



EFFINGHAM SECONDARY SCHOOL
LIFE ORIENTATION – TERM 2 WORKBOOK
GRADE 9 – 2022 – MRS. A. NAICKER



ACTIVITY 1: RIGHTS AND RESPONSIBILITIES

Study the following terms, definitions and notes:

Human rights

Inclusivity

Means that no one should be excluded because of their gender/age/race/ language/disability.

Environmental issues

Relate to preserving a clean/safe/sustainable environment.

Diversity

It means the workforce must include groups of a variety of people who are different in race/gender, class etc.

Poverty

Being unable to satisfy basic needs due to lack of income to buy goods/service.

Inequality

Unfair differences between groups of people in society/When some have access to more wealth/status/opportunities than others.

Race

Classification of people according to their physical differences e.g. colour of their skin.

Gender

Refers to being male or female.

Disability	A physical or mental condition that limits a person's movements, senses, or activities.
Religion	A belief in and worship of a superhuman controlling power, especially a personal God.
Age	The length of time that a person has lived or a thing has existed.
Culture	The ideas, customs, and social behaviour of a particular people or society.
Equality	The fact of being equal in rights, status, advantages etc.
Respect	A polite behaviour towards or care for somebody/something that you think is important.
Dignity	A calm and serious manner that deserves respect.
Economic rights	The rights each person has to be economically active.
Social rights	Right to welfare benefits.
Cultural rights	A right to participate in cultural activities and events of your choice.

HUMAN RIGHTS

Human Rights include the right to:

- • Privacy
- • Respect / Dignity
- • Equity
- • Freedom of speech and expression
- • Information
- • Freedom of association
- • Free choice of trade, occupation or profession
- • Labour rights/ Right to protest
- • Freedom of thought and religion

- • Health care / food / water and social assistance
- • Education and training / universal right to basic education
- • Safety / Security and Protection
- • Freedom of movement
- • Children's right
- • Freedom to choose your own language

NB: Remember, with every right comes a responsibility. Every action has a reaction

DIVERSITY ISSUES

South Africa is a diverse country. The following diversity issues can be identified in SA:

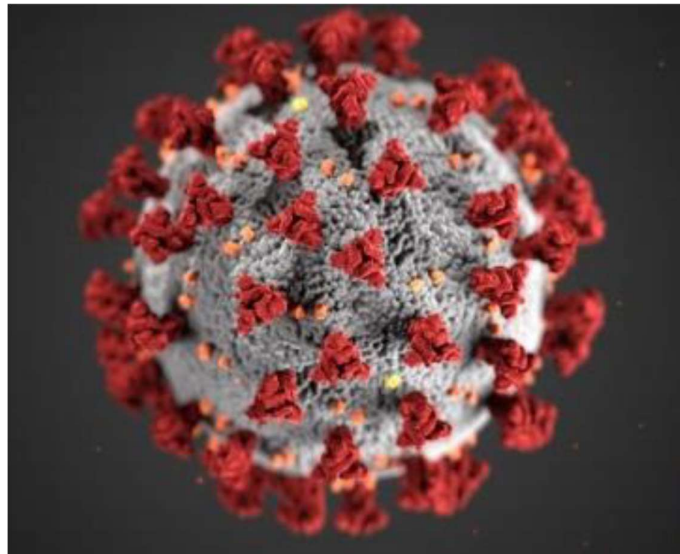
- Gender
- Poverty
- Disability
- Language
- Cultural / Religion
- Educational background
- Race
- Age

Activity:

Answer the following questions in your workbook:

1. If you find out that your best friend has been HIV positive from birth, what would you do?
2. Do you have the right to tell the other friends or classmates about his/her status?
3. Should his/her status influence your opinion of your friend? Why do you say so?

4. Define the word Violation.
5. Name the different types of human violation that people can encounter.
6. What is gender-based violence?
7. Name any two ways that we can use to prevent violation against women.



8. How does the new Coronavirus disease spread?
9. Name 2 common symptoms associated with the corona virus.

ACTIVITY 2: CELEBRATION OF NATIONAL AND INTERNATIONAL DAYS

**COMPLETE THE TABLE
BELOW AND WRITE THE
ANSWERS IN YOUR
WORKBOOK: DATE**

21 March

NATIONAL DAY

DESCRIPTION

1. _____

This date was chosen to honour 69 people who were killed and 180 who were wounded in Sharpeville in 1960 while protesting against the pass laws. According to pass laws, black South Africans had to carry a document at all times, without that document they were not allowed to enter "White areas".

2. _____

Freedom Day

South Africans first democratic (free and fair) elections were held on this day in 1994.

1 May

Workers Day

3. _____

16 June

4. _____

On this day riots started in Soweto after the Government announced that the medium of instruction in all black schools will be in Afrikaans. Commemorates the 20 000 pupils in Soweto on 16 June 1976 against the inferior education that

18 July	Nelson Mandela Day (not a public Holiday but a day that is celebrated in our Country)	Blacks, Coloureds and Indians children were receiving. 5. _____ _____ _____ _____
9 August	6. _____	We commemorate the march of 20000 women who on the 9th of August 1956 marched to the union Buildings to protest against the pass laws.
7. _____ (1) 16 December	Heritage Day 8. _____ _____	We celebrate the diverse cultures in South Africa. Two historical events took place on this day. On this day in 1961, Umkhonto we Sizwe was formed, the ANC armed wing and it was the day of the VOW when the Voortrekkers defeated the Zulus at the battle of blood River in 1838. These two celebrations symbolise the divided history of South Africa. Hence the day is devoted to reconciling the division of the past and celebrating unity.

9. In your words explain how you and your family and friends celebrate the 24th of September. Also explain why this day is important for you as a South African.
10. Explain what a virus is.
11. What is the difference between an epidemic and a pandemic?

ACTIVITY 3: CONSTITUTIONAL VALUES AS STATED IN THE SOUTH AFRICAN CONSTITUTION

The South African Constitution:

The South African Constitution was written to create “a society based on democratic values, social justice and fundamental human rights”

Human dignity, equality and the right to life were important values. The Constitution states it is everyone’s right to take part in the cultural life that they prefer and to use the language of their choice.

Role Model:

- Person who has an influence on other people’s behaviour, thinking and values.
- Can either have a positive or negative influence on your life.

ACTIVITY:

1. Choose the correct terms from the block below and write the answers in your workbook:

freedom	The South African Constitution	equality	Self-respect
positive	negative	community	False
discriminated	inequality	True	role model

1.1 _____ is one of the three main values of the South African Constitution.

1.2 A _____ is someone who others look up to and admire.

- 1.3 The constitutional value of _____ means that everyone in South Africa is important and should be treated fairly.
- 1.4 Respectfulness, compassion and trustworthiness all describe a _____ role model.
- 1.5 Human dignity refers to the right to _____ .
- 1.6 People who make irresponsible behaviour seem acceptable and cool can be seen as _____ role models.
- 1.7 _____ was written to create “a society based on democratic values, social justice and fundamental human rights.
- 1.8 To be treated fairly means to not be _____ against.
- 1.9 Everyone needs to follow the same religious practices.
True or False
- 1.10 To judge a person’s skills and abilities based on their cultural background refer to discrimination. True or False

2. Answer the questions below in your workbook:

- 2.1 What is a role model?
- 2.2 Are all rich and successful people in our communities positive role models?
- 2.3 Name 3 characteristics of a negative role model

Read the following case study and answer the questions in your workbook:

Natalie du Toit

A WORLD-CLASS SWIMMER & ROLE MODEL FOR MANY

When Natalie was 17 years old, she was accidentally hit by a car while she was riding her scooter. She was rushed to hospital, but after one week the doctors were forced to operate and amputate one of her knees.

Natalie has devoted her life to charity and for children in South Africa. She helps young cancer patients, people with disabilities who cannot afford to pay for a wheelchair and many more. Natalie also raises funds to pay the travelling cost of the young athletes whose parents cannot afford the expense. She has also dedicated a lot of her time to motivational speaking, which she does in schools, institutions and businesses. This South African woman believes that swimming is the most important part of her life and never loses her desire to do more for her community.

Natalie's beautiful story of courage and motivation has touched many lives, including that of Tracey Hawthorne, who is a freelance writer and editor based in South Africa. She wrote an incentive book about Natalie's life, her accident, and everything that the athlete had to overcome to finally end up on top. Her powerful biography is called, Natalie du Toit – Tumble Turn. Natalie is greatly appreciated and well known in South Africa and all around the world. Her story gives hope, not only to disabled people, but also to anyone who has a dream to achieve something. She shows that we can do anything if we really want to and that we should never give up whatever the trials may be.

- 3.1 What makes Natalie a positive role model in our country?
- 3.2 During her motivational speeches, what do you think the main message from her talk is?
- 3.3 By looking at her life and her contributions, name one of her values.

ACTIVITY 4: WORLD OF WORK

Instruction

Read through the below class notes and answer the questions that follow:

CLASS NOTES

Options available after completing Grade 9:

- National Certificate Vocational (NCV)
- National Senior Certificate (NSC)

National Certificate Vocational (NCV)

- Students are taught to do a job, mainly through practical experience.
- Requirements: Should be older than 16 years
- Vocational: Relating to the skills you need to do a particular job.
- Learnership programmes: Gives you on the job training.

National Senior Certificate (NSC)

- Pass your Grade 12 examinations at any high school to obtain NSC.
- Study options after NSC: University University of Technology Private colleges

Know the requirements of the National Senior Certificate (NSC)

- **To qualify for a National Senior Certificate, Candidates should have a :**

minimum of 7 subjects as follows:

- Two official languages, at least one at Home Language level

- Mathematical Literacy or Mathematics
- Life Orientation
- Minimum of 3 subjects from the NCS approved subjects
- A candidate may not offer more than 4 languages in the package of 7

There are additional subjects that are recognized for the National Curriculum Statements.

These are as follows:

Equine Studies, Nautical Science, Maritime Economics, Modern Greek (from 2009), Sports and Exercise Science (from 2010). Only one of these can be offered as part of the 7-subject programme. They may be offered in addition to the 7-subject package. In all subjects, a portfolio of evidence will contribute 25% and final examination 75%.

Practical /performance assessment components may contribute up to a further 25%, making the final examination in such cases worth 50%. Life Orientation will be assessed through a combination of a portfolio of evidence and prescribed subject specific practical assessment i.e. no external examination.

- **Pass requirements** In order to qualify for a **National Senior Certificate**, a learner must achieve:
 - - A minimum rating of 3 i.e. 40% or more, in 3 subjects. One of the 3 subjects must be an official language at Home Language level.
 - - A minimum rating of 2 i.e. 30% or more, in 3 other subjects.

Note:

It is compulsory for a learner to pass an official language at home language level i.e. at 40% or above.

If a learner offers more than the minimum number of 7 subjects, passes in the additional subjects will be taken into account when determining whether a learner has met the minimum requirements.

- • In order to qualify for entry into **further study at the Higher Certificate level**, a learner must:
 - - Pass the NSC
 - - Meet the language requirement for further study at a South African institution, namely, one of the two official languages offered by learner must be either English or Afrikaans. To meet the language criterion to qualify for entry to study at a tertiary education institution, the learner must pass either English or Afrikaans at least at the 1st additional level i.e. at 30% or more.

- • In order to qualify for entry into **further study at the Diploma level**, a learner must:
 - - Pass the NSC as follows:
 - - One official language at home language level at 40%
 - - 3 other subjects at 40%
 - - 2 subjects at 30%
 - - Meet the language requirement for further study at a South African institution, namely, one of the two official languages offered by learner must be either English or Afrikaans. To meet the language criterion to qualify for entry to study at a tertiary education institution, the learner must pass either English or Afrikaans at least at the 1st additional level i.e. at 30% or more.

- The key difference between qualifying for entry to diploma study rather than higher certificate study is that the learner must achieve 40% or more in 4 subjects (incl. the official language at home language level) rather than just 3 subjects.

- In order to qualify for entry into **further study at the Bachelor Degree** level, a learner must:
 - Pass the NSC as follows:
 - One official language at home language level at 40% or more
 - 4 subjects from the **designated** list of subjects at 50% or more
 - 2 subjects at a minimum of 30%
 - Meet the language requirement for further study at a South African institution, namely, one of the two official languages offered by learner must be either English or Afrikaans. To meet the language criterion to qualify for entry to study at a tertiary education institution, the learner must pass either English or Afrikaans at least at the 1st additional level i.e. at 30% or more.

Answer the following questions in your workbook:

1. Name the 3 options that are available to you after you complete Grade 9.
2. What does NSC mean?
3. Name the four compulsory subjects at school level
4. Redraw the below table in your workbook and fill in the correct answers:

Seven Subjects Minimum requirements

Home Language _____

First Additional 30%
Language

Mathematics or _____
Mathematics
Literacy

Life Orientation 40%

Any 3 other elective _____
subject (your
choice) _____

1. _____

2.

3.

5. True or false (if false state the correct answer).

You can attend FET if you have failed grade 9 and are 14 years old.

6. What is the estimated incubation period for the Coronavirus?

7. Identify 4 measures that can be implemented to prevent COVID-19 (4)