union that also represents their rights (✓) which could provide them with legal protection (✓) against any unfair actions by an employer (✓) and this may guarantee that the job security of all persons with disabilities could be safeguarded. (✓)
- know the conditions of service as set out in their job contracts (✓) so that they could make sure that the employer adheres to these conditions (✓) and in this way all persons with disabilities could be certain that no unreasonable demands (✓) may be made on them in the work place. (✓)
- insist on retraining of essential work place skills (✓) as or when the need may arise (✓) so that they may not be found incapable of meeting the demands of the job (✓) and in this way all persons with disabilities would be included in developmental programmes in the work place. (✓)
- sign a job contract as soon as they are appointed (✓) so that they may secure the job that they were selected for (✓) and this may ensure that persons with disabilities are also considered for permanent employment (✓) within the lawful timeframe. (✓)
- negotiate with the employer to make reasonable adjustments (✓) to remove any barriers that they may face in doing their job (✓) so that they may hold the employer accountable if these adjustments are not put in place (✓) and this action may guarantee that no person with a disability is treated unfavourably in the work place because of something connected to their disability. (✓)
- Report it to the trade union/CCMA/hire a lawyer to defend them (✓) so that they can be compensated for unfair dismissal/be reinstated (✓) and in this way other persons with disabilities may become aware of the avenues available to them for help/ (✓) may not be afraid to speak out about unfair labour practices in the workplace. (✓)
- Any TWO of the above responses for FOUR marks each. (2 x 4) (8)

[20]