



2025 Grade 11 TERM 1 Notes

Life Sciences (Diteho Secondary School)



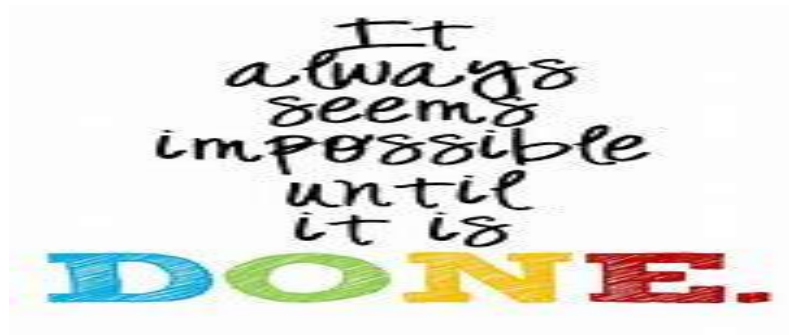
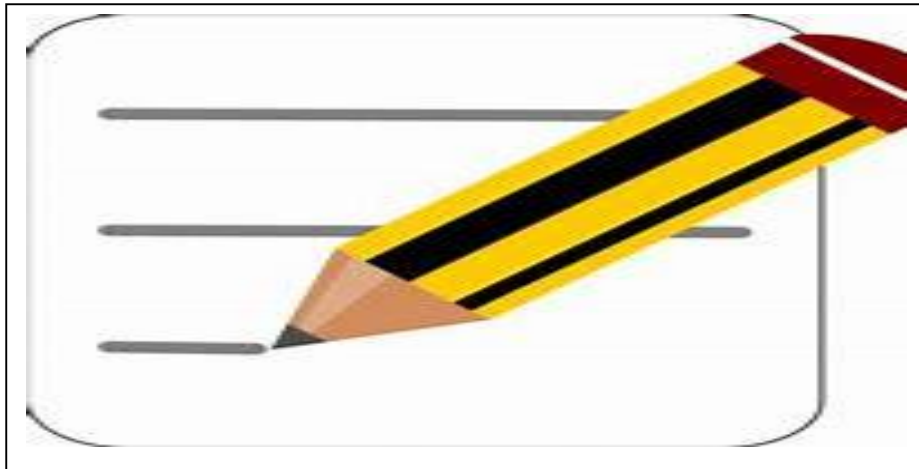
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DEPARTMENT OF EDUCATION
UTHUKELA DISTRICT

LIFE ORIENTATION
GRADE 11

2025

(Term 1) NOTES



NB: These notes must be used in conjunction with the prescribed textbook and other resources.

WEEK 1: DEVELOPMENT OF THE SELF IN SOCIETY

Apply various life skills to provided evidence of and ability to plan and achieve life goals

- **Definition of concepts:**

- ❖ Goal - something that you are trying to do or achieve.
- ❖ Goal setting - is the process of deciding what you want to accomplish and devising a plan to achieve those desired results.
- ❖ Perseverance - continued effort to do or achieve something despite difficulties, failure, or opposition.
- ❖ Persistence - the quality that allows someone to continue doing something or trying to do something even though it is difficult or opposed by other people.

- Goal setting is one of many life skills that require practice and a little effort to get started. There are some other useful skills that complement your newly found goal setting skills, including:

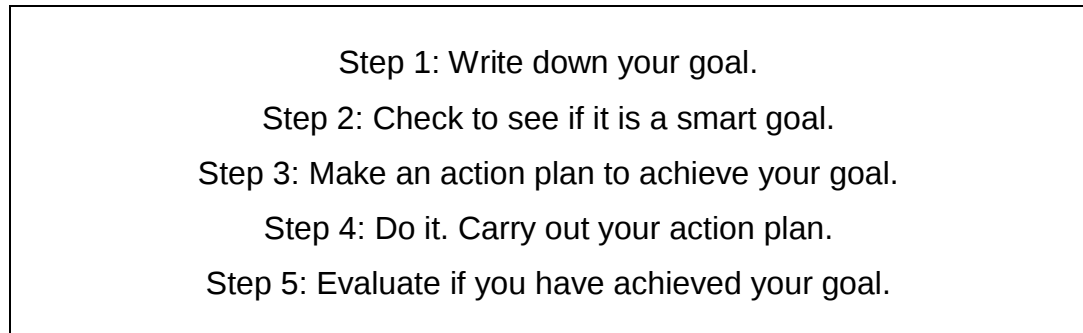
- Time Management - how to beat the clock and manage procrastination, as well as other time management tips.
- Problem solving and decision making - how to take information and sort it into something useful for making decisions and solving problems.
- Planning and organisation - how to get organised and set priorities (necessary for better time management).
- Attitude and motivation – success is 10% skill and 90% attitude! Get into the right frame of mind to succeed and fire up your motivation.
- Emotional Intelligence – the latest buzz in human resource management, people who have a high emotional intelligence (EQ) are more likely to succeed than others. But the good news is that it is a skill that can be learnt.

- SMART method of goal setting

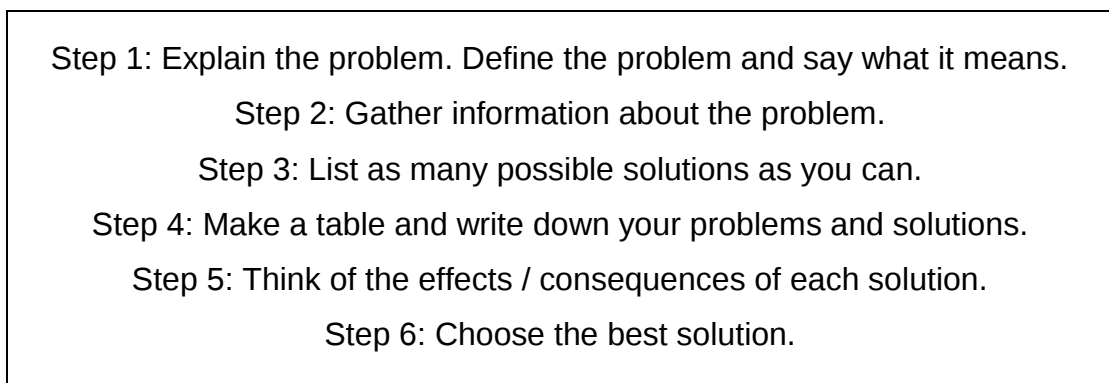
- SMART goals help you stay organized and focused

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

- Types of goals:
 - Short-term goals: we achieve it in a short space of time e.g. a project you want to finish the weekend. You achieve them in a week or month.
 - Medium-term goals: Something you want to achieve in the next 6 months.
 - Long-term goals. These goals you want to achieve in a few years.
- Five-step method for planning and goal-setting



- Problem-solving skills

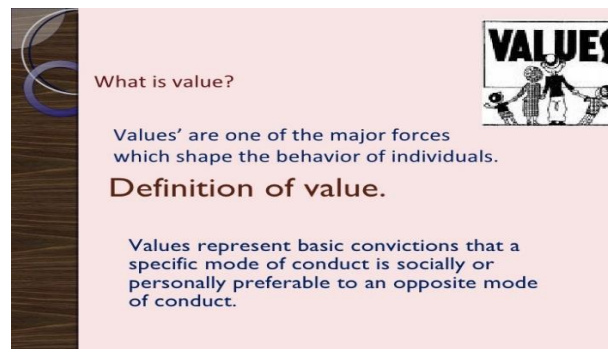


WEEK 2: DEVELOPMENT OF THE SELF IN SOCIETY

- Evaluate the importance of prioritising life goals
- Importance of life goals and prioritising
 - Life goals are important goals that you strive towards. These include goals related to relationship, career choices, family, marriage and parenting.
 - Prioritising life goals means deciding which goals are more important.
- How to prioritise your life goals (guidelines)
 - Your values will help you to set and priorities your life goals. To prioritise, you focus on what is the most important, you do not allow yourself you to get distracted and decide when to focus on your goals and how much time to spend on them.
 - Guidelines that will help you to prioritise
 - Decide which goals are the most important goals for now
 - Number your goals in order of importance.



- **Analyse the relationship between personal values, choices and goal-setting**
 - Values are the principals you think are important in life that help you to make decisions on how you want to live your life.
 - You values will influence the decisions you make; the kind of goals you set in your life.
 - Your values will shape your mission statement and to set your priorities.
 - Things that will influence your values are your environment, your school, important people in your life etc.
 - Values help you to choose what is important to you.



- Relationships and their influence on your well-being
 - Throughout our lives we depend on relationships for well-being. If you have good relationship with members of your family and friends and colleagues you feel happy and confident.
 - When there is conflict in any of these relationships it can affect your well-being and also threaten your ability to form new relationships

- Types of relationships with different people or groups

Family - People who are related to you through blood or marriage. - Probably closest to you - Will receive the most love, care and support from them.	Casual - Relationships with people you see often, but are not close to like friends and family.
Friends - A person you know well, like, trust and respect and who supports you - Good friends will have a positive effect on your well-being. - Harmful friends can lead you to risky behaviour and you can get hurt.	Formal - Relationships with people who are usually in a more senior position than yourself. - Example teachers and elders.
	Romantic - Close relationship with another person, based on love. - With this person you can be yourself, without demands to change.

- Changing nature of relationships
 Life changes and with every change, relationships change as well. Some develop fast as life opens new opportunities. Others develop slow and steadily. Some people are forced to change quickly because of unexpected events in their lives.

Natural developments that change relationships e.g.	Unexpected events that change relationships e.g.
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❖ Moving to another area ❖ Meeting new people ❖ Health changes ❖ New interest ❖ Getting older ❖ Earning money	❖ Accidents ❖ Job loss ❖ Losing money ❖ Violent crime ❖ War ❖ Death of a family member ❖ Death of a close friend ❖ Separation and divorce
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WEEK 3: DEVELOPMENT OF THE SELF IN SOCIETY

- **Factors that contribute to the relationships that are detrimental to well-being.**
 - Lack of Communication
 - Communication is the key to any type of a successful relationship that enables two people continue to feel close over the years.
 - When there's hostility that is present or one person finds it difficult to express their feelings, this can cause each person to have less of an understanding of one another.
 - Too much social Media
 - Social media is one of the greatest distractors and can make it challenging to offer your undivided attention to your family and friends.
 - Many people have become addicted to their social media accounts, which can make it difficult to enjoy a quiet dinner with your family or spend time in conversation with one another without checking your smartphone or tablet device.
 - Jealousy
 - Too much jealousy in a relationship can often feel suffocating and make it difficult to have freedom.
 - Those who have a habit of checking their partner's phone or controlling their schedule on a daily basis are more likely to damage the relationship due to a lack of trust.
 - Unrealistic Expectations
 - Some people enter a relationship with unrealistic expectations, which are often impossible to attain.
 - This can cause a constant state of disappointment that makes one of the partners feel unfulfilled.
 - Although it's important to remain optimistic in the relationship, the expectations also need to be realistic.
 - Comparison
 - Comparing your current partner to your ex will cause your relationship to suffer over time and can make your significant other feel insecure.
 - This will also make it difficult to appreciate the person that you're currently with and value them for their individual traits.
 - This not only disrespects the current partner but can make it challenging to move forward in the relationship.
 - Insecurities

- Insecurity can lead to jealousy, self-doubt, and control due to one partner feeling incompetent in the relationship. It's important to value what you bring to the relationship and love yourself to ensure that you can have a healthy love for your partner.
- Being Self-Centred
 - Relationships require both partners to put their significant other first to ensure that the relationship can succeed long-term based on a selfless love that is shared.
 - Being self-centred will cause one person to give less than the other and will create a lack of balance.
- **Positive coping strategies that would enhance long-term resilience and well-being.**

Resilience refers to how well you can deal with and bounce back from the difficulties of life. It can mean the difference between handling pressure and losing your cool. Resilient people tend to maintain a more positive outlook and cope with stress more effectively.

- Find a Sense of purpose - In the face of crisis or tragedy, finding a sense of purpose can play an important role in your recovery. This might mean becoming involved in your community, cultivating your spirituality, or participating in activities that are meaningful to you.
- Develop a strong social network - It's important to have people you can confide in. Having caring, supportive people around you acts as a protective factor during times of crisis. While simply talking about a situation with a friend or loved one won't make your troubles go away, it allows you to share your feelings, get support, receive positive feedback, and come up with possible solutions to your problems.
- Embrace change - Flexibility is an essential part of resilience. By learning how to be more adaptable, you'll be better equipped to respond when faced with a life crisis. Resilient people often utilize these events as an opportunity to branch out in new directions.
- Develop problem-solving skills - Research suggests that people who are able to come up with solutions to a problem are better able to cope with problems than those who cannot. Whenever you encounter a new challenge, make a quick list of some of the potential ways you could solve the problem. By practicing your problem-solving skills on a regular basis, you will be better prepared to cope when a serious challenge arises.
- Keep working on your skills - Focus on practicing your acquired or learned skills, as well as the common characteristics of resilient people, but also remember to build on your existing strengths
- Establish goals - Resilient people are able to view these situations in a realistic way and then set reasonable goals to deal with the problem.
- Take action - Simply waiting for a problem to go away on its own only prolongs the crisis. Instead, start working on resolving the issue immediately. Actively working on solutions will help you feel more in control. Rather than just waiting for things to happen, being proactive allows you to help make your goals a reality.

- Be optimistic - Staying optimistic during dark periods can be difficult, but maintaining a hopeful outlook is an important part of resiliency. What you are dealing with may be difficult, but it's important to remain hopeful and positive about a brighter future. Positive thinking does not mean ignoring the problem in order to focus on positive outcomes. It means understanding that setbacks are temporary and that you have the skills and abilities to combat the challenges you face.

Source: <https://www.verywellmind.com/ways-to-become-more-resilient-2795063>

- Rights and responsibilities in relationships

<i>I have the right...</i> To be treated with respect — always To be in a healthy relationship To not be abused — physically, sexually or emotionally To enjoy friends and activities apart from my romantic partner To express myself honestly To recognise my culture and identities To determine my values and set limits To decide what I share with whom To say no To feel safe in relationships To be treated as an equal To feel comfortable being myself To leave or stay in a relationship	<i>I have the responsibility...</i> To communicate my values and limits To respect my romantic partner's limits, values, feelings and privacy To accept my romantic partner's culture and identities To not abuse — physically, sexually or emotionally To listen To be considerate To communicate clearly, honestly and respectfully To give my romantic partner space to enjoy activities and friendships outside of our relationship To not exert power or control in relationships To compromise when needed To admit to being wrong when appropriate To ask for help from friends, family and mentors
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- **Social and cultural views that influence and affect relationships**
 - Some cultural norms affect some cultural norms affect relationships. For example some culture allows parents to choose husband for their child brides. These marriage relationships are not based on love, freedom of choice or how well the couple get on and like each other.

- Social views on gender roles influence and affect relationships. For example: if the male believes that he is in charge in a relationship, the female will have less equality and say in this relationship while in some societies, male-female relationships are based on assigned roles and not on the individual's needs and feelings.
 - In some societies the social generation gap is evident on issues around technology. For example some parent banned their children from using MXit while others worry about the time their children spend on MXit and other media.
 - All these may lead to conflict and may affect family relationship.
- **Qualities required in different relationships and individuality.**
 - Romantic relationship – support, love, acceptance and honesty
 - Parents/grandparents – wisdom, interest of what you are doing and caring for them.
 - Teacher relationship – respect, hard work and cooperation.
 - Individuality – to stay the person you are and to have separate identity, is important in relationships. If you become totally dependent on the other person, you will not have a sense of being a separate person. You will not be able to make your own decision or live as you want.



- **Impact of media on values and beliefs about relationship**
 - Mass media has become an integral part of our lives and cannot be separated from our life; the need for information is more important than ever.
 - Our values and way of life in the society in this information era are strongly influenced by the mass media like newspapers, TV, radio, video, and the internet.

- The full range of unfiltered media is now available to most of us. We can buy many kinds of videos freely. Access to the internet is easy and inexpensive almost everywhere. We can find many kinds of information using the internet technology.
- Media is the most powerful tool of communication. It helps promoting the right things on right time. It gives a real exposure to the mass audience about what is right or wrong. Even though media is linked with spreading fake news like a fire, but on the safe side, it helps a lot to inform us about the realities as well.
- Research has revealed that media is responsible for influencing a major part of our daily life. Media contribute to a transformation in the cultural and social values of the people. Media can bring about a change in one's attitudes and beliefs.
- However, it is important to realize although media can have a positive effect on society too much exposure to television, computers, or magazines can lead to unhealthy effects.
- There is a positive and negative side in every activity. Depends upon the individual, the media have both the sides to use in right and wrong way.

DEFINITION

- Mass media is the written, spoken and visual technology which carry information from its source to receivers readers, listeners and viewers.
- Mass media is the non-personal channels of broadcasting a message to the general public, principally the national newspapers, radio, and television.
- Mass is a medium of communication that is designed to reach the mass of the people usually used in plural.

Example of mass media



WEEK 4, 5 & 6: CAREERS AND CAREER CHOICES

- **Requirements for admission to additional and higher education courses**
 - **National Senior Certificate**
 - Higher certificate
 - The minimum admission requirement is a National Senior Certificate (NSC) with a minimum of 30% in the language of learning and teaching of the higher education institution as certified by the Council for General and Further Education and Training (Umalusi).
 - Institutional and programme needs may require appropriate combinations of recognised NSC subjects and levels of achievement.
 - For example, an institution may determine that Higher Certificate in Architectural Design requires in addition to the NSC a specified level of attainment in Design and an associated recognised subject.
 - Diploma
 - The minimum admission requirement is a National Senior Certificate (NSC) with a minimum of 30% in the language of learning and teaching of the higher education institution as certified by Umalusi, coupled with an achievement rating of 3 (Moderate Achievement, 40-49%) or better in four recognised NSC 20-credit subjects.
 - Institutional and programme needs may require appropriate combinations of recognised National Senior Certificate subjects and levels of achievement.
 - For example, a Diploma in Datametrics might require a pass at a prescribed level in Mathematics or Information Technology.
 - Bachelor's Degree programme
 - The minimum admission requirement is a National Senior Certificate (NSC) with a minimum of 30% in the language of learning and teaching of the higher education institution as certified by Umalusi, coupled with

an achievement rating of 4 (Adequate Achievement, 50 - 59 %) or better in four 20- credit NSC subjects.

NOTE: an institution is entitled to specify an appropriate level of subject achievement for a particular programme

(An exemplar)

Minimum requirements for admission to study programmes at Sol Plaatje University, SPU are as follows:

1. English Language: The language of learning and teaching at SPU is English. All our academic programmes require that students will have taken NSC English either as the language of learning and teaching (LOLT) or home language (HL); or as the first additional language. Note that, in calculating the APS, the additional points apply to any of the official languages taken as the HL or LOLT.
2. Minimum requirements for the Bachelor of Education: B.Ed. (Senior Phase & FET Teaching): NSC pass with Bachelor's Degree requirement English LOLT or HL: NSC level 4; or English 1st additional language: NSC level 5 Mathematics: NSC level 4; if Biology is an elective, Life or Physical Sciences: NSC level 4; APS: 30 points.
3. Minimum requirements for the Diploma: >Information & Communication Technology: (Application Development) NSC pass with Diploma requirement English LOLT or HL: NSC level 4; or English 1st language: NSC level 5 Mathematics: NSC level 3; or Mathematical Literacy: NSC level 5 APS: 25 points.
4. Minimum requirements for the Diploma: Retail Business Management: NSC pass with Diploma requirement English LOLT or HL: NSC level 4; or English 1st language: NSC level 5 Mathematics: NSC level 3; or Mathematical Literacy: NSC level 5 At least one of the following at NSC level 4: Accounting, Business Studies or Economics APS: 22 points
5. Calculating the SPU Admissions Points Score (APS)

NSC Achievement Level	NSC%	SPU Points Score	Additional points for Mathematics and Language (HL)	Points for Life Orientation
8	90-100	8	+2	4
7	80-89	7	+2	3
6	70-79	6	+2	2
5	60-69	5	+2	1
4	50-59	4	+1	0
3	40-49	3	+1	0
2	30-39	2	0	0
1	0-29	1	0	0

- **Different universities may have different ways of calculating this point score**
 - How to calculate your APS score:
 - The APS system allocates point values to seven NSC subjects.
 - Write down your relevant Grade 12 subjects and the levels you have obtained.
 - Allocate points according to the table below.
 - Add up the number of points you have scored for all seven subjects. If you have eight or more subjects, use Life Orientation plus your six best subjects to calculate your APS. Refer to the one on the website which calculates it for you.
 - Compare your APS against the minimum APS required for the qualification for which you wish to apply.
 - If your APS is lower than the direct admission requirement set for a specific qualification, refer to the testing band range to determine if your score falls within the range to be referred for an access assessment test.

NSC	NSC %	APS	APS %
		8	90 – 100 %
7	80 – 100 %	7	80 – 89 %
6	70 – 79 %	6	70 – 79 %
5	60 – 69 %	5	60 – 69 %
4	50 – 59 %	4	50 – 59 %
3	40 – 49 %	3	40 – 49 %
2	30 – 39 %	2	30 – 39 %
1	0 – 29 %	0	0 – 29 %

Table credit: [Nelson Mandela University](#)

Illustration (of the calculation)

- First language (language of teaching and learning) 65%: 5 points
- Additional recognised language 71% = 6 points
- Mathematics or Mathematical Literacy 61% = 5 points
- Accounting 68% = 5 points

- History 81% = 7 points
 - Geography 86% = 7 points
 - Life Orientation 84% = 7 points
- Total APS = 42

- **Institutions of higher learning**

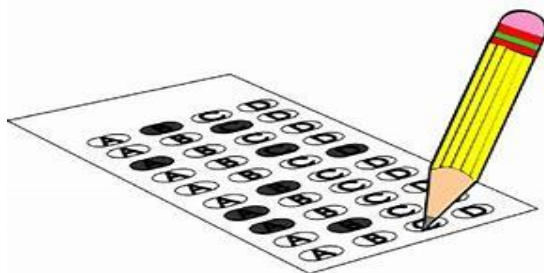
- The three main types of higher education institutions in South Africa include college, technikon and university.
- Understanding the difference between these learning institutions can make choosing where to study much easier.
- The main difference between these institutions is the level of education they offer.
- TVET colleges were formerly known as FET colleges (Further Education and Training) which stands for Technical and Vocational Education and Training.
 - These colleges offer vocational and occupational courses aim to equip students with academic knowledge and practical experience so they will be prepared for the workplace.
 - Courses offered at TVET colleges range from only a few months to three years, and the entrance requirements are not that strict, meaning you can study without a Matric certificate.
 - There are two types of TVET colleges, **private** and **public**.
 - ❖ Private colleges are independent learning institutions that set their own policies and goal which offer a variety of occupational and vocational courses.
 - ❖ They do not receive funding from the government; they are privately funded.
 - ❖ Public TVET colleges are government-funded learning institutions.
 - ❖ The Department of Higher Education and Training offers bursaries to public college students. Their courses do not differ that much from private colleges, in fact, some offer the same qualification.
- Technikon (Universities of Technology) offer career-oriented certificate and diploma qualifications.
 - Some also offer degrees.
 - Students start with theoretical work, followed by practical training. The entrance requirements may vary depending on the course, but a Matric certificate is required for all programmes.
 - The cost of technikon qualifications can be quite expensive. However, students can apply for student loans to pay for their studies.
- Universities offer undergraduate and postgraduate education.
 - Their courses mainly focus on academic, rather than vocational training; you will not get the hands-on experience as you would at a University of Technology.
 - Entry requirements for university courses vary greatly and can be quite specific.

- You need a Matric certificate with excellent marks to even be considered.
- Your school subject choices should also correspond with the qualification you want to study. The cost of a university qualification is exceptionally high, and often students have to apply for a bursary to fund their studies.

• The NBT: National Benchmark Test

The National Benchmark Tests (NBTs) assess academic readiness of first-year university students as a supplement to secondary school reports on learning achieved in content-specific courses.

- Apart from having the right APS, the applicant must have the required subjects for the qualification. Applicants with the highest APS generally get preference but all applicants must still write a Benchmark test.
- What is tested:
 - ✚ Academic Literacy (AL),
 - ✚ Quantitative Literacy (QL)
 - ✚ Mathematics (MAT)
- AL and QL are combined in the AQL test and written in a three hour morning session; the MAT is written in a three hour afternoon session. Both are administered under standardized testing conditions at sites across South Africa on designated 'national' test dates.
- The NBTP reports results on a scale of 10-99 and by Benchmarks to better inform learners and universities about the level of academic support that may be required for successful completion of programmes. Results are also used by universities in course development, programme planning and placement decisions.



• Options for financial assistance

Bursaries or scholarship	These are awarded to students who excel in a particular field and wish to pursue a career in that area. Sports bursaries to top performing sports performing people.
Merit award	These may be given based on your school results or at the end of a year of study when you have maintained an excellent set of result.
Financial aid	Financial assistance may be given after a detailed personal financial analysis is done that shows your parents are not able to pay for your studies

Study loans	Applying at a bank for a study loan. This will have to be paid back over time as requires you and your family to have a full financial assessment and often a medical examination.
Parents/guardian	If you are fortunate enough to have someone who will pay for your studies.
Working as student	Working as a student to pay for your studies. Many students work part time in the evening and over weekends to help for their study.
Working for a company / Learnerships	A company you work for can finance your studies. Many companies give bursaries to students and assist them with their payments. In return the students work for them on a contract basis
NSFAS: National Student Financial Aid Scheme	SA's only public student loan scheme which helps academically deserving and financial needy students

- Sector Education & Training Authority (SETA)
 - A body established under the Skills Development Act (RSA, 1998c) whose main purpose is to contribute to the improvement of skills in South Africa through achieving a more favourable balance between demand and supply, and by ensuring that education and training:
 - ❖ Acknowledges and enhances the skills of the current work force (in addition to ensuring that new entrants to the labour market are adequately trained)
 - ❖ Meets agreed standards within a national framework
 - ❖ Is provided subject to validation and quality assurance
 - ❖ Where appropriate, is benchmarked against international standards (NTB, 1999)



WEEK 7: DEMOCRACY AND HUMAN RIGHTS

- Investigate the principles, processes and procedures for democratic participation
 - **Public participation** – is a process that directly engages the public in decision-making and gives full consideration to public input in making that decision.
 - It involves people in thinking, deciding, planning and playing an active part in developing and operating services that affects their lives.
 - People can participate as individual, interest groups or communities.
 - One participate publicly if one:
 - ❖ Stands for election
 - ❖ Hold and attend community meetings
 - ❖ Join civil and political organisations
 - ❖ Vote in elections
 - ❖ Pay taxes
 - ❖ Protests and petition.
 - Public participation is important because it:
 - ❖ Makes sure that leaders do not abuse their powers.
 - ❖ Ensures that the needs, concerns, and views of the public are taken into account when decisions are made.
 - ❖ Helps to inform government about what citizens' want and need.
 - ❖ Helps to see that things get done.
 - The citizen needs to follow certain processes and procedures to participate in the way the country is governed.
 - **Petition process** –
 - Petition is a written document that people sign to show that they want a person or organisation to do or change something. It is a formal request asking the government to do something about a matter.
 - One way in which public can exercise its right to participate in government is through submitting a petition to parliament/provincial/local government.
 - How to draw a petition
 - ❖ A formal letter which has to be written neatly.
 - ❖ Write in a polite and formal language.
 - ❖ Keep to the topic and write only what is needed.
 - ❖ Include your name and contact details whom then petition is aimed at, indicate the nature of the request that is being made (subject of the petition) and clear reason for the petition and your needs.
 - ❖ Sign the petition and collect others' signature as well.



- Sample of a petition

Your address

Date

Northern Cape Provincial Legislature
Private Bag X5066
KIMBERLEY
8300

To the Speaker of the Northern Cape Provincial Legislature

This petition from *(you must insert words describing who the petition is from e.g. concerned citizens from JTG district)* draws the attention of the Speaker of the House to: *(you must insert the reason for your petition).*

We therefore ask the Speaker and the House to *(you must insert your request here).*

PRINCIPAL PETITIONER

Name and surname:

Signature:

Address:

Telephone: Email: (if available)

NAME AND SIGNATURE:

(This is where other people who support your petition will write their names and sign. You may attach additional page if there are many signatures.)

1.
2.
3.
4.
5.
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7.
8.

- **Governance** – a way that a country, city, company or an organisation is controlled
 - The constitution states that the country must be run on a system of co-operative governance (various levels of government working together) that but allowed citizens to have a say in policy-making and service delivery.
 - Characteristics of a good governance:
 - ❖ Allows people participation and keeping them informed.
 - ❖ Transparent (providing complete, open and clear information).
 - ❖ Delivers basic human rights e.g. quality education, right to health, adequate housing etc.
 - ❖ Efficient and effective
 - ❖ Produces results in a reasonable time frame
 - ❖ Protects environment
 - ❖ Takes responsibility for its actions and decisions.

- **Law-making process** - is a form of the state activity intended on the creation (or revision) of the legal norms.
 - Follows clear is given opportunity to comments e.g. public is given opportunity to comment on new laws before passing it by different levels of government.

- **Rule of law** - the mechanism, process, institution, practice, or norm that supports the equality of all citizens before the law, secures a non-arbitrary form of government, and more generally prevents the arbitrary (random choice or personal whim) use of power.
 - It protects human rights and keeps citizens safe.
 - Principles that define the rule of law (importance and benefits).
 1. A government that is accountable: power of government limited by law, both law and the courts are independent of the government and free and independent press can report on the government action.
 2. An absence of corruption: there is no bribery, no stealing of public funds/other resources and government officials are not corrupt.
 3. Security and order, and fundamental rights: crime is controlled, no civil conflict or terrorism, no use of violence in settling personal arguments and the law protects basic human rights.
 4. An open government that enforces laws and regulations: fair legal process which is accessible and efficient, people are involved in the making and administering the law and people know and understand the law.
 5. Access to justice: people can fix problems peacefully without violence, both rights of victims and suspects are protected and access to civil justice.

- **Transparency** – means that government must be open to the public and not try to hide its actions.

- Government's actions is easy to understand and provides the public with information that is correct and easy to obtain.
- Press and public must have access to government meetings.
- Anyone should be able to review the budgets and financial statements.

- Laws, rules and decisions must be open for discussion see what decisions are made and if and how these decisions are carried out.
- Importance of transparency:
 - ❖ The people can check up on what people in authority are doing.
 - ❖ People can get information they need to participate in the democratic process.
 - ❖ There are no hidden agendas and interests; people don't have plans that they keep secret.

- **Representation** - people whom you have chosen in the election to speak or act for you.
 - You can participate in voting to make sure the people in authority represents your interests
 - Types of representation:
 1. Proportional representation - parties get certain number of seats in the Parliament according to certain number of votes they get in the election.
 2. Constituency-based representation - Each political party choose one candidate to represent the party in each constituency and only the candidate who gets the most votes in that constituency goes to parliament
- ❖ Constituency refers to a group of voters in a specified area who elect a representative to a legislative body.

- **Accountability** – it means that those in power or authority must:
 - Take responsibility for their actions, performance and decisions.
 - Explain and give reasons why they have done/not done certain things.
 - Provide proof/evidence how they spent/get the money
 - Keep their promises.



WEEK 8: DEMOCRACY AND HUMAN RIGHTS

Glossary

-  Legislature – a group of people with the power to make or change the laws.

• Research the democratic structures:

- Political structures – are structures that run the country and make decisions. The five democratic structures of South Africa are as follows:
 1. National Government
 2. Provincial Government
 3. Local Government
 4. Traditional Authorities
 5. Political Parties
- Local community structures – are public structures organised by a group of ordinary citizens. It deals with local issues in their area or community.

STRUCTURE	DESCRIPTION	PRINCIPLES & FUNCTIONS	PROCESS FOR PARTICIPATION
Civil Society organisations	• Interest groups • NGOs • Community-based and faith-based organisations	• Monitor • Advocate • Assist with service delivery • Represent group of people with common interest and concern	• Get involved • Participate in youth and women's group, neighbourhood watches, SAGBs environmental and human rights advocacy groups • Start a civil society organisation/advocacy project
Representative councils of learners	• Elected representatives, one from each class	• Builds unity among the learners • Address the needs of all the learners • Keep learners informed about events in the school and community • Encourage good relationship between learners and educators, and between learners and other members of the staff • Encourage good relationship between educators and parents of learners	• Stand for election • Hold meetings

STRUCTURE	DESCRIPTION	PRINCIPLES & FUNCTIONS	PROCESS FOR PARTICIPATION
		Establish fruitful links with representative councils of learners in either schools and with youth organisations	

▪ Representative Council of learners

The South African Schools Act No. 84 of 1996 states:

1. A representative council of learners at 'the school must be established at every public schools enrolling learners in grade eight or higher grade.
2. It is the only recognized and legitimate representative learner body at the school.
3. Subject to National Education Policy Act, 1996 (Act No. 27 of 1996), the Member of the Executive Council must determine the functions and procedures for the establishment and election of representative councils of learners.

RCL members must exemplify and embody qualities and virtues of leadership such as:

- Diligence to their responsibility and school work;
- Being accountable; reliable and courteous with regard to learners and other stakeholders
- Teamwork and commonality of purpose regarding learner programs aimed at improving learner performance;
- Willingness and enthusiasm to share knowledge and interact with fellow learners.



South Africa' democratic structures

STRUCTURE	DESCRIPTION	PRINCIPLES & FUNCTIONS	PROCESSES FOR PARTICIPATION
National Government	Parliament: • Cabinet: President, Deputy and Ministers • National Assembly • National Council of Provinces	• Make carry out laws and policies for the country	• Comment on the law-making process • Petition • Vote • Stand for election • Lobbying about specific issues through letters, petitions, , meetings or phone calls
Provincial Government	• Legislature – led by the Speaker • Provincial Government – led by Premier and Members of the Executive Council	• Make and carry out laws and policies that affect the province only.	
Local Government	• Metropolitan Councils (Metros) e.g. City of Tshwane, Mangaung etc. • District Councils made up of 4-6 Municipalities • Local Councils/Local Municipalities	• Make and carry out by-laws • Provide a democratic and accountable government for local communities • Make sure there are sustainable services to communities e.g. water, electricity, etc. • Make sure there is social and economic development • Make sure there is a safe and healthy environment • Encourage communities and community organisations to be involved in Local Government • Plan and budget	• Attend the Council meeting when the budget is debated and voted on • Serve on a ward committee • Attend public meetings and hearings • Have the Local Council appoint a committee of community representatives to monitor process and to advise municipality about the community needs for services • Be informed of decisions of the municipal council • Attend Izimbiso (large scale community meeting) • Work as volunteers at a service delivery organisation/government institutions

STRUCTURE	DESCRIPTION	PRINCIPLES & FUNCTIONS	PROCESSES FOR PARTICIPATION
Traditional authorities	- Traditional leaders - Traditional councils	- Helps to involve the traditional community with local government in developing integrated development plan - Support municipalities in identifying community needs - Make recommendations about service delivery - Participate in municipal, provincial and national development programmes - Promote indigenous knowledge systems - Administer traditional community affairs according to customs and tradition - Assist, support, and guide traditional leaders in performing their functions - Participate in the development of local policy and legislation - Warn the municipality about the danger that threatens people living in a particular traditional council area - Perform their duties and use their powers according to customary law in a way that is consistent with the Constitution	- Attend meetings - Make sure the councils follow the law and don't discriminate
Political parties	For example: ANC, Inkatha Freedom Party, DA, COPE, etc.	- Represent voters - Represent particular interest - Educate and instruct the public on issue	- Vote - Join a political organisation - Stand in an election - Take part in the work of a political party at the local level

WEEK 9: DEMOCRACY AND HUMAN RIGHTS

- **Principles and functions of structures in addressing the interest of civil society and how structures change:**
 - **Constitutions** – A constitution is a legal 'founding document' (foundation on which an organisation is built. Many structures and organisations have constitutions e.g. non-governmental organisations, community-based organisation etc.
 - **Elections** and representation of constituencies – Elections differ for various structures:
 - National and provincial elections take place every five years where voters vote for political parties and not individuals. Political parties get share of seats in the Parliament depending on the votes it received.
 - Metropolitan municipal elections – happens every five years. In this election voters vote for the political party and the ward candidate of their choice who will represent them.
 - Local municipal elections – happens every five years. In this election voters have three votes; one for their individual representative on the local council ward and two votes for a political party on the local and district council.
 - Municipal by-elections happen when a ward councillor dies/ expelled/ resigns and his/her seat becomes vacant.
 - Community organisations – have elections to choose the chairperson and other office bearer such as secretary and treasurer. These elections usually happen at the annual general meeting.
 - **Mandates** – the power to act that voters give to their elected leaders. Acts of law also gives mandates e.g. South African Revenue Service Act No. 34 of 1997 gives SARS the mandate to collect taxes.
 - **Lobbying** – refers to influencing government officials, or any people in a position of power, to make decisions for or against something. For example:
 - Individuals/organisations could lobby the government to change the tax law
 - HIV and AIDS activists and organisations could lobby the President to provide affordable treatment for people who are HIV positive
 - A residents' association could lobby the municipality to create a park.

Some ways in which people can lobby include:

- organising petitions
 - writing letters and emails to people in power
 - using Facebook and Twitter to gain support
- **Advocacy** – is the act/process of supporting a cause or proposals. Citizens/ groups starts a campaign to influence the decision made about a particular area.

- How and why structure change: Structures change for the following reasons:
 - the people can change
 - the constitutions change
 - mandates change
 - change through advocacy and lobbying

- Directing meetings
 - If you want to change structures and organisations, you can organise or attend the following types of meetings
 - Public meetings e.g. local council meeting, parliamentary debates
 - Private meetings e.g. make appointment with the mayor
 - Izimbizo – large community meetings at which Local Councils give feedback and listen to community's concerns.
 - Committee/annual general meetings e.g. a community organisation or NGO

 - By attending meetings, you will find out what is going on and in some instances will have the opportunity to talk about your ideas and concerns.
 - Civil society strengthen democracy if they participate in its structures.
 - Participation means people co-operate and work together to develop the country.
 - People can participate through:
 - local and community structures
 - school governing bodies
 - community policing forums
 - NGOs



WEEK 10: DEMOCRACY AND HUMAN RIGHTS

Glossary

-  Nation building – promoting a South African identity, national unity and a shared sense of belonging.
-  Participants – people involved in an activity or event or sport.
-  Spectator – a person who watches a sport
-  Sporting behaviour – the way participants and spectators behave in sport.

• **Role of sport in nation building**

- Sport is one of the best ways to contribute to nation building; when you support a national team or sportsperson competing for South Africa, you feel proud of your country. We know we are one nation, no matter how diverse we are. Our one goal as we stand together – people from all cultures, ages, languages and income groups – is to do our best as a sporting nation.

- How sport can support or detract from nation building

Support

- build tolerance, understanding and respect.
- oppose all forms of discrimination and racism and human rights abuse
- make friend and build relationships across cultures, languages, religions, ages and incomes
- build unity through hosting international sports events.

Detract

- if spectators, players, match officials and administrators do not behave in a sporting way

- What triggers and effects unsporting behaviour

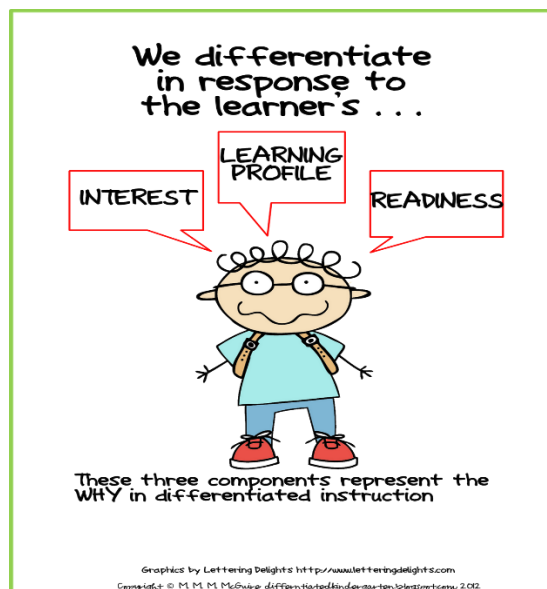
TRIGGERS	BEHAVIOUR	EFFECTS
• Pre-bought tickets not available • Ticket sales only at gate • Late coming • Only one entrance • Poor planning and security • Expensive tickets	• Spectators sometimes break the entry gates to get into the stadium without tickets, or arrive late and push to get in.	• Spectators can be trampled in stampedes and be injured or killed. • Photos of sport stadium tragedies are often flashed across the world giving a negative image of the country. • Spectators may be scared to attend matches in future. • Some tickets may be sold illegally at expensive prices for an individual's profit or forged.
• Lack of seating • No numbering of seats • Few ushers and security to enforce correct seating	• Supporters sit in the emergency exit blocking the only way out. • Spectators steal other people's seats	• If there is a fire or any other emergency it is not possible to make a quick exit. • Spectators may panic and cause a stampede/crush • Some spectators may get angry if they found somebody else is sitting in their seats and fights may occur.

TRIGGERS	BEHAVIOUR	EFFECTS
• Rivalry between opposing fans • Lack of security • Violence seen as normal in society	• Some fans arrive with weapons.	• Opposing spectators are stabbed or beaten • Games are abandoned. The host team is usually penalised and loses points or forfeits the match.
• Alcoholism • Drunkenness • Substance abuse • Drug pedlars selling their wares in the stadium	• Spectors who bring alcohol into the premises may get drunk • Spectators smoke dagga and get aggressive	• They put themselves and others at risk. • They behave in anti social ways • They cause fights. • They annoy sports fans.
• Participants opposed match officials. • Spectators don't agree with match officials decision. • Lack of fencing and security.	• Spectators run unto the sports field.	• They can harm playes and themselves. • They hold up play and the result may not be fair.
• Anger at match officials' decision. • Participants cheat or are unsporting.	• Supporters throw objects onto the pitch.	• They can harm players, officials and other spectators. It can blind a player or cause a serious head injury.
• Anger at players who lose • Anger at coaches who don't make popular substitutions	• Spectators boo players. • Spectators shout and swer at the coach.	• Players lose confidence or get angry • Coaches cant focus and make incorrect decisions.
• Anti social attitudes • Using sport for own agenda.	• Bad specator behaviour in general.	• The sporting code involved gets a bad reputation. • Spectators stop attending • Clubs can go bankrupt because of loses in gate takings • Clubs can be fined for bad spectator behaviour.
• Bstting cartels offering bribe to players and match officials.	• Playerrs take bribes to throw a match. • Referees take bribes to unfairly favour a specific team or player.	• Spectators are angry and disappointed, and they stop supporting these sport codes.



TERM 1

INFORMAL ASSESSMENT: EXEMPLARS



❖ **INFORMAL ASSESSMENT 1: SHORT QUESTIONS**

1. Identify whether the following learners' goals are short, medium or long term.
 - 1.1 Lindiwe is in Grade 11. She aims to be the matron at a hospital.
 - 1.2 Sally is a final-year student. She is working towards passing with distinction. She aims to work as a chartered accountant at a big firm.
 - 1.3 Bongani aims to practice his running four times a week. He aims to run in long-distance race next year. (3x1) (3)
2. Name one important life skill that will help you to set and achieve your goals. (1x1) (1)
3. Explain how do you prioritise and set a goal? (1x2) (2)
4. Discuss the relationship between personal values and choices. (2x2) (4)

/10/

❖ INFORMAL ASSESSMENT 2: Scenario

Read the different scenarios below and answer the questions that follow:

Scenario 1

Lea is so sad. Her best friend Tina has been gossiping about her. She heard that Tina has said some nasty things about her.

Scenario 2

Thembeke feels worried. She heard a story about her boyfriend, Tebogo which said he is dating another girl. When she asked Tebogo about it, he got very angry and told her to mind her own business. He accused her of not trusting him and told her she is stupid.

Scenario 3

Johanna wanted to break up with Peter. She told him their relationship is over. But Peter refused to accept it and told her she will always be her he felt sorry for him and took him back, but she loves somebody else.

Scenario 4

Donnie is very happy. His girlfriend Jenny has told him she loves him very much. He feels very confident and enjoys going to school. They are such a good friends and share the same values. They both agree to abstain from sex. They have open communication and tell each other everything.

2.1 Tabulate TWO rights and responsibilities of each right. (2x2) (4)

2.2 Identify and explain which of the different relationships in the scenarios

2.2.1 positively contributed to well-being. (1x2) (2)

2.2.2 negatively contributed to well-being. (1x2) (2)

2.3 Give advice to Johanna in the scenario 3 regarding her relationship with Peter. (2x2) (4)

2.4 Evaluate the impact of the media on values and beliefs about relationships. (1x3) (3)

/15/

❖ INFORMAL ASSESSMENT 3: Source-Based

Read the source-based below and answer the questions that follow:

Social Media Popular With South African Youth

MXit - a free social media platform created in South Africa in 2004 - has captured the time and attention of young people, eclipsing homework, movies and computer games. There are millions of registered user accounts. And what are most of these teenagers and young people talking about? ... Dating.

Mobile phones are just about everywhere here in South Africa.... and like in many other countries, people seem to be glued to them - especially teenagers. And it appears that topping the chatting list is MXit - the social media platform.

The United Nations Children's Fund, UNICEF, conducted a survey to better understand how young people spend their free time. MXit was the answer for 30 percent of respondents - far more popular than watching TV, talking with family and friends, reading and - not surprisingly - homework.

The main findings of the UNICEF MXit survey are that young people are spending a lot of time on MXit. They're talking mostly to friends and family and most often about issues of love life and dating. And a lot of MXit users are interacting with strangers. The study indicates South African teens would rather chat on MXit than actually meet friends in person.

South African teachers have also raised the alarm that so-called 'MXit speak' is creeping into classrooms. The shorthand often appearing on the social networks is now in school essays making it difficult to teach kids proper language skills. Despite all these concerns, social media is here to stay.

<https://www.voanews.com/africa/social-media-popular-south-african-youth>

- 3.1 Explain ONE social/cultural view that influence and affect relationships. (1x2) (2)
- 3.2 Identify the group who are very fond of using MXit. (1x1) (1)
- 3.3 List TWO common things this group are mostly talking about. (2x1) (2)
- 3.4 Why do you think this group chat on MXit rather than actually meet friends in person? (1x2) (2)
- 3.5 Discuss TWO effects of preferring to socialise on MXit than face to face. (2x2) (4)
- 3.6 Evaluate how the overuse of social media affect one's values and beliefs about relationship. (2x2) (4)

❖ **INFORMAL ASSESSMENT 4: Class activity/homework**

- 4.1 Tabulate the minimum requirements for admission to study for a higher certificate, diploma or bachelor's degree. (3x2) (6)
- 4.2 Explain the importance of APS system. (1x2) (2)
- 4.3 Calculate your APS score if you qualify for admission (5x1) (5)
- List down your subjects in grade 10.
 - Next to each subject, write down the marks that you received in your end of the year marks in grade 10.
 - Work out your APS point for each subject using the table provided to you.
 - Add up the APS point to get your APS score.
- 4.4 Which minimum requirements did you fulfil? Motivate your answer. (1x2) (2)
- 4.5 Explain the purpose of National Benchmark tests NBT. (1x2) (4)

❖ **INFORMAL ASSESSMENT 5: Case study**

Read the case study below and answer the questions that follow.

Lileth Botha had clear goals and mission in life. Her journey started when she passed the National Senior Certificate and went to Sol Plaatje University. Coming from a very poor home she knew that the road ahead will not be easy for her. When she was in matric, her LO teacher gave her a Funda Luzaka form to apply for bursary. Her whole life change when she was successful in her bursary application. Her dream of university became a reality.

After four years of hard work she completed her degree in BEd (major in Mathematics and Physics) FET and graduated in the same university. She was blessed to immediately get a teaching job and started working.

On her first salary she bought a nice curtain and fridge for her mother, things that she wished for who was very happy to receive them. Now she can provide for her single Mom.

Today she is a professional FET teacher and teaching in one of the high schools in her home town and she didn't have to repay the money spent on giving her a bright future.

Unknown

5.1 List THREE other financial options available besides bursary. (3x1) (3)

5.2 Describe TWO financial obligations in terms of financial arrangements.

(2x2) (4)

5.3 Discuss TWO challenges that Lileth faced.

(2x2) (4)

5.4 Critically discuss what Lileth means when she says that the bursary was not only a dream come true but also gave her 'a future'.

(2x2) (4)

/15/

❖ INFORMAL ASSESSMENT 6: Source-based

Read the source below and answer the questions that follow.

Two dead in stampede at South African football match

Two people have been killed and more than a dozen others injured in a stampede at a football match in South Africa. The stampede happened at the gates of Johannesburg's FNB Stadium during a pre-season game between rivals Kaizer Chiefs and Orlando Pirates

Match sponsors Carling Black Label said one fan was critically injured and another 16 spectators suffered minor injuries. The brewer said it was "saddened by the fatalities" from the crush caused by "a number of people who attempted to push through the stadium gates".

[Adapted from <https://news.sky.com/story/two-dead-in-stampede-at-south-african-football-match-10966663>
Accessed on 19 January 2021]

6.1 Define the following terms:

6.1.1 nation building (1x1) (1)

6.1.2 sporting behaviour (1x1) (1)

6.1.3 sports code of conduct (1x1) (1)

6.2 Explain TWO behaviours that could have trigger the stampede at South African football match between Kaizer Chiefs and Orlando Pirates (2x2) (4)

6.4 Discuss TWO impacts of participant and spectator behaviour in sport. (2x2) (4)

6.5 Critically assess the importance of sports code of conduct. (2x2) (4)

/15/

❖ INFORMAL ASSESSMENT 7: Short questions

- 7.1 Explain the following concepts:
- 7.1.1 Democratic participation
 - 7.1.2 Governance
 - 7.1.3 Rule of law (3x1) (3)
- 7.2 List THREE principles embedded in the rule of law. (3x1) (3)
- 7.3 Discuss TWO processes for democratic participation. (2x2) (4)
- /10/**

❖ INFORMAL ASSESSMENT 8: Homework

Answer the following questions:

- 8.1 List TWO democratic structures in South Africa and give one function of each structure. (2x2) (4)
- 8.2 Explain TWO ways in which the public can participate in the democratic structures. (2x2) (4)
- 8.3 Analyse the relationship between your school RCL and school governance stakeholders. (1x2) (2)
- 8.4 Discuss to what extent is learner participation in school governance practised at your school. (2x2) (4)
- /14/**

❖ INFORMAL ASSESSMENT 9: Quiz on relationship

(See attached healthy questionnaire.)

- 9.1 Analyse your relationship is healthy or unhealthy. (2x2) (4)
- 9.2 Explain how will you maintain a healthy relationship (3x2) (6)
- /10/**

NOTE TO TEACHERS:

- The teachers are required to develop their own marking guideline and evidence must be attached in your teacher informal assessment book.
- Each learner should also have a book for notes and a book for informal assessment that should be checked and monitored by the LO teacher.