NATIONAL CERTIFICATES (VOCATIONAL)

SUBJECT GUIDELINES

LIFE ORIENTATION

NQF LEVEL 3

IMPLEMENTATION: JANUARY 2014
INTRODUCTION

A. What is the subject Life Orientation about?

The National Certificates (Vocational) is qualifications at NQF Level 2 - 4 offered in Further Education and Training Colleges. The Fundamental component of the National Certificates (Vocational) is integral to all vocationally orientated qualifications that allow the student to progress into further learning along a vocational pathway in various fields. Life Orientation is one of three fundamental subjects that enhance students’ possibilities to achieve success in their vocational studies as well as in life.

This subject consists of a combination of life skills and information and communication technology (ICT) that covers essential topics such as personal and career development, health and well-being, citizenship, and learning skills, as well as basic computer applications.

The content matter used for application in the ICT component of the subject must be based on the content matter of the first four topics of the life skills component. Assessments should not use unrelated texts and content outside of this curriculum. For example, when creating and editing a word document, the content matter of the text could be the key habits of a healthy lifestyle.

B. What are the Aims of the subject Life Orientation?

This subject aims to equip students with skills, values and knowledge necessary to adapt, survive and succeed in a constantly changing world. Whilst the vocational training is grounded in the South African context, it also incorporates global imperatives.

Life Orientation aims to equip students in a holistic way with the personal, psychological, cognitive, physical, moral, social and cultural skills to live meaningful and successful lives. The subject aims to enable students to respond positively to the challenges of a constantly changing world, to make informed and responsible decisions, realise their potential and make a meaningful contribution to our South African society and economy, as they become vocationally qualified.

Life Orientation in the National Certificate (Vocational) is underpinned by the following principles:

- an outcomes-based approach to education;
- high knowledge and skills emphasis;
- integrated and applied competence;
- progression, articulation and portability;
- social transformation, human rights, promotion of Indigenous Knowledge, inclusivity, environmental considerations, physical wellness and social justice; and
- credibility, quality, relevance and responsiveness.

C. Why is Life Orientation important as a Fundamental subject?

The core motivation for the provision of Life Orientation is the holistic development of individuals with the required skills, knowledge and values and the necessary cognitive processes. This is to enable the application of these skills in both the workplace and in life, in a considerate, reflective, informed and thoughtful manner.
D. What is the link between Life Orientation Learning Outcomes and the Critical and Developmental Outcomes?

- The student is able to organise and manage him or herself using strategies to deal with personal issues and develop a plan to achieve his or her goals. The student is able to demonstrate initiative in identifying and using opportunities and taking responsibility for self-development within a dynamic environment.
- The student is able to demonstrate an understanding of the world as a set of related systems by recognising habit-forming drugs and their impact on self and society.
- The student is able to communicate effectively in presenting relevant information by investigating different types of work environments and discussing available training opportunities.
- The student is able to identify and solve problems when encountering obstacles to personal development.
- The student is able to use science and technology effectively when using the computer.
- The student is able to work effectively with others as a member of a team discussing matters relating to Life Orientation.
- The student is able to participate as a responsible citizen in the life of the local, national and global communities by identifying and learning about values and norms of behaviour and how this impacts on the above.
- The student is able to collect, organise and evaluate information by investigating relevant needs and issues in the community.

E. Which factors contribute to achieving the Life Orientation Learning Outcomes?

- Enabling environment – It is important that Life Orientation is presented within a context of honest enquiry and respect.
- Resources – The student must have access to all the necessary resources required.
- Exposure to particular experiences – The student must be exposed to real community and social issues that will create a real context within which their projects can unfold.
- Suitable qualified lecturers – The life skills lecturer must have a basic knowledge of psychology and of Life Orientation and life skills, and be well informed about health and well-being, HIV and AIDS, human rights, career education and the latest developments in various career fields, community issues, accessing community structures and should possess basic research and networking skills.
- The ICT lecturer must be computer literate and have an advanced knowledge of the following programmes: Word processing, Spreadsheets, Presentation and knowledge of the Internet and email.
- The life skills and ICT components could be taught by the same lecturer, or by two different lecturers, depending on the qualifications of the lecturers.
- Creativity – The lecturer should apply creativity to ensure that Life Orientation is offered in an innovative, interactive and exciting way, to enable students’ full participation and enjoyment of this subject.
LIFE ORIENTATION – LEVEL 3

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1 DURATION AND TUITION TIME
This is a one-year instructional programme comprising a minimum of 200 teaching and learning hours. The subject may be offered on a part-time basis provided the student meets all the assessment requirements.

Students with special education needs (LSEN) must be catered for in a way that eliminates barriers to learning.

The lecturing/contact time will be divided as follows: a minimum of 3 hours per week for the life skills component, and a minimum of 2 hours per week for the ICT component. This means that the fundamental subject Life Orientation has a minimum of 5 hours per week allocated on the timetable.

2 SUBJECT LEVEL OUTCOMES AND FOCUS
SAQA qualification 50442

PART ONE OF THE SUBJECT: LIFE SKILLS COMPONENT

Exit Level Outcome 1:
Develop a personal development plan (PDP) in terms of career pathing, inclusive of promoting work productivity and work ethics.

Associated Assessment Criteria
- The benefits of work shadowing and volunteering to gain work experience, are described
- The principles of work productivity are explained
- Strategies to manage emotions and workplace relationships are described
- Ways of dealing with sexual harassment, workplace bullying, and gender discrimination are described.
- A personal development plan (PDP) is developed

Exit Level Outcome 2:
Develop a study method

Associated Assessment Criteria
- Learning and thinking skills and strategies in various contexts are applied and explained
- A study method is developed

Exit Level Outcome 3:
Describe the principles of a balanced lifestyle in a workplace context, in the context of avoiding risk behaviour.

Associated Assessment Criteria
- Strategies and lifestyle changes required to avoid risk behaviour are described
- The principles of a balanced lifestyle in a workplace context are described
- The facts about HIV and AIDS, STIs and opportunistic infections are listed
- Water safety measures are described

Exit Level Outcome 4:
Explain ways to oppose human rights violation, abuse and corruption, in terms of the Constitution and Bill of Rights

Associated Assessment Criteria
• Ways to oppose human rights violation and abuse, in terms of the Constitution and Bill of Rights, are explained
• A distinction is made between morally acceptable and unacceptable behaviour in the workplace
• Measures to report corruption in the workplace are explained
• Participation in a community project or national campaign occurs.

PART TWO OF THE SUBJECT: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Exit Level Outcome 5:
Apply advanced computer skills in a Microsoft Office programme.

Range: Word processing, Excel, PowerPoint

Associated Assessment Criteria
• Word documents are created, opened, formatted, saved and printed using basic and advanced features
• Excel (Spread sheet) documents are created, opened, formatted, saved and printed using basic and advanced features
• PowerPoint (Presentation) Presentation documents are created, opened, formatted, saved and printed using basic and advanced features

Exit Level Outcome 6:
• Use the internet as a resource of information and communication

Associated Assessment Criteria
• The Internet Explorer Browser is used to explore different websites on the Internet
• Different search engines such as Google, Bing and Google Scholar are identified
• Elementary and advanced searches are used to collect information for academic purposes and tasks

3 ASSESSMENT

Information provided in this document on internal and external assessment aims to inform, assist and guide a lecturer to effectively plan the teaching of the subject.

The Assessment Guidelines for Life Orientation Level 3, which compliments this document, provides detailed information to plan and conduct internal and external assessments (and mark allocations)

3.1 Internal assessment (25 percent)
Detailed information regarding internal assessment and moderation is outlined in the current ICASS Guideline document provided by the DHET

3.2 External examination (75 percent)
A national examination is conducted annually in October/November by means of a paper/s set and moderated externally.

Detailed information regarding external assessment and moderation is outlined in the National Policy on the Conduct, Administration and Management of the Assessment of the National Certificate Vocational Gazette number 30287 dated 12 September 2007
3 WEIGHTED VALUES OF TOPICS

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>WEIGHTED VALUE</th>
<th>*TEACHING HOURS</th>
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<td>4. Citizenship</td>
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<td>5. Introductory Theory of Information and Communication Technology (ICT)</td>
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<td>6. Advanced features of Microsoft Word (Word-processing programme)</td>
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<td>9. Introduction to Internet Research</td>
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<td><strong>100</strong></td>
<td><strong>110</strong></td>
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NOTE: Topics 1-4 make up 60% and Topics 6-9 40% of the weighting in this subject

*Teaching Hours refer to the minimum hours required for face to face instruction and teaching. This number excludes time spent on revision, test series and internal and external examination/assessment. The number of the allocated teaching hours is influenced by the topic weighting, complexity of the subject content and the duration of the academic year.

4 CALCULATION OF FINAL MARK

Continuous assessment: Student’s mark/100 x 25/1 = a mark out of 25 (a)
Examination mark: Student’s mark/100 x 75/1= a mark out of 75 (b)
Final mark: (a) + (b) = a mark out of 100

All marks are systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, moderation and verification purposes.

5 PASS REQUIREMENTS

The student must obtain at least 40 percent in Life Orientation to be promoted to the next year.

6 SUBJECT AND LEARNING OUTCOMES

On completion of Life Orientation Level 3, the student should have covered the following topics:

Topic 1: Personal and Career Development
Topic 2: Learning Skills
Topic 3: Health and Well-being
Topic 4: Citizenship
Topic 5: Introductory Theory of Information and Communication Technology (ICT)
Topic 6: Advanced features of Microsoft Word (Word-processing programme)
Topic 7: Advanced features of Microsoft Excel (Spreadsheet programme)
Topic 8: Advanced features of Microsoft PowerPoint (Presentations)
Topic 9: Introduction to Internet Research

These Subject and Learning Outcomes are the minimum to cover to enable students to sit for the end of the year examination.

Lecturers are however encouraged to allow students, where the need arises, to go beyond the minimum and add/use additional information for enrichment purposes.

Topic 1: Personal and Career Development

Subject Outcome 1.1: Develop a personal development plan (PDP) in terms of career pathing

Learning Outcomes:

The student should be able to:
1.1.1 Identify personal strengths and abilities and complete a skills audit
1.1.2 Conduct basic career research to investigate employment opportunities
1.1.3 Collect information and investigate trends and demands in job markets to identify scarce skills and align with own career path
(Note: Consult documents and websites such as published scarce skills lists, Statistics South Africa’s Labour Bulletin, SAQA career helpline, useful career websites)
1.1.4 Research and explore job functions in a specific vocational field
(Note: Could interview a professional in the field)
1.1.5 Map own career path by compiling a personal development plan (PDP)

Subject Outcome 1.2: Explore work shadowing and volunteering options to gain work experience

Learning Outcomes:

The student should be able to:
1.2.1 Explain what is meant by work shadowing
1.2.2 Explore the value of what the student can learn during a work shadowing experience
1.2.3 Identify possible volunteering options in a work environment related to the specific vocational programme of current study
(Note: Examples of work environments and/or workplaces include hospitality and tourism industry, engineering related workplaces and industry, business studies and related institutions)
1.2.4 Use examples to explain networking and its importance for future job prospects
1.2.5 Describe strategies to establish networking

Subject Outcome 1.3: Investigate the principles for work productivity

Learning Outcomes:

The student should be able to:
1.3.1 Distinguish between productive and unproductive work behaviour
1.3.2 Explain why unproductive work behaviour is unethical and morally unacceptable
1.3.3 Draw up a personal code for work ethics and productivity

Subject Outcome 1.4: Use strategies to manage emotions and workplace relationships intelligently

Learning Outcomes:

The student should be able to:
1.4.1 Explain with examples the following concepts related to workplace relations:
- Sexual harassment,
- Workplace bullying,
- Gender discrimination.

1.4.2 Describe and illustrate with practical examples, measures to counter sexual harassment, gender discrimination and bullying in the workplace.
*Range: human rights, reporting, mechanisms and disciplinary actions, assertiveness.*

1.4.3 Describe basic conflict resolution strategies to deal successfully with emotions and relations in the workplace.
*Range, including but not limited to: mediation, negotiation, and arbitration, personal conflict resolution skills such as listening, appropriate expression of emotions, problem solving and assertive skills.*

**Topic 2: Learning Skills**

**Subject Outcome 2.1: Develop a study method**

**Learning Outcomes:**

The student should be able to:

- 2.1.1 Explain the concept of left and right brain dominance
- 2.1.2 Describe different learning styles.
  *Range of learning styles: visual, auditory, tactile, kinaesthetic, taste and smell*
- 2.1.3 Identify own learning style and preferences and describe how they impact on the way you learn.
- 2.1.4 Develop study techniques based on own learning style and preferences.
  *Range of study technique, for example: SQ3R method or similar, making summaries, drawing mind maps, drawing comparative tables, drawing flow charts, moving around while learning, reciting information aloud, working in silence, working while listening to music.*
- 2.1.5 Track academic progress in all subjects and devise an action plan to maintain or improve academic performance.

**Subject Outcome 2.2: Apply learning and thinking skills and strategies in various contexts**

**Learning Outcomes:**

The student should be able to:

- 2.2.1 Explore mnemonic techniques and develop own memory skills
- 2.2.2 Use examples to apply decision making methods
- 2.2.3 Use examples to apply problem solving methods
- 2.2.4 Practise creative thinking skills within the context of problem solving and learning.
  *Range: creative thinking; lateral thinking, innovative idea generation and whole brain thinking.*

**Topic 3: Health and Wellbeing**

**Subject Outcome 3.1: Explore the principles of a balanced lifestyle in a workplace context**

**Learning Outcomes:**

The student should be able to:

- 3.1.1 Explain with examples, what physical wellbeing means
- 3.1.2 Explain with examples, what mental wellbeing means
- 3.1.3 Explain how physical and mental wellbeing impact on work productivity
3.1.4 List the criteria of an employee wellness programme

3.1.5 Design an employee wellness programme

(Range: not limited to but including organising a physical fitness event such as an Indigenous Games festival or cultural dance competition)

Subject Outcome 3.2: Indicate strategies and lifestyle changes to avoid risk behaviour

Learning Outcomes:

The student should be able to:

3.2.1 Explain how to avoid risk behaviour in terms of peer pressure with, for example the use of assertive and refusal skills

3.2.2 Identify situations where abuse is encouraged and explain how to avoid these situations

3.2.3 Describe date rape drugs and explain how to avoid consuming these substances

Subject Outcome 3.2: Know and understand HIV and AIDS, STIs and opportunistic infections

Learning Outcomes:

The student should be able to:

3.3.1 Describe and explain, using appropriate examples, how diseases and infections can compromise the immune system and describe infection control measures

3.3.2 Explain the modes of transmission for HIV and STIs

3.3.3 Identify opportunistic infections and how they occur, with special reference to TB

3.3.4 Explain how HIV and AIDS and opportunistic diseases can be prevented

3.3.5 Identify available health-related support services and how they can be accessed

Subject Outcome 3.4: Explain water safety measures

Learning Outcomes:

The student should be able to:

3.4.1 Identify potential risk situations near or in water

3.4.2 Explain safety measures to avoid water accidents

3.4.3 Describe basic first aid skills to assist victims of near-drowning / water accidents

Topic 4: Citizenship

Subject Outcome 4.1: Identify ways to oppose human rights violation and abuse in terms of the Constitution and Bill of Rights

Learning Outcomes:

The student should be able to:

4.1.1 Describe the concepts ‘diversity’ and ‘culture’ and provide examples

4.1.2 Explain the benefits of respecting diversity in the workplace and give examples of how respect can be shown

4.1.3 Describe the concepts ‘discrimination’, ‘racism’, ‘prejudice’ and ‘stereotyping’

4.1.4 Provide examples of human rights violations with specific reference to gender and child abuse, human trafficking, genocide and xenophobia

4.1.5 Investigate and explain how to oppose, and report and where to get help and support in such instances of abuse and violation of human rights
Range: The Constitutional Court, Equality Court, Human Rights Commission and Commission on Gender Equality (CGE) and International Courts for example the United Nations, and protective bodies such as Amnesty International.

Subject Outcome 4.2: Explain measures to report corruption in the workplace

Learning Outcomes:

The student should be able to:

4.2.1 Distinguish between morally acceptable and unacceptable behaviour at work by way of examples
4.2.2 Identify instances of corruption and economic crimes in South Africa and globally
4.2.3 Describe the effects of corruption and economic crimes on the individual, society and country
4.2.4 Describe the process of reporting corruption and economic crimes
4.2.5 Explain the pros and cons of reporting corruption

Subject Outcome 4.3: Participate in a community or national campaign or project

Learning Outcomes:

The student should be able to:

4.3.1 Identify a project to assist people living in impoverished socio-economic conditions or regarding environmentally responsible behaviour in the workplace
(Range: Volunteer work must be with people living in poverty or in needy situations, or within the workplace from an environmental perspective, or part of a national campaign, for example the 16 Days of Activism for No Violence Against Women and Children; or the HIV Counselling and Testing campaign)
4.3.2 Participate as a group member in such a project
4.3.3 Compile a typed report on the experience, including a reflection on personal team work and leadership skills.

Topic 5: Introductory Theory of Information and Communication Technology (ICT)

Note: Not to be assessed

Subject Outcome 5.1: Understand the effects of Information and Communication Technology (ICT) in terms of own physical and work environment

Learning Outcomes

The student should be able to:

5.1.1 Identify the impact of Information and Communication Technology (ICT) on own physical environment and work
5.1.2 Identify the latest technological Information and Communication Technology (ICT) devices and discuss their impact.
(Range: Not limited to but including iPad or tablet, e-reader, Smartphone, iPod

Subject Outcome 5.2: Explore environmental and safety measures in a computer environment

Learning Outcomes:

The student should be able to:

5.2.1 Understand ergonomics in terms of computer workspace
(Range: Sitting posture, distance from computer, relaxation exercises, height level of computer and enough light and air
5.2.2 Describe RSI and eye fatigue as consequences of bad ergonomics
5.2.3 Identify health and safety aspects in a computer environment
(Range: Safety standards in terms of electrical cords, ventilation, not eating and drinking when working on a computer, electrical overload, virus protection and precautions against theft
Topic 6: Advanced features of Microsoft Word (Word-processing programme)

Subject Outcome 6.1: Use Page Layout functions to create and edit a Word document.
Learning Outcomes:
The student should be able to:
6.1.1 Set margins according to requirements
6.1.2 Select and use a page orientation for different purposes
6.1.3 Create and edit text using the Columns and column breaks functions

Subject Outcome 6.2: Use Insert functions to create and edit a Word document
Learning Outcomes:
The student should be able to:
6.2.1 Insert a table, picture or clip art, header and footer, page number and page breaks in a text
6.2.2 Format a table using the borders and shading function
6.2.3 Format a picture or clip art using the resizing function
6.2.4 Spell check; preview and print the document using advanced printing functions
   Range of printing functions: A range of pages, back to back, current page

Topic 7: Advanced features of Microsoft Excel (Spreadsheet programme)

Subject Outcome 7.1: Use formulas to perform advanced calculations in a spreadsheet
Learning Outcomes 1:
The student should be able to:
7.1.1 Do advanced calculations using formulas
   Range: Add, subtract, divide, multiply, auto sum, percentage, average, maximum, minimum, count and autofill
7.1.2 Display the formulas

Subject Outcome 7.2 Create and edit charts within a spreadsheet
Learning Outcomes:
The student should be able to:
7.2.1 Identify the different types of charts
7.2.2 Create a column, line and pie chart
7.2.3 Insert chart titles and legends
7.2.4 Edit the appearance of a chart by changing the fill colour
7.2.5 Spell check; preview and print the document

Topic 8: Advanced features of Microsoft PowerPoint (Presentations)

Subject Outcome 8.1: Use features to create and format a presentation
Learning Outcomes:
The student should be able to:
8.1.1 Design a presentation for specific content matter and select a slide layout and format
   Note: Use the content matter as covered in Topics 1 – 4 of this subject for the presentation, for example a presentation about Citizenship
8.1.2 Insert a relevant clip art or picture in the presentation
8.1.3 Select and apply appropriate animation effects for your presentation
8.1.4 Spell check and save the presentation
8.1.5 Preview and print by selecting different printing options

Range: Slides, handouts and notes pages

Topic 9: Introduction to Internet research

Subject outcome 9.1: Use the Web to search for information

Note: The searches must relate to the content matter as covered in Topics 1 – 4 of this subject

Learning Outcomes:

The student should be able to:

9.1.1 Identify the purpose of search engines and explore different engines such as Google, Scirus, Bing, Google Scholar etc.

9.1.2 Conduct elementary and advance searches to collect information for academic purposes and assignments

8. RESOURCE NEEDS FOR THE TEACHING OF LIFE ORIENTATION – LEVEL 3

8.1 Human resources

The Life Orientation lecturer must have a basic knowledge of psychology and of life skills, and be well informed about health and well-being, HIV and AIDS, human rights, career education and the latest developments in various career fields, community issues, accessing community structures and should possess basic research and networking skills.

The lecturer should apply creativity to ensure that Life Orientation is offered in an innovative, interactive and exciting way, to enable students’ full participation and enjoyment of this subject.

The ICT lecturer must be computer literate and have an advanced knowledge of the following programmes: Word processing, Spreadsheets, Presentation and knowledge of the Internet and e-mail.

The life skills and ICT components could be taught by the same lecturer where possible, or by two different lecturers, depending on the qualifications of the lecturers.

8.2 Physical resources

• Life skills classrooms equipped with notice boards
• Resource/media centres with internet access
• Suitably equipped computer room with internet access

8.4 Consumables

• Files for Portfolios of Evidence (PoE)
• Printing paper and cartridges for printers
• Stationery, for example pens, pencils, crayons, magnets, cardboards and coloured papers

8.5 Learning and teaching materials

• Student Textbooks
• Newspapers, magazines and posters

8.6 Other resources
• Exposure to particular experiences. The student must be exposed to real community and social issues that will create a real context within which their projects can unfold.