



education

Department:
Education

PROVINCE OF KWAZULU-NATAL

CURRICULUM GRADE 10 -12 DIRECTORATE

NCS (CAPS)

TEACHER SUPPORT DOCUMENT

GRADE 12

LIFE

ORIENTATION

STEP AHEAD PROGRAMME

2024

PREFACE

This booklet was prepared and completed by the KZN Province Life Orientation Subject Advisors and Lead educators. This document must be used in conjunction with the Life Orientation CAPS policy document, textbooks, and other supplementary materials. This document is designed in such a way that an Educator and a Learner may be able to work on it freely and independently. Its objective is to provide guidelines and offer a variety of options on the teaching of TERM 1 content in the Gr 10 -12 classroom.

It includes several activities and interactive resources that may help both the Educator and the Learner to navigate their way through the topics outlined in the Annual Teaching Plan. Activities serve as a guide on how various topics are assessed at different cognitive levels and preparing learners for informal and formal tasks in LIFE ORIENTATION.

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TOPIC : DEVELOPMENT OF SELF IN SOCIETY			
Term	1	Week	1
Duration	1 hour	Weighting	14%
Sub-topics	Life skills required to adapt to change as part of a healthy lifestyle choices		
RELATED CONCEPTS/ TERMS/VOCABULARY	<ul style="list-style-type: none"> • Change • Quality of life • Anxiety • Stressors • Personality 		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Learners relate to situations when they experienced stress and how they cope with stress • Revise environmental hazards from Grade11. • Revise relationships with Grade11 			
RESOURCES			
<ul style="list-style-type: none"> • Past exam papers • Informal assessment activity for Grade 12 • LO learner book • Worksheets • Notes and terminology 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Not understanding what is stress is • Causes of stress • Understanding their personalities • Application of knowledge • Lack of understanding of questions and mark allocation 			
METHODOLOGY			
<ul style="list-style-type: none"> • Teacher and learner discussions on problems experienced by learners in different situations. • In groups learners discuss how problems have affected their quality of life. • Discussion of different personalities. • Understanding change. 			
TEACHER ACTIVITIES		LEARNER ACTIVITIES	
<ul style="list-style-type: none"> • Introduce the topic about the learners feelings being in Grade 12 • Explain the term stress to the learners 		<ul style="list-style-type: none"> • Learners respond to questions asked. • Engage in a group discuss 	

<ul style="list-style-type: none"> • Explain the concepts related to stress and stressors. 	
ASSESSMENT	
<ul style="list-style-type: none"> • Classwork 	
TEACHER REFLECTION	

CONCEPTS

- **Life skills** – refers to abilities for adaptive and positive behaviour that enables individuals deal effectively with the demands and challenges of everyday life.
- **Change** – is something that presses bus out of our comfort zone that is for better or for worst depending how we view it.
- **Life crises** - an **emotionally stressful event or traumatic change in a person's life which may affect them deeply.**
- **Vocation** - a strong feeling of suitability for a particular career or occupation.
- **Social pressure** - the **influence that is exerted on a person or group by another person or group** that includes rational argument, persuasion (coaxing), conformity and demands.
- **Personality** - refers to **the enduring characteristics and behaviour that comprise a person's unique adjustment to life**, including major traits, interests, drives, values, self-concept, abilities, and emotional patterns.
- **Abuse** - means treating another person with violence, cruelty, harm, or force.

NOTES

- Life skills required to adapt to changes as part of on-going healthy lifestyle choices:



[Adapted from Google Images, accessed on 06 January 2023]

- Healthy lifestyle choices



[Adopted from Google Images, accessed on 06 January 2023]

- Change and quality of life



[Adopted from Google Images, accessed on 03 January 2023]

Identify and define stress and stressors: Physical, emotional social and environmental factors (abuse, vocation, life crises, personality and social pressure)

- **What is stress?**

Stress Definition

- “Stress is a physical and emotional state always present in the person, one which is influenced by various environmental ,psychological and social factors but uniquely perceived by the person & intensified in response when environmental change or threat occurs internally or externally and the person must respond”

[Adopted from Google Images, accessed on 06 January 2023]

- **What is a stressor?**
 - A chemical or biological reaction, environmental condition, external stimulus seen as causing stress to individuals.

- An event that individuals might consider demanding, challenging, and/or threatening individual safety

- **Identify the different stressors:**



[Adopted from Google Images, accessed on 06 January 2023]

- Physical - stressors caused by health issues, trauma to the body, self-harm, lifestyle choices and abuse.

Health issue	Trauma	Self-harm	Lifestyle choices
Acute and chronic illness	Experience violent attacks	Alcohol and drug abuse	Lack of sleep
Pregnancy	Being a crime victim	Cutting one-self	Poor diet
Menstruation			Lack of exercise
			Too much drinking and smoking

- Environmental - stressors that are found in our surroundings that cause irritations. Some examples of common environmental stressors include:

- Poverty
- Overcrowding
- Natural disasters
- Abuse
- Noise
- Pollution
- Poor ventilation
- Vocation

- Social pressure

➤ Social – stressors caused by the people around you that stems from one’s relationships with others and from the social environment in general. Some examples of common environmental stressors include:

- Poor communication
- Conflict
- Bullying
- Negative peer pressure
- Changes in family structure

➤ Emotional – stress brought by people’s reactions to difficult situations, causing negative emotions. Some examples of common environmental stressors include:

- Death
- Moving house
- Not coping well with and uncertainty about life post-matric
- Negative thoughts about life
- Unrealistic expectations
- Frustration, anger, conflict and anxiety

ACTIVITY 1

- 1.1. List the four types of stressors (4x1) (4)
 - 1.2. Discuss TWO ways how poverty as a social stressor may affect one’s quality of life (2x2) (4)
 - 1.3. Evaluate how personality could be regarded as a stressor (1x4) (4)
- (12)**

TOPIC: DEVELOPMENT OF THE SELF IN SOCIETY: STRESS			
Term	1	Week	2
Duration	1 hour	Weighting	14%
Sub-topics	Life skills required to adapt to change as part of healthy lifestyle choices: Identify stressors, assess and manage stress.		
RELATED CONCEPTS/ TERMS/VOCABULARY	Signs of stress Symptoms of stress adrenaline Eustress Distress Coping mechanisms Management techniques Levels of stress		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Learners relate to situations when they experienced stress and how they coped with stress. • Revise environmental hazards from Grade 11. • Revise relationships from Grade 11. 			
RESOURCES			
<ul style="list-style-type: none"> • Focus Life Orientation Learner's book grade 12, Teacher's guide • Past exam papers, • Informal assessment activities for Grade 12. • Worksheets, • Notes and terminology. 			

ERRORS/MISCONCEPTIONS/PROBLEM AREAS	
Learners confuse the meanings of eustress and distress	
METHODOLOGY	
<ul style="list-style-type: none"> • Teacher and learners Discussions, • Questioning and answers method. • Notes review as groups and brainstorming stress management techniques. • Ask learners to assess their stress levels. 	
TEACHER ACTIVITIES	LEARNER ACTIVITIES
<ul style="list-style-type: none"> • Ask learners how they feel about being in grade 12. • Ask learners to share their personal experience in grade 11 and 12 • Ask learners how they cope with stress. • Explain the concepts of stress management. • Discuss the coping mechanisms and management techniques 	<ul style="list-style-type: none"> • Respond to the questions asked. • Learners share their experiences being a grade 12 learner. • Learners share how they deal with stress. • Learners must share how they know if they are stressed.
ASSESSMENT	
<ul style="list-style-type: none"> • Class activity 	
TEACHER REFLECTION	

CONCEPTS

Positive stress	Eustress which is the necessary stress.
Negative Stress	Distress which is the harmful bad stress.
Coping mechanisms	Ways to handle or deal with stress.
Management techniques	Ways to deal with or manage and prevent stress.
Symptoms of stress	Feeling's that indicate stress.
Signs of stress	Measurable indications of stress.
Adrenalin	A chemical messenger called a hormone that is released into the blood system in reaction to stress, increasing the heart rate and blood pressure.
Strategy	A plan of action to achieve a long-term or overall aim.
Implement	Put into practice.

NOTES

Assess levels of stress:

- **Signs and symptoms of stress**

<p style="text-align: center;"><u>Emotional</u></p> <p style="text-align: center;">Low self-esteem</p> <p style="text-align: center;">Loneliness</p> <p style="text-align: center;">Irritability</p> <p style="text-align: center;">Frequent crying</p> <p style="text-align: center;">Frustration</p>

<p style="text-align: center;">Feeling 'uptight'</p> <p style="text-align: center;">Depression</p> <p style="text-align: center;">Helplessness</p>
--

<u>Physical</u>	<u>Mental</u>
Frequent head ache or migraine	Confusion
Dizziness	Lack of concentration
Increase blood pressure	Reduced creativity and productivity
Back pain	Indecision
Sore neck muscles	Carelessness
Nausea, vomiting and diarrhoea	High risky behaviour including drug and alcohol abuse
Insomnia (sleep disorders) and night mares	

- **What is good stress (Eustress)?**

- Eustress is a positive form of stress having a beneficial effect on health, motivation, performance, and emotional well-being.
- Stress that makes you ready for action as it gives you adrenalin and energy.
- For example: when you have to stand in front of the class and speak. It is for a short term and you can have sweaty palms and a dry mouthy or butterflies in your tummy.

- **What is bad /negative stress (Distress)?**

- Distress is perceived as outside of our coping abilities, feels unpleasant, decreases performance and can lead to mental and physical problems.
- If the stress is more than you can cope with, it is unhealthy; you may become ill, unhappy and depressed, inability to complete your tasks, you could have headaches or will not be able to sleep.

- **Evaluate own ability to prevent stress**

- **What is stress management?**

- A wide spectrum of techniques and treatment aimed at controlling a person's level of stress, especially chronic stress, usually for the purpose of and for the motive of improving everyday functioning.

- It consists of making changes to one's life in a constant, yet stressful situation, preventing stress by practicing self-care, relaxation and managing response to stressful situations when they do occur.



[Adapted from Google Images, accessed on 15 January 2020]

Why is it important to manage stress?

Your body produce cortisol and adrenalin. These are 2 stress hormones.

- **Cortisol:** is the hormone produced by fear, results in anxiety.
- **Adrenalin:** is the hormone that prepares the body to react physically to a threat. If you fail to manage your stress, your body can produce too much of the hormones for too long. The stress will damage your body and change to chronic diseases like high **blood pressure**.

- **Stress coping mechanisms**

1. Identify the sources of stress in your life

- Coping with stress starts with identifying the sources of stress in your life although this isn't as straightforward as it sounds.
- While it's easy to identify major stressors, pinpointing the sources of chronic stress can be more complicated. It's all too easy to overlook how your own thoughts, feelings, and behaviours contribute to your everyday stress levels.
- To identify true sources of stress, one should look closely at their habits, attitude, and excuses.

- Start a stress journal as this can help you identify the regular stressors in your life and the way you deal with them. Each time you feel stressed, keep track of it in your journal or use a stress tracker on your phone. Keeping a daily log will enable you to see patterns and common themes.

2. Practice the 4 A's of stress management

- While stress is an automatic response from your nervous system, some stressors arise at predictable times: your commute to work, a meeting with your boss, or family gatherings, for example. When handling such predictable stressors, you can either change the situation or change your reaction. When deciding which option to choose in any given scenario, it's helpful to think of the four A's: avoid, alter, adapt, or accept.
- It's not healthy to avoid a stressful situation that needs to be addressed, but you may be surprised by the number of stressors in your life that you can eliminate.

3. Learn how to say “no.”

- Know your limits and stick to them as taking on more than you can handle is a recipe for stress. Distinguish between the “should” and the “musts” and, when possible, say “no” to taking on too much.

4. Avoid people who stress you out.

- If someone consistently causes stress in your life, limit the amount of time you spend with that person, or end the relationship.

5. Take control of your environment.

- If the evening news makes you anxious, turn off the TV. If traffic makes you tense, take a longer but less-travelled route. If going to the market is an unpleasant chore, do your grocery shopping online.

6. Get moving

- Physical activity is a huge stress reliever—and you don't have to be an athlete or spend hours in a gym to experience the benefits. Exercise releases endorphins that make you feel good, and it can also serve as a valuable distraction from your daily worries.

7. Connect to others

- There is nothing more calming than spending quality time with another human being who makes you feel safe and understood.
- In fact, face-to-face interaction triggers a cascade of hormones that counteracts the body's defensive "fight-or-flight" response.
- It's nature's natural stress reliever (as an added bonus, it also helps stave off depression and anxiety).

8. Make time for fun and relaxation

- Set aside leisure time by including rest and relaxation in your daily schedule.
- Do something you enjoy every day. Make time for leisure activities that bring you joy, whether it be stargazing, playing the piano, or working on your bike.
- Keep your sense of humour. This includes the ability to laugh at yourself. The act of laughing helps your body fight stress in a number of ways.
- Take up a relaxation practice. Relaxation techniques such as yoga, meditation, and deep breathing activate the body's relaxation response, a state of restfulness that is the opposite of the fight or flight or mobilization stress response. As you learn and practice these techniques, your stress levels will decrease and your mind and body will become calm and centered.

9. Manage your time better

- Poor time management can cause a lot of stress. When you're stretched and running behind, it's hard to stay calm and focused.
- Don't over-commit yourself by avoiding schedule things back-to-back or trying to fit too much into one day. All too often, we underestimate how long things will take.
- Prioritize tasks. Make a list of tasks you have to do, and tackle them in order of importance. Do the high-priority items first. If you have something particularly unpleasant or stressful to do, get it over with early. The rest of your day will be more pleasant as a result.

10. Maintain balance with healthy lifestyle

Healthy lifestyle choices that can increase your resistance to stress.

- **Eat a healthy diet.** Well-nourished bodies are better prepared to cope with stress, so be mindful of what you eat. Start your day right with breakfast, and keep your energy up and your mind clear with balanced, nutritious meals throughout the day.
- **Reduce caffeine and sugar.** The temporary “highs” caffeine and sugar provide often end with a crash in mood and energy. By reducing the amount of coffee, soft drinks, chocolate, and sugar snacks in your diet, you’ll feel more relaxed and you’ll sleep better.
- **Avoid alcohol, cigarettes, and drugs.** Self-medicating with alcohol or drugs may provide an easy escape from stress, but the relief is only temporary. Don’t avoid or mask the issue at hand; deal with problems head on and with a clear mind.
- **Get enough sleep.** Adequate sleep fuels your mind, as well as your body. Feeling tired will increase your stress because it may cause you to think irrationally.

11. Learn to relieve stress in the moment

- The fastest way to reduce stress is by taking a deep breath and using your senses—what you see, hear, taste, and touch—or through a soothing movement.
- For example: viewing a favourite photo, listening to a favorite piece of music, tasting a piece of gum, or hugging a pet, can quickly relax and focus yourself.
- Take note that everyone responds to each sensory experience in the same way so the key to quick stress relief is to experiment and discover the unique sensory experiences that work best for you.

- **Stress Management**

Three Steps to Manage Stress



ACTIVITY 2

2.1 List and explain the three levels of stress. (3x2) (6)

2.2 Differentiate between a sign and a symptom of stress. (2x2) (4)

2.3 Assess why time management is an effective skill to deal with stress. (1x4) (4)

(14)

TOPIC : DEVELOPMENT OF SELF IN SOCIETY			
Term	1	Week	3
Duration	1 hour	Weighting	14%
Sub-topics	Conflict resolution skills		
RELATED CONCEPTS/ TERMS/VOCABULARY	Conflict , Interpersonal conflict, Intrapersonal conflict Conflict resolution, Conflict resolution skills, Conflict avoidance, Competing, Compromising, Accommodating, Collaboration		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
Grade 11 content on relationships <ul style="list-style-type: none"> Relationships and their influence on own well-being: different types with different people/groups and their changing nature Relationships that contribute or are detrimental to well-being: rights and responsibilities in relationships, social and cultural views that influence and/or affect relationships, qualities sought in different relationships and individuality in relationships 			
RESOURCES			
Learners books, JIT and STEP-AHEAD documents, newspaper articles, You Tube			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> Learners confuse the meanings as well as spellings of the terms intrapersonal and interpersonal, Learners confuse the meanings of the following conflict resolution skills: compromising, accommodation 			
METHODOLOGY			
Question and answer, discussion and lecturing.			
TEACHER ACTIVITIES		LEARNER ACTIVITIES	
<ul style="list-style-type: none"> Introduce the lesson by asking learners their own understanding of 		<ul style="list-style-type: none"> Take notes on key concepts Complete the informal task 	

<p>the term conflict</p> <ul style="list-style-type: none"> • Define new concepts to learners • Allow one/two learners to make their own examples of intra- and interpersonal conflict • Listen and guide learners' responses • Use different scenarios to distinguish between interpersonal and intrapersonal conflict • Use different scenarios to explain the conflict resolution skills 	<p>(classwork)</p> <ul style="list-style-type: none"> • Engage in class discussion
<p>ASSESSMENT</p>	
<p>Informal – Classwork See activity attached</p>	
<p>TEACHER REFLECTION</p>	

<p><u>CONCEPTS</u></p> <ul style="list-style-type: none"> • Conflict- A serious disagreement or argument • Intrapersonal conflict- A conflict within the individual • Interpersonal conflict- Conflict among two or more individuals • Conflict resolution- The process of ending a dispute and reaching an agreement that satisfies all parties involved • Conflict resolution skills – Skills that enable a person to quickly, respectfully and effectively resolve conflict

NOTES

Conflict- A serious disagreement or argument

Types of conflict

- Intrapersonal conflict- A conflict within the individual
- Interpersonal conflict- Conflict among two or more individuals



[Adapted from Google Images, accessed on 15 March 2024]

Conflict resolution skills



[Adapted from Google Images, accessed on 15 March 2024]

- Conflict avoidance

- A way of handling conflict by avoiding direct confrontation on the issue at hand.
- Methods of doing this can include changing the subject, putting off a discussion until later, or simply not bringing up the subject of contention.
- Can be used as a temporary measure to buy time or as permanent means of disposing of a matter.
- When you avoid the slightest disagreement, you're compromising your true feelings and storing up frustration that can end up negatively affecting your health.

- Competing

- A way of handling conflict by **maximising assertiveness** and **minimising cooperation**. It can be effective when:
 - one has a lot of power
 - one is sure of his facts
 - situation is truly win-lose
 - one will not have to interact with another party in the future

- Compromising

- A way of handling conflict by reaching a resolution that involves a **“win”** **some** and **“lose”** some on both sides thus neither party achieves what they want.
- Concessions are made that both parties can agree in order to move on.
- Both parties meet half way
- Bargaining on both sides.

- Collaborating

- A way of handling conflict by **maximising both assertiveness** and **cooperation**.
- A win-win resolution that fully satisfies both parties.
- It can be time consuming and it requires a high-level of trust between all parties

- Accommodating
 - A way of handling conflict by allowing the **other side to “win.”**
 - **An ideal conflict style – but only in specific circumstances, for example:**
 - When not meeting your concerns is low risk to you, or to the topic in conflict.
 - When the other party has a better alternative to your ways to satisfy the concerns or you're over-ruled by authority or...
 - When “giving in” means will either maintain or build goodwill, and often credibility, with the other party

ACTIVITY 3

3.1. Study the picture below then answer the questions that follow:



[Adapted from Google Images, accessed on 15 March 2024]

- 3.1.1. Define the type of conflict experienced by Zain in the picture above (1x2) (2)
- 3.1.2. Explain TWO negative effects Zain may face if she decides to go to the party. (2x2) (4)

3.2.

Zain decided not to go to the party and her friends were angry with her. One of them, Andile, confronted her and told her she is selfish because she wants to be the only one passing the test. Zain tried to explain why she did not come to the party but Andile did not want to listen. Zain then decided to leave and carried on doing her school work.

3.2.1 Explain the conflict between Zain and Andile (1x2) (2)

3.2.2. Recommend ONE conflict resolution skill that Andile could have used to resolve the conflict between him and Zain, explain your answer. (1+2) (3)

3.2.3. Advise Zain on how best she could have responded to the conflict in the above scenario. In your answer, also indicate how that may have led to a healthier solution. (1x3) (3)

[14]

TOPIC : DEVELOPMENT OF SELF IN SOCIETY			
Term	1	Week	4
Duration	1 hour	Weighting	14%
Sub-topics	Relationships Factors that influence effective communication		
RELATED CONCEPTS/ TERMS/VOCABULARY	Relationships, Communication, Beliefs, Attitudes Personality, values, acceptance of responsibilities		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
Grade 11 content on relationships <ul style="list-style-type: none"> Relationships and their influence on own well-being: different types with different people/groups and their changing nature Relationships that contribute or are detrimental to well-being: rights and responsibilities in relationships, social and cultural views that influence and/or affect relationships, qualities sought in different relationships and individuality in relationships 			
RESOURCES			
Learners text books, JIT and STEP-AHEAD documents, newspaper articles, You Tube videos			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
Learners confuse the meanings of terms values , beliefs and attitudes			
METHODOLOGY			
Question and answer, discussion and lecturing.			
TEACHER ACTIVITIES		LEARNER ACTIVITIES	
<ul style="list-style-type: none"> Introduce the lesson by asking learners their own understanding of the terms relationships and communication Define new terminologies to learners Allow one/two learners to make 		Take notes on key concepts Complete the informal task (classwork) Engage in class discussion	

<p>examples of relationships</p> <ul style="list-style-type: none"> • Listening and guiding learners' responses • Using different scenarios to distinguish between beliefs and values • Sharing notes to learners on social media platforms/ worksheets 	
ASSESSMENT	
<p>Informal – Classwork See activity attached</p>	
TEACHER REFLECTION	

CONCEPTS

- **Relationship-** The way two or more people are connected/ the way they behave towards each other
- **Communication-** A process that involves sending and receiving messages through the verbal and non-verbal methods
- **Beliefs-** An organised pattern of knowledge that an individual holds as true about his/her world
- **Attitudes-** A learned tendency to respond consistently towards a given object
- **Personality-** The combination of characteristics or qualities that form an individual's distinctive character
- **Values-** One's judgement of what is important in life
- **Acceptance of responsibilities-** Means you are accountable, do your duty and take responsibility for your actions.

NOTES

Relationships

Initiate, build and sustain positive relationships and importance of communication

- **Stages in a relationship:**



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

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

- **Initiating positive relationships**

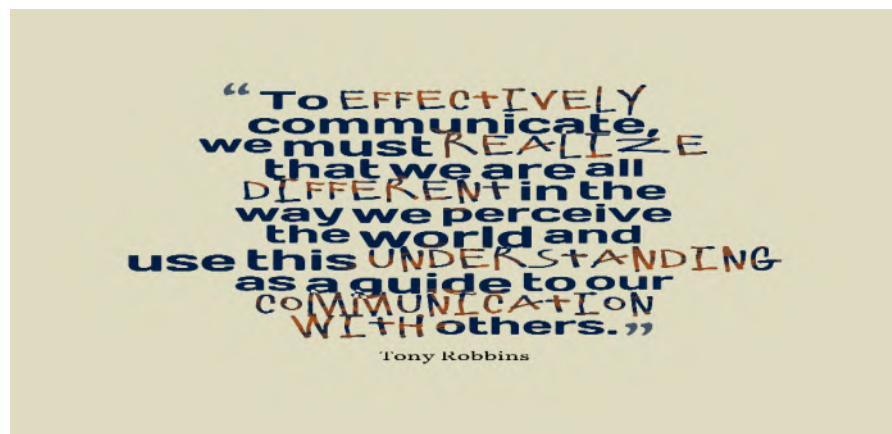
- Establish trust; be open, talk about what is important to you, let the other person get to know who you are.
- Be honest; express yourself, discuss your thoughts and feelings sincerely.
- Be attentive; listen attentively (pay attention), be genuinely interested in what other person has to say, find out what interest the other person has and share your interests as well.
- Take time to know each other

- **Building positive relationships**

- Treat each other with respect; appreciate each other's uniqueness; respect the rights of everyone, understand each other's emotions, allow each other the freedom to be themselves.
- Behave appropriately; be kind and generous, accept responsibility for your actions, support each other, display commitment.
- Communicate with honesty; develop empathy, control your emotions.

- **Sustaining positive relationships**

- **Sharing;** what is important to you and show that you trust and appreciate the other person, share your feelings, ideas, and opinions.
 - **Being compassionate;** allows one to understand and support each other.
 - **Trust and honesty;** trusting each other means you can rely on each other's support and being honest means, you can always believe the other person.
 - **Tolerance;** accepting the views, beliefs or behaviours of others different from you in which you will both feel accepted and appreciated in the relationship.
- **Importance of communication (understanding others, communicating feelings, beliefs and attitudes)**



[Adapted from Google Images, accessed on 15 January 2021]

- **Effective communication**
 - A two-way information sharing process which involves one party sending a message that is easily understood by the receiving party.
 - It's about understanding the emotion and intentions behind the information given, as well as being able to clearly convey a message. One needs to also listen in a way that gains the full meaning of what is being said and what makes the other person feel heard and understood.



[Adapted from Google Images, accessed on 15 March 2024]

➤ **Understanding others**

Understanding others does **not** mean that **you have to agree with their feelings or point of view**. Instead, it means that you recognise their point of view, and accept that it is different from yours.

Understanding Others - The Skills You Need:

- Pick up emotional cues, often from body language, tone of voice, and other non-verbal elements of communication.
- Listen well to what people are saying, actively checking their understanding.
- When people talk, listen attentively. Most people never listen.
- Show sensitivity towards others, and understand their perspectives. Help other people appropriately, based on their understanding of their needs and emotions.

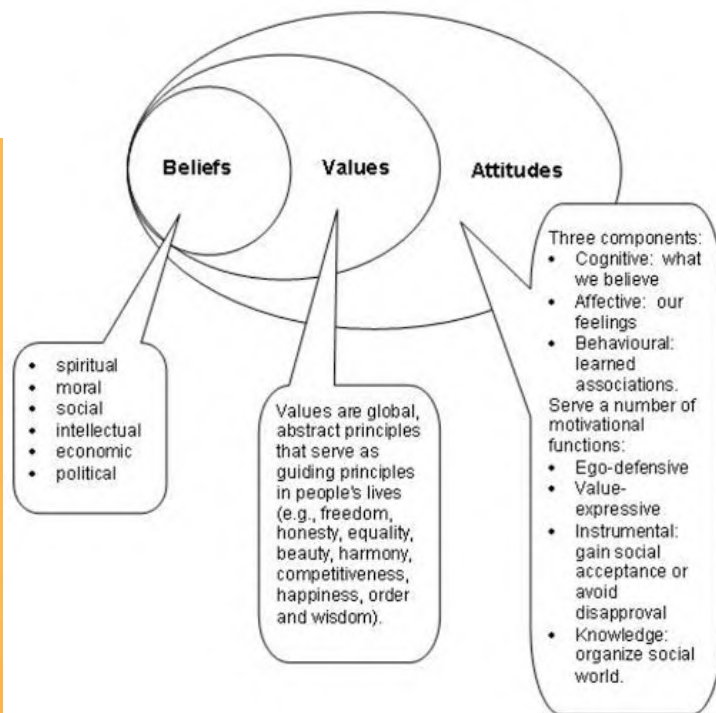
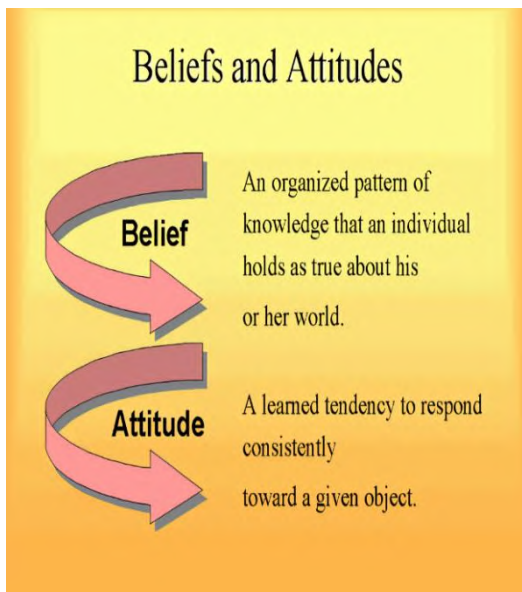
➤ **Communicating feelings**

When you're communicating your feelings, it's best to be **clear and direct without aggressively attacking**. Use "I feel" statements. The idea is to try to convey your feelings in a way that doesn't pass judgement; otherwise, the other could feel criticized to the point they need to get defensive. It's important to respect their feelings too.

➤ **Attitudes and beliefs**

- Attitudes are the positive or negative evaluations made about people, issues, or objects. For example, in an organizational setting, employees might hold attitudes toward their employer or co-workers, toward workplace issues or regulations, and toward the job itself.
- Attitudes form a central foundation of the way that individuals think about and come to understand the world around them; consequently, they influence and are influenced by people’s beliefs and cognitions.

Beliefs, Values and Attitudes



Adapted from Google Images, accessed on 15 March 2024]

- A belief is an idea that a person holds as being true. A person can base a belief upon certainties (e.g. mathematical principles), probabilities or matters of faith. A belief can come from different sources, including: a person’s own experiences or experiments, the acceptance of cultural and societal norms (e.g. religion) and what other people say (e.g. education or mentoring).

- A potential belief sits with the person until they accept it as truth, and adopt it as part of their individual belief system. Each person evaluates and seeks sound reasons or evidence for these potential beliefs in their own way. Once a person accepts a belief as a truth they are willing to defend, it can be said to form part of their belief system.

- **Factors that influence effective communication:**

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

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

- **Attitudes and values:** If you have an attitude (you think and act) as if you are better than others, it will affect communication. If you think that only your ideas, beliefs and values are right and you do not show respect, you will not be a good listener and you will not allow others to freely express their views. This will block communication between you and other people and can lead to conflict.

- **Acceptance of responsibility:** **Responsibility** means you are accountable, do your duty and take responsibility for your actions. You can be trusted to do a job, because you take responsibility. If you make a mistake, you don’t try to shift responsibility to somebody or something else. Effective communication can only happen where there is trust, reliability and responsibility. Friendship comes with responsibility.



- **Appropriate expression of views and feelings:** Appropriate expression of views and feelings mean that you say what you think and feel, but in a way that does not hurt or offend others.
- **Respect the feelings of others:** When you show respect for the feelings of others, they will show respect for you and your feelings.

ACTIVITY 4

- 4.1. Give definitions of the following terms: (2x2) (4)
- 4.1.1. Beliefs
 - 4.1.2. Communication
- 4.2. Explain how a negative attitude towards life could affect your communication with others. (1x2) (2)
- 4.3. Discuss THREE ways in which building and sustaining good relationships may impact positively on your emotional well-being. (3x2) (6)
- (12)**

TOPIC DEVELOPMENT OF SELF IN SOCIETY			
Term	1	Week	5
Duration	1 hour	Weighting	14%
Sub-topics	Adapting to growth and change		
RELATED CONCEPTS/ TERMS/VOCABULARY	<ul style="list-style-type: none"> • Change • Transition 		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Grade 11 related content and concepts • Relationships and their influence on our wellbeing. • Different types of people and their changing nature 			
RESOURCES			
<ul style="list-style-type: none"> • Websites, www.teenactiv.co.za • L.O focus text book • L.O CAT preparation document- Power point presentation 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Learners may be unable to see the link between present situation and what they may experience in future. 			
METHODOLOGY			
<ul style="list-style-type: none"> • Discussion • Question and answer 			
TEACHER ACTIVITIES		LEARNER ACTIVITIES	
<ul style="list-style-type: none"> • Introducing the topic • Getting prior knowledge of the topic from the learners. • Presentation on a power point about the topic. • Highlighting key concepts on the board • Arranging learners in small groups • Sending documents to learners 		<ul style="list-style-type: none"> • Discussing the topic in groups • Learners unpack key concepts • Give small presentations on the topic 	

<ul style="list-style-type: none"> • via social platforms Photocopies and worksheets given to learners 	
ASSESSMENT	
<ul style="list-style-type: none"> • Content based activity on transition and change and the acceptance of change 	
TEACHER REFLECTION	

CONCEPTS

- **Transition:** by transition we mean any movement that we cause you to change many things in your life including your place of stay even the people you associate with, such as friends.
- **Post-school:** this is a period after you have completed high school education; you are then ready to go either to collage or a place of employment even business.
- **Adventure:** it is when you go out to hunt for different opportunities in life, particularly after passing matric.
- **Negative Change:** this is a change that brings about painful experience in your life, like losing someone dear to your life. This could be trough death of a geographical change.
- **Positive Change:** this is a good change in someone’s life, this change is brought about good things which have happened in your life, this could be because of a good new job.

NOTES

Transition between school and post-school destination. Positive and Negative effects of change.

It is very important that grade 12 learners are made to be prepared for life after matric, i.e. post-school. When a change cannot be escaped by all, it means people must be trained and be made to ready for such a change.

Also people must be made to be aware that in order for growth to take place in someone's life, change of geography is of essence. Hence in this section we will try to condition and to make learners see and know that life does not end with matric, but continues, it could be that it continues at varsity, or any place of employment or in an entrepreneurship way.

How to prepare Grade 12 learners for transition post-school.

- Make sure that you talk about such a topic in a clear and understandable way.
- In your lessons teach them even to plan for such transition because it can't be bypassed.
- Make learners remember that from one grade to another grade, that is also transition although in a small scale but it is a transition that he has victory over it, so as transition after Grade 12.
- It is also important to make clear to them that change can also bring about happiness to one's life, particularly if one has to change a place because of a promotion. Promotion comes with extra money, so change can be good and positive and must be embraced.
- Therefore change must not be resisted but accepted.
- Not all change is bad and negative, as we have stated it can also be good and positive.
- Learners should be trained in every way to develop a good feeling about change, hence it must take place.
- When it comes to the matters of change as it has been stated, learners should be taught to motivate themselves about the good side of change.

Research and locate accommodation and travel arrangements, and determine possible challenges.

The other stressful issue to learners is when they have to find and locate the accommodation, especially closest to their HEIs / universities.

Schools are encouraged to create business relationship with home owners and land lords so that it will be easy for them to know who to contact should learners complain of scarcity of accommodation. Data base could be established to that effect as well. This is because even if learners have left the school, but they still connect to the schools from where they matriculated.

Challenges

Traveling distance from home to their tertiaries. As well as geographical crime from where those house are situated. The infrastructure could be a problem as well, whereby roads lead to their tertiaries are not in good conditions.

ACTIVITY 5

- 5.1. List THREE possible transitions that could take place post-school (3x1) (3)
- 5.2. Explain the negative impact of social changes that one may experience during transition to a post school destination (1x2) (2)
- 5.3. Suggest and discuss ONE strategy learners could use to deal with stress that could be experienced because of transition (1+2) (3)

(8)

TOPIC: STUDY SKILLS			
Term	1	Week	6
Duration	1 hour	Weighting	100%
Sub-topics	Study Skills		
RELATED CONCEPTS/ TERMS/VOCABULARY	<ul style="list-style-type: none"> • Study Skills • Study Styles • Study Strategies • Time management • Exam writing skills • Study plan 		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Different learning skills to enhance learning • Time management as a way to approach a specific task in terms of grade 12 expectations, such as studying / homework / assessment / curricular activities. 			
RESOURCES			
<ul style="list-style-type: none"> • Grade 12 Life Orientation CAT preparation document • Revised examination writing skills (DBE document) • Grade 12 L.O Textbooks • You Tube 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Learners lack the skills to do effective study plans. • Learners lack the ability to explain the skills required during examination writing. • Problem in differentiating between studying skills and studying styles. 			
METHODOLOGY/S			
<ul style="list-style-type: none"> • Direct instructions • Question and answer • Discussion • Power point resource 			
TEACHER ACTIVITIES		LEARNER ACTIVITIES	
<ul style="list-style-type: none"> • Introducing the topics • Assessing learners prior knowledge on the topic • Unpacking the concepts 		<ul style="list-style-type: none"> • Listening • Asking questions • Learners jotting down notes on key concepts 	

<ul style="list-style-type: none"> • Discussing the content • Using power point projectors 	<ul style="list-style-type: none"> • Completion of classwork activities
ASSESSMENT	
<ul style="list-style-type: none"> • Informal assessment • Class work activity 	
TEACHER REFLECTION	

CONCEPTS

- **Study Skills:** – abilities / these are the technique that can be learned and also be applied when one is studying
- **Study Style:** – methods / that we use when we are studying in order to do it effectively.
- **Study Strategy:** – the approach that we use when we are studying in order to study effectively
- **Assessment:** - testing / this is the way of ensuring that the content discussed and done in class has been understood or not.
- **Formal assessment:** this is an evaluation process that we use to ensure that the concepts and the content done in class has been understood and grasped. This could be done through, checking of marks for every exam, task and test marked after administering it and when you are recording marks thereof.
- **Informal assessment:** this also indeed as well a way to evaluate if the content discussed has been comprehended, but that could not be recorded as in in formal assessment.
- **Time management:** is the process of arranging and planning how you allocate time properly for all your activities which includes tasks, tests and examinations.

NOTES

Unit 1: Exam Writing Skills

Reflection on the processes of assessment and examination writing skills.

It is important for all grades to prepare themselves for exams in time and also to use the correct, techniques, methods and approach to achieve maximum marks. It will be difficult to go to a soccer field to win without strategizing how to win against your opponent, so are the exams and test they need every learner to strategize as one is preparing him/herself. That could be achieved through applying proper: skills, styles and strategies.

Examples of: Study skills

Flash cards, mind maps, mnemonics, summaries, tables, talk and listen, be colourful, music and rhythm, role-play

Types of: Study styles

Visual, musical, physical/kinaesthetic, verbal, mathematical/logical, intra personal skill, inter personal skill

Examples of: Study strategies

Study Plan: Is very important for grade 12 learners to have a proper study plan where there must be a clear indication to how do you spend your time studying.

Study Place: every learner is unique and can only adapt in a unique place of study, other learners feel more comfortable to study in a quiet place some in a place where there is some noise. With that every learner must know which place can be suitable for study purposes.

Get Organised: learners should organise themselves for study purposes. Every resource should be brought in place before studying. It is also important to get rid of time wasters that could distract you. In getting yourself organised you should write down dates for tests, tasks and exams.

Exam writing skills:

Plan the response:

When learners are preparing for examinations they should be trained to plan their responses. Learners should be taught to write down key ideas in point form. While doing that they should use bullets and numbering. They can use scrap papers if it is allowed or exam answer books to plan their responses and cancel it after they have finished writing.

Answer the question

Encourage learners not to write more they have been asked for.

Numbering according to the question paper is very important, while doing so; hand writing must be readable and clear. The allocation of time is of essence per question. There should be gaps in between the answers so that learners work will not be congested. When you are running out of time during essay writing, do not leave spaces but summarise your points.

ACTIVITY 6

- 6.1. List three study skills that could be used by a grade 12 learner in order to receive maximum marks in an examination (3x1) (3)
- 6.2. Differentiate between study skills and study styles (1x2) (2)
- 6.3. Do you think it is important for a grade 12 learner to plan his/her responses before he / she answers the question, yes or no in an examination paper. Justify your answer (1+2) (3)
- (8)**

TOPIC CAREERS AND CAREER CHOICES			
Term	1	Week	7
Duration	1 hour	Weighting	12,5%
Sub-topics	Skills for final action: Job or course and financial aid applications Research and Locate Appropriate Work Research admission requirements		
RELATED CONCEPTS/ TERMS/VOCABULARY	NBT – National Benchmark Test, APS – Admission Point Score, Learnership Apprenticeship, Gap Year, NQF, NSFAS, Bursary, Scholarship, Student Loan Prospectus, Application Letter, Testimonial		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • Work experience completed in Grade 11 • Information obtained from career fairs / presentations during the grades 11 and 12 years. • Career decision making covered in Gr 10 			
RESOURCES			
Tertiary institutions prospectus LO Textbooks Social media platforms where organizations share information regarding funding.			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Learners lack understanding of the opportunities that TVET colleges offer as compared to other tertiary institutions. 			

- Learner's lack of understanding of the concept Gap Year
- Learners' inability to determine how to access funding for tertiary studies.
- Inability to write a professional letter of application for job / funding.

METHODOLOGY

- . Question and answer sessions, lecturing and discussion.

TEACHER ACTIVITIES

- Introduce the content.
- Determine learners' prior knowledge on the content.
- Determine how many learners have collected relevant prospectus to tertiary institutions or whether they have decided on their post school destination.
- Determine if they are aware of the requirements for the different course of study such as Diploma/Degree and Higher Certificate.
- Discuss with learners' various sources of funding that learners could access.
- Introduce learners to www.gostudy.net

LEARNER ACTIVITIES

- Learners will engage in class discussions.
- Question and answer sessions.
- Completion of informal assessment – Activity 1
- Research on gostudy.net – to be done at home.

ASSESSMENT

Informal Assessment : Activity

TEACHER REFLECTION

- **CONCEPTS**

- **NBT's** – National Benchmark Tests – Assessments are conducted by an independent body for first year applicants into higher education institutions, designed to measure the applicant's ability to transfer Academic Literacy, Quantitative Literacy and Mathematics to the demands of tertiary coursework.
- **Admission Point Score (APS)** – A score calculated based on achievement levels, used by universities to determine if a potential student qualifies for a programme they offer.
- **Gap Year** – a year between leaving school and starting tertiary studies.
- **National Student Financial Aid Scheme (NSFAS)** – is a South African government student financial aid scheme which provides financial aid to undergraduate students to help pay for the cost of their tertiary education after finishing high school.
- **Ikusasa Student Financial Aid Program (ISFAP)** – Funding model to sustainably cater for higher education needs and costs of South Africa's poor and middle-class students.
- **Bursary** - An amount of money given to a needy student to help pay for tertiary studies. You do not pay back a bursary but may be required to work for the company which awarded you the bursary.
- **Scholarship** – Some companies, businesses or organisations award a once – off monetary grant if a student performs well in sports / studies / academics.
- **Study Loan** – Money that is borrowed from a financial institution for study purposes, only to be paid back with interest upon completion of the study period.
- **Learnership** – Allows you to earn while you learn. You study the theory at college and practice what you have learnt in a real job.
- **Internship** – A period of time during which a student works for a company or organization in order to get experience of a particular type of work.
- **Apprenticeship**- a work – based route to a qualification for learners who are interested in working in a practical, technical field, so they can become certified artisans. It is focused on a trade.
- **Prospectus** – a document sent to potential (prospective) students to attract them to apply for admissions.

- **Application Letter** – A letter to provide information about your skills and experience to a potential employer.
- **Testimonial** – A letter testifying to someone’s character and qualifications.
- **Curriculum vitae (CV)** – A short – written description of your education, qualifications, previous jobs and sometimes your personal interests, that you send to a potential employer when looking for a job.

Skills for final action: Job or course and financial aid application


Some post matric choices:-

- **Tertiary studies at a University, Technikon, TVET College**
- **Work full time.**
- **Study and work part – time.**
- **Entrepreneurship**
- **Gap Year**

Should you wish to study or seek employment you will have to think carefully about the different options available and the entry requirements, what suits your skill sets, interests, and if it is in line with your values and goals.

Things to consider should you choose to study

- Research **admission requirements** for degree, diploma or higher certificate courses for the intended field of study. Identify if you meet the entrance requirement including if you need to write the National benchmark Tests NBT’s each university uses its own criteria for calculating entrance requirements and some may require specific prescribed subjects. Make note of **opening and closing dates for applications** as no late applications are accepted. Many institutions visit schools and hand out prospectus to students. You can also request assistance from your LO teacher or school career counsellor.
- Is the institution **accredited** with the Department of Higher Education and Training (DHET) and are their courses recognized? You can find this out from the South African Qualifications Authority (SAQA), the National Qualifications Framework (NQF) and the Council on Higher Education (CHE)

- Have **electronic copies of your final grade 11 results and ID**. Save them as separate documents so it will be readily available to upload with your application to tertiary institutions.
- The **costs associated with tertiary study** are usually the part that completely overwhelms learners. There are several options for learners to study and obtain funding. A few options are -
 - Parents pay for your fees.
 - Take out a **student loan** from a financial institution that requires you to pay the money back when you are qualified and have a job. Your parents or guardians may be required to stand as surety for the loan.
 - **Bursaries** - this would be money provided for all you would need without the requirement to pay it back. An example would be NSFAS which is a government funded bursary for learners who come from a household where parents earn a low income or are unemployed. Universities also often have a list of the scholarships or bursaries available for the specific courses. You may be required to submit a letter of motivation or attend an interview as one of the bursary application requirements.
 - **Scholarships** - an amount towards study fees, but not necessarily the entire amount based on academic achievement.
 - **Research and locate** appropriate funding opportunities from various online sources by visiting:-
 - **National Financial Aid Scheme (NSFAS)**
<https://www.nsfas.org.za/content/>
 - 
 - **Ikhusa Student Financial Aid Program (ISFAP)** <https://www.isfap.org.za/>



- **Gostudy.net** - <https://www.gostudy.net/>



- **GAP YEAR** – There are some dangers in making this choice that you need to be aware of. On the one hand this year can be helpful if you intend on working to save up for tertiary fees or volunteer your time to develop experience and skills in the field that you are interested in. In this case, it would still be better to do your NBTs while you are in matric as they remain valid for THREE years. It is advised to write the NBT, whilst in matric as the content is still fresh in your mind. On the other hand, when you take a gap year you could become demotivated and distracted with working, travelling etc. and lose sight of your academic goals resulting in you not going back to study further.

Should you choose to work after school there are a few points to consider: -

- **Research work options** – Carefully consider your options if you feel that you need to find a job straight out of school you must research different job opportunities. Find out what qualifications you need, what you will do, how many hours you will work, what you will get paid. Transport to and from work. Will you have your own vehicle or rely on friends and family or public transport? It is important to factor in the cost of this.
- It is also important to bear in mind that you may only be able to access an **entry level** job and will be able to grow in your position as you acquire more skills and experience.
- **Follow the instructions.** Follow the instructions when completing both online and in person applications.
- **Review Before you submit.** The company will regard applications that are submitted correctly and accurately in a much better light. Incomplete applications are usually rejected by companies.

- **Working environment.** Will you be working in an environment where you will be required to dress casually, formally or wear a uniform? This can be an added cost that you may not have budgeted for.
- **Setting up your CV.** The CV lists your qualifications for academic employment and the career portfolio serves as a visual picture of your skills, you can include your Grade 11 work experience and community service that you have participated in. This will give prospective employers an insight into your abilities. Do you know how to set up a CV and apply for a job?
- Where can you **research** places to find available jobs?
- Before you can start looking for a job you will need a CV and career portfolio. Digital platforms like **LINKEDIN** help you develop an online CV and place your credentials out on the internet for others to see what you have done. Within these platforms you can also upload examples of work done and develop a career portfolio.
- **Contact information** - It is important to have an active email address that you check regularly as many prospective employers may contact you using this platform, remember to update your CV should you change your cell number.

10 THINGS TO REMEMBER BEFORE APPLYING TO UNIVERSITY

Closing Dates

Make sure you know the **exact** closing dates for the institutions you want to apply to.

Online vs. Postage/Courier

Some universities use an online application system, while others only accept hard copies. Some offer both.

Take this into account when starting the application process.

Exam Results

Your **Grade 11** marks are really important for your application. Some universities allow you to use your Matric June marks, so have these at hand!

Financial Aid

If your family's income falls below a certain bracket, you could qualify.

This will be a **separate form** and you'll need your parent or guardian's payslip ready for proof.

Supporting Documents

You'll need your:

- Certified copy of your ID
- Parent's/guardian's ID
- Exam results
- Proof of residence
- Most recent payslip

NEVER send the original documents.

Current Year's Activity

If you're in Matric, the university requires your **school marks** and school activity details.

If you took a **gap year** they'll need travelling or working details.

Make Sure all Details are Correct

Fill in your application form slowly and **double check your details** before submitting online.

If you fill out a hardcopy, use a pencil before filling it out with a blue or black pen.

Pay the Application Fee

Make sure of the required amount, EFT it or pay it at the bank. **Never post it.** Send the university proof of payment if it's required.

Signing the Declaration

Read through the form and make sure your details are **all true and correct.** You **AND** your parent/guardian need to sign it.

Acceptance

You will be sent a **formal email or letter** to inform you of your acceptance. Remember to continue working hard and pay the minimum initial payment by the due date.

*Please Note: For most institutions you'll need to write an **NBT test**, which will test your academic readiness. Make sure you check up with the institution you're applying to whether or not you'll need an NBT result for your application. Your NBT results are valid for 3 years (how cool?) and you only need to write the test once if you're applying to more than one institution.

Find more useful information like this at www.educonnect.co.za

Source – www.educonnect.co.za Accessed 15/03/2024

ACTIVITY 7

- 7.1. List **TWO** post matric options that you would consider for 2025. (2x1)(2)
- 7.2. Briefly explain **TWO** benefits of researching funding opportunities for tertiary education whilst in Grade 12. (2x2)(4)
- 7.3. Evaluate the impact taking a gap year will have on a learner when applying for tertiary education after the gap year (1x4)(4)
- (10)**

TOPIC CAREERS AND CAREER CHOICES			
Term	1	Week	8
Duration	1 hour	Weighting	12,5%
Sub-topics	Develop a career portfolio		
RELATED CONCEPTS/ TERMS/VOCABULARY	National Benchmark Test (NBT), Career Portfolio,		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE			
<ul style="list-style-type: none"> • University requirements – learners would have been exposed to this during career fairs, presentations, and projects. • Work experience in grade 11 which would have exposed learners to different careers, expectations, and knowledge of the world that they live in. 			
RESOURCES			
Pamphlets / prospectus from tertiary institutions Power Point presentations, Life Orientation Textbooks, printed notes, Kheta Booklet			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS			
<ul style="list-style-type: none"> • Learners are unaware of university requirements. • Learners lack knowledge of NBT's. • Learners lack resources (transport/ funds) to go to NBT venues. • Unable to write a formal email or covering letter and use slang or colloquialism. 			
METHODOLOGY			
Question and answer, lecturing and discussions.			

TEACHER ACTIVITIES	LEARNER ACTIVITIES
<ul style="list-style-type: none"> • Discuss the purpose of the NBT's. • Show learners how to apply to write the NBT's. • Discuss how to create a career portfolio. 	<ul style="list-style-type: none"> • Learners will engage in class discussions. • Question and answer sessions. • Use the Khetha Booklet / other career resources to complete the relevant activities.
ASSESSMENT	
Complete informal assessment - homework.	
TEACHER REFLECTION	

CONCEPTS

National Benchmark Test (NBT) - Assessments are conducted by an independent body for first year applicants into higher education institutions, designed to measure the applicant's ability to transfer Academic Literacy, Quantitative Literacy and Mathematics to the demands of tertiary coursework.

Career Portfolio – Is a collection of your work examples and other career – related documents.

Digital Literacy – Is an individual's ability to find, evaluate and communicate information using typing or digital media platforms.

NOTES

Develop a career portfolio.

There are three types of professional career portfolios, print, social and digital. You can combine all three to create a comprehensive portfolio. This portfolio highlights your skills, abilities, and shares examples of work that you have been involved in. Some people create social media pages to showcase their work. This allows for prospective employers or collaborators to view your profile and perhaps engage you for future work and projects.

To strengthen your career portfolio, you can include any work experience that you may have undertaken. Any part-time work, leadership positions held at school, task teams, community service, and involvement in entrepreneurship programmes. It is advisable to have the organisation sign off on the time that you worked there; they could also provide you with a letter of reference. It is important to document all your activities and file them electronically as well as keep a physical copy on hand. At school people already know who you are and when you enter the world of work you need to create awareness so people, through your career portfolio will be aware about your skills, abilities, and achievements.

For example, if you are an artist, content creator, and inventor it would be great if you could show visuals of your work as it could spark an interest with a potential employer.

The purpose of your career portfolio is to reflect your qualifications and experiences in your field. Seeing that you are creating this whilst still in school or after you matriculate you can include all your relevant school activities. Try to personalise your portfolio to highlight the specific work you do in your industry. For instance, if you're a writer, you could include samples of papers, blogs, articles, or books you've written. If you're a programmer, you might showcase any apps, programmes, software, or websites that you've programmed.

When creating your career portfolio consider the following: -

- **Choose your format** - How do you want to present your portfolio. The format you choose should depend on your industry and target audience.
- **Select your content** - Select the content that best showcases your skills, achievements and potential. Your portfolio should include your CV, a cover letter. Additionally, you should include any work experience or part time work that you may have undertaken, leadership positions including Learner Representative Council, entrepreneurship programmes, community service and task teams, awards, and certificates. It is important to have electronic and physical copies of these documents as you build your portfolio.
- **Bio data**– also known as biographical data, is information about a person’s personal and professional background. You can include information such as your name, age, address, education, work experience, and other relevant details.
- **Make it visually appealing** – Remember you are your own brand ambassador. Making your portfolio visually appealing is especially important for any candidate in the arts or design fields.
- Ensure that your portfolio is always **up to date**, free of spelling errors and is presented in an orderly manner and flows from one part to the next.
- **Be honest** – Do not misrepresent any information as this could present challenges for you in the future and could damage your reputation.

What is the National Benchmark Test?

Measures your academic readiness for university and is required by certain public universities for specific courses. It is important that you research course requirements thoroughly. There are two tests, the Academic and Quantitative Literacy domains combined into one multiple choice test. Each section is timed for 3

hours writing time. The second test is Mathematics (MAT) and is also timed for 3 hours. Each University and faculty determine which tests must be written. Should you be required to write them both, they will be written on the same day. The results will be sent to the universities that you have applied to, so you do not need to forward them. Remember that the results are valid for three years. Whilst you are allowed to write the NBT twice some Universities will only consider the results of the first test while others will take the best result of the two. Pay attention to the date that the University requires the NBT results and ensure that you can write them in time. The results are generally available 2-3 weeks after you write.

Register online to write in person at a venue closest to you. This can be done on <https://www.nbt.ac.za>

The website also offers information on the test venues, dates, and has a frequently asked questions tab which provides clarity on the process.

Bear in mind that Grade 12 work is covered in the test so it is important that you have had sufficient time to prepare, when booking, have your diary on hand so you can choose a time and date which does not clash with other important Grade 12 dates.

ACTIVITY 8

- 8.1. Name **TWO** Universities that require the NBT's. (2x1) (2)
 - 8.2. Discuss **TWO** benefits of digital literacy when applying for jobs. (2x2) (4)
 - 8.3. Critically discuss how having a career portfolio can benefit you when applying for a job. (1X4) (4)
- (10)**

TOPIC: CAREERS AND CAREER CHOICES			
TERM	1	WEEK:	9
Duration:	1 hour	Weighting:	22%
Sub-Topic:	Unemployment		
RELATED CONCEPTS/TERM S/VOCABULARY	<ul style="list-style-type: none"> • Unemployment, • Unemployment rate, • Volunteering, • Innovative, • Recession, • Entrepreneurship, • Impact of unemployment :psychological, social, economic • Niche market 		
PRIOR KNOWLEDGE/BACKGROUND KNOWLEDGE:			
<ul style="list-style-type: none"> • Unemployment rate • Causes of unemployment 			
RESOURCES:			
<ul style="list-style-type: none"> • Textbooks: Grade 12 TOP CLASS learners book, • Focus Grade 12 Learners book • Internet website (Google) 			
ERRORS/MISCONCEPTIONS/PROBLEM AREAS:			
<ul style="list-style-type: none"> • Learners unable to distinguish between social and psychological impact of unemployment. • Learners lacking understanding of what niche in the job market means. 			
METHODOLOGY:			
<ul style="list-style-type: none"> • Class discussion • Question and Answer Method 			

TEACHER ACTIVITIES	LEARNER ACTIVITIES
<ul style="list-style-type: none"> • To introduce the topic, the teacher will ask them if there are members of their families that are not working. • The teacher will then introduce terms like unemployment, unemployment rate and other related content. • The teacher will give learners activity • The teacher will share notes via worksheets or social media platforms. 	<ul style="list-style-type: none"> • The learners will participate in the class discussion through question and answer sessions. • Learners will complete classwork activity and share their answers with the class.
TEACHER REFLECTION:	
<p>.</p>	

CONCEPTS

Unemployment is when people are not working, but they are actively looking for work.

Unemployment rate is the percentage of the labour force that is unemployed.

Volunteering is freely giving time and labour, not expecting any salary or payment.

Innovative means finding new exciting ways of doing things.

Recession means downturn, slump, decline, etc.

Entrepreneurship is when an individual who has an idea acts on that idea, usually to disrupt the current market with a new product or service.

NOTES

Reasons for unemployment

- A mismatch between skills and job opportunities; there are no jobs for people with certain skills, or there are jobs but no people with the skills to do them.
- Fraud and corruption (in public and in private sector), may lead to reserving jobs for friends and families (nepotism) takes away jobs from poor or better qualified individuals.
- Difficult for first-time or new entrants in the labour market (experience required).
- Distance from workplace to home due to the apartheid era Group Areas Act that displaced people.
- Overpopulation (people more than jobs).
- Lack of education and relevant skills.
- Lack of entrepreneurship skills and opportunities.
- Lack of job research skills and information.
- Technology reduces the number of people needed for job.
- Shortage of skilled labour lessens the opportunities for less skilled labour

Impact of unemployment

The effect of unemployment can be physical, social, economical and psychological.

Physical impact:

- Hunger.
- Poverty.
- Homelessness.
- Gender-based violence.
- Child neglect and child abuse.

Social impact:

- Substance and alcohol abuse.
- Exploitation.
- HIV/AIDS and other lifestyle diseases.
- Exclusion and loneliness.

Economic impact

- Crime
- Fraud and corruption.
- Lack of education training.

Psychological impact

- Low self-esteem.
- Not feeling like a member of the society.

Innovative strategies to counteract unemployment

Volunteering

- Volunteering is freely giving time and labour, not expecting any salary or payment.
- Volunteering helps individual to gain experience they will need when getting employed. In certain companies volunteers receive certificates that can help boost their CV's.
- While doing their volunteering work, they may be observed by someone who may offer the jobs.

Part-time jobs

Part-time job means working while studying or working for few days in a week.

Community work

Community work, also known as community service, refers to doing something for the community for no payment but for the betterment of their community.

Informal jobs

Informal jobs are those jobs that are neither taxed nor subsidized by government.

Entrepreneurship as an innovative strategy to counteract unemployment

What is entrepreneurship?

- **Entrepreneurship** is a process when a person who sees the opportunity to start a business or offer a service ceases it.

- Entrepreneurship is one of the working strategies to reduce unemployment and create jobs

Characteristics of an entrepreneur?

Vision

- Successful entrepreneurs have clear vision as to what they want to achieve, what or whom they need to achieve that.

Passion

- Passion is the driving force behind any successful entrepreneur.
- Passionate entrepreneurs do what they love and they enjoy what they do. Money is not the driving force for entrepreneurs with passion but money is the reward.
- Vision and passion are pillars of a successful entrepreneur.

Creativity

- Entrepreneurs must be creative and imaginative. They should be able to think outside the box, and risk-takers.
- They must do what others do but the better way. They must go beyond the scope of everyday business pattern, and go out of their way to make sure that their businesses become a success.

Adaptability

- Adaptability is a very crucial part of entrepreneurship since not everyone is born a business person.
- Business world can be very challenging, and requires a lot of patience, commitment and adaptability.

Finding a niche in the job market

- A niche market is a segment of a larger market that can be defined by its own unique needs, preferences, or identity that makes it different from the market at large.

Three steps how to find a niche market:

- Look at your interests and problems that can give you a huge list of great niche ideas – by doing this, you will easily choose a niche that is profitable.
- Spend a day with your marketing hat on – take notes of everything while in conversation with other, things you hear about on the news, read in papers or magazines, problems you face, things you see, products you use, activities you do and places you visit and ask yourself questions such as are these problem present that people need solutions, are these things that make people happy or activities that they can spend money they are interested with.
- Examine trends and markets on affiliates' marketplaces – find some profitable trends and profitable market that give away profitable ideas e.g. amazon.com.

ACTIVITY 9

- 9.1. Define the term unemployment and state ONE negative effect that it may have on a country. (2+1) (3)
- 9.2. Assess the negative social and psychological impact that youth unemployment may have on the community. (2x2) (4)

**INFORMAL JOBS – THE NEW
FACE AND FUTURE OF THE
JOB MARKET**

[Adapted from <https://www.mdpi.com.>]

- 9.3. Discuss how an informal job could be a way to counteract unemployment. (1x2) (2)
- 9.4. Critically evaluate THREE challenges that a worker may experience in the informal job sector. (3x2) (6)
- (15).**

TOPIC	CAREERS AND CAREER CHOICES		
TERM	1	WEEK	10
DURATION	1 hour	WEIGHTING	22%
SUB-TOPICS	Entrepreneurship		
RELATED CONCEPTS	<ul style="list-style-type: none"> • Entrepreneur • E-business • SARS • Income tax • Tax threshold • Non-compliance • Tax dodging 		
PRIOR- KNOWLEDGE/ BACKGROUND KNOWLEDGE			
Entrepreneurship and informal jobs; benefits of entrepreneurship			
RESOURCES			
<ul style="list-style-type: none"> • Life Orientation Learner's Book Grade12 • Yebo Life Orientation, Heinemann, 201 • Past exam papers grade 12 • Websites 			
ERRORS/ MISCONCEPTION/ PROBLEM AREAS			
Financial and social possibilities of entrepreneurship Benefits of financial viability			
METHODOLOGY			
Discussions Question and answer method			
<u>TEACHER ACTIVITIES</u>		<u>LEARNER ACTIVITIES</u>	
<ul style="list-style-type: none"> • Teacher will introduce the topic and concepts. • The teacher will seek prior-knowledge on entrepreneurship and informal jobs, financial viability of entrepreneurship. • The teacher will explain in detail the 		<ul style="list-style-type: none"> • Learners will share with the teacher what they already know about entrepreneurship and informal jobs, financial viability of 	

<p>concepts in the glossary and the notes</p> <ul style="list-style-type: none"> • Share notes via social media platforms/ worksheets. 	<p>entrepreneurship.</p> <ul style="list-style-type: none"> • Learners will participate in class discussions, where they will discuss everything about entrepreneurship. • Learners will complete activity as part of classwork.
<p><u>ASSESSMENT</u></p> <p>Learners will complete an activity on entrepreneurship.</p>	
<p>TEACHER REFLECTION</p>	

<p><u>CONCEPTS</u></p> <p>Entrepreneur- a person who sees the opportunity to start a business or offer a service.</p> <p>E-business- (Electronic business) is any process that a business organisation conducts over a computer-mediated network.</p> <p>SARS-South African Revenue Services</p> <p>Income tax- government's main source of income.</p> <p>Tax threshold- the level of income at which you begin to pay tax.</p> <p>Non-compliance- not doing something that is officially or legally required.</p> <p>Tax dodging- avoiding paying tax.</p> <p><u>Entrepreneurship</u></p> <p>Refers to the process of creating a new enterprise and bearing any of its risks, with the view of making profit.</p>



<http://en.m.wikipedia.org>wiki>

Explore opportunities in the following ventures:

Small businesses



<http://en.m.wikipedia.org>wiki>

- Privately owned corporations, partnerships, or sole proprietorships that have fewer employees and/or less annual revenue than a regular-sized business or corporation.
- An independently owned and operated business, whose owner exercises close control over operations and decisions.
- Able to apply for government support and qualify for preferential tax policy varies depending on the country and industry, e.g. on-line, coffee shop, bakery, home food delivery, web site design, photography, etc.

Social entrepreneurship



<http://en.m.wikipedia.org/wiki>

- An approach by start-up companies and entrepreneurs in which they develop, fund, and implement solutions to social, cultural, or environmental issues.
- This concept may have to pertain to a wide range of organizations, which vary in size, aims, and beliefs.
- Doing business for a social cause which might also be related to altruistic entrepreneurship.
- These groups are willing to take on risk and effort to create positive changes in society through their initiatives.

E-businesses



Ecommerce
[ˈē kă-(,)mɑrs]
Companies and individuals that buy and sell goods and services over the Internet.

<http://en.m.wikipedia.org/wiki>

- An emerging discipline that examines how cultural products (such as art, theatre, and literature) and cultural activities (like sports, music, food, and film events) have an impact on the growth of local, national, and global economies.
- **Strive to promote the preservation of cultures while driving innovation.**

Financial and social viability of entrepreneurship and other employment options

Financial viability

Refers to a company's ability to generate the required cash flow to fulfil ongoing operational costs and debt repayments.

Social Viability

Refers to living or preferring to live in a community rather than alone.

- Entrepreneurship and other employment options may be the best way to earn money.
- The more jobs that are created the better for everyone.
- We also cannot expect the government alone to provide jobs; each citizen has to try to create jobs and work opportunities for others.

SARS tax obligations (South African Revenue Services)



<http://en.m.wikipedia.org/wiki>

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

- **Income tax** is the government's main source of income that is levied on all income and profits received by a taxpayer. This includes individuals, companies and trusts.
- It is every citizen's duty to pay tax. Without income tax, there will be no services, such as roads, hospitals and schools, and the government could not function.
- Even if you are an entrepreneur or an informal worker, you have a duty to pay income tax if you earn more than R63 556 a year. If you earn less than this or are unemployed, you are said to be below the **tax threshold**.
- Our government is making it easier for small business and entrepreneurs; you don't have to pay the same amount of tax as big corporations. But do your citizen's duty and pay tax! If you don't pay tax, you contribute to unemployment because the government can't create employment opportunities as there is not enough money to do so.

ACTIVITY 10

Read the extract below and answer questions that follow.

STAYING COMPETITIVE ON E-BUSINESS PLATFORMS

Entrepreneurship in the cultural and creative industries in South Africa is where individuals have established competitive businesses that are grounded in the arts, creatively inspired and are relevant to the cultural heritage of a specific community. In the current global market, this industry has become increasingly competitive for entrepreneurs on e-business platforms.

[Adapted from [http:// www.trade.gov.za](http://www.trade.gov.za). Accessed on 22 March 2022]

- 10.1. State FOUR ways in which a value-based approach could guide an entrepreneur to run a successful e-business. (4x1) (4)
- 10.2. Analyse how entrepreneurs could use culture to stay competitive on current e-business platforms. (2x4) (8)
- 10.3. Evaluate TWO factors within a cultural group that may have an impact on decision to become an entrepreneur. (2x4) (8)
- (20)**

TOPIC	CAREERS AND CAREER CHOICES		
TERM	1	WEEK	11
DURATION	1 HOUR	WEIGHTING	22%
SUB-TOPICS	Fraud and corruption		
RELATED CONCEPTS	<ul style="list-style-type: none"> • Corruption • Bribery • Fraud • Cronyism • Embezzlement 		
PRIOR- KNOWLEDGE/ BACKGROUND KNOWLEDGE			
Corruption and fraud			
RESOURCES			
<ul style="list-style-type: none"> • Life Orientation Learner's Book Grade12 • Yebo Life Orientation, Heinemann, 201 • Past exam papers grade 12 • Websites 			
ERRORS/ MISCONCEPTION/ PROBLEM AREAS			
Impact of corruption			
METHODOLOGY			
Discussions			
Question and answer method			
<u>TEACHER ACTIVITIES</u>		<u>LEARNER ACTIVITIES</u>	
<ul style="list-style-type: none"> • Teacher will introduce the topic on corruption and fraud. • The teacher will seek prior-knowledge on corruption and fraud. • The teacher will explain in detail the concepts in the glossary and the notes. • Share notes via social media platform/ worksheet. 		<ul style="list-style-type: none"> • Learners will share with the teacher what they already know about corruption and fraud. • Learners will participate in class discussions, where they will discuss about corruption and fraud. 	

ASSESSMENT

Learners will complete a class activity on fraud and corruption.

TEACHER REFLECTION

CONCEPTS

Corruption- Dishonesty, misuse of public power and money for private

Fraud- To swindle, scam, cheats or deceives

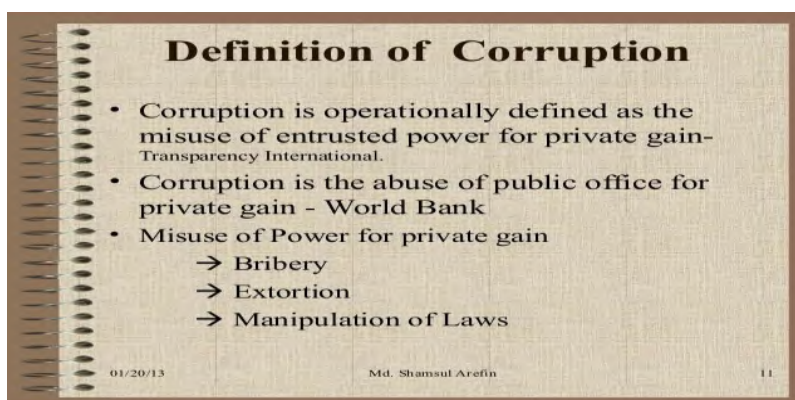
Cronyism- favouritism shown to friends, regardless of their qualification

Bribery - refers to the offering, giving, soliciting, or receiving of any item of value as a means of influencing the actions of an individual holding a public or legal duty.

Embezzlement- Theft or misappropriation of funds placed in one's trust or belonging to one's employer.

NOTES

Fraud and corruption



<http://image.slidesharecdn.com/corruptionglobal>



<http://image.slidesharecdn.com/corruptionglobal>

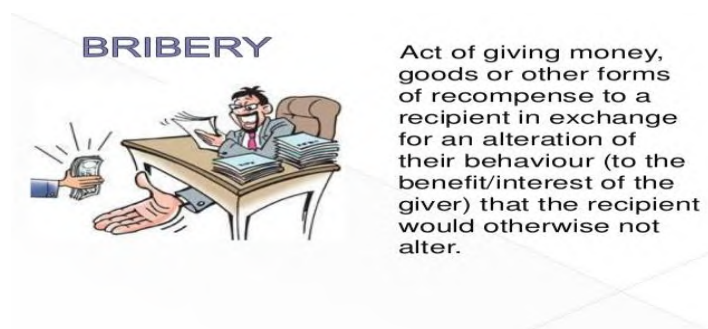
- Related concepts:

Embezzlement – refer to theft or misappropriation of funds placed in one's trust or belonging to one's employer.

Cronyism - the spoils system practice of partiality in awarding jobs and other advantages to friends or trusted colleagues, especially in politics and between politicians and supportive organizations.

Nepotism - the unfair practice by a powerful person of giving jobs and other favours to relatives.

Bribery - refers to the offering, giving, soliciting, or receiving of any item of value as a means of influencing the actions of an individual holding a public or legal duty.



<http://en.wikipedia.org/wiki/bribery>

Causes of fraud and corruption

CAUSES OF CORRUPTION

- **Diminishing values in the society.**
- **Diminishing patriotism.**
- **Lack of awareness.**
- **Low literacy rate.**
- **Lack of effective management.**
- **Lack of economic stability.**
- **Lack of effective political leadership.**



<http://en.wikipedia.org/wiki/corruption>

Impact of corruption and fraud on individual, community and country

Individual

- People affected by corruption and fraud suffer from social problems such as loss of reputation, feelings of vulnerability, isolation and exposure
- Impact on a victim's mental health, resulting in anxiety, depression and suicide.
- *Increase the disadvantage, vulnerability and inequality they suffer.*
- *Distorts the market, leads to inefficient allocation of resources, and promotes social inequality.*

Company

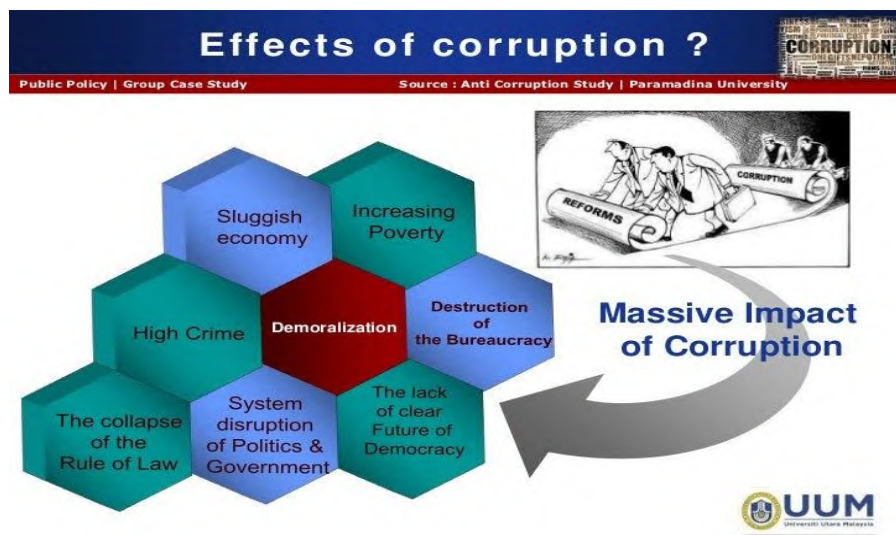
- It distorts markets, undermines competition, and increases costs to companies.
- Organisational focus and resources diverted away from delivering core business and services to the community
- It damages the company and the employees who work there.
- It affects the perception of the business by the public.
- It adds to the cost of doing business.

- It robs many businesses of their profits. When the resources within a business are tampered with, then the efficiency with which the business turns those resources into profit is reduced.
- Business loss their credibility in the eyes of their customers.
- When corruption is reported in a business, the existing investors and shareholders will lose the confidence and trust that they had put in the business. When fraud is perpetuated within an organization, then the risk of accruing losses by entrepreneurs is increased. The sales will reduce with reduced public confidence in the firm and resources will be made scarce through the fraud and embezzlement.

Community

- Wasted taxpayer funds
- Loss of goods and services
- Lower community confidence in public authorities
- Disadvantage to honest business that miss out on government contracts.

Country



[Adapted from Google Images, accessed on 13 January 2023]

Strategies to prevent fraud and corruption



[Adapted from Google Images, accessed on 13 January 2023]

ACTIVITY 11

Study the cartoon below and answer the questions that follow:



11.1. Name and define the form of corruption presented in the cartoon above. (1+2) (3)

11.2. Explain THREE possible consequences that corruption may have on a person's career. (3x2) (6)

11.3. Recommend TWO actions that a company could take to prevent corruption from occurring in the workplace. In your answer also indicate how each action may help prevent corruption. (2x3) (6)

(15)

SUGGESTED ANSWERS TO ALL ACTIVITIES

ACTIVITY 1 SUGGESTED RESPONSES

1.1. List the four types of stressors

- Physical stressor (✓)
- Social stressor (✓)
- Emotional stressor(✓)
- Environmental stressor(✓) (4x1)(4)

1.2. Discuss TWO ways how poverty as a social stressor may affect one's quality of life

- Poverty prevents one to cater for daily needs, without any funds. (✓)One may feel worried about the standard of living. (✓).
- Poverty may lead to debts(✓) which may result into sleepless nights(✓)
- Poverty may lead to feelings of low self-esteem (✓) which makes them more vulnerable(✓)
- Any other relevant responses for two marks each.

(2x2)(4)

1.3. Evaluate how personality could be regarded as a stressor

- Individuals may have negative thoughts (✓) about themselves which they may not feel good (✓) about themselves. They will end up having a negative attitude (✓) towards life which can result into social pressure (
- If you like to push yourself you may face challenges(✓)which may lead failure (✓)resulting into emotional stressor (✓)affecting the situations you are in(✓)
- (Any other relevant response for four marks each) (1x4) (4)

(12)

ACTIVITY 2 SUGGESTED RESPONSES

2.1 List and explain the three levels of stress.

- Low level(✓) , you can cope with stress(✓)
 - Average level (✓), you are still able to cope with stress (✓)
 - High level of stress(✓) you urgently need to apply coping mechanisms (✓)
- (3x2) (6)

2.2 Differentiate between a sign and a symptom of stress.

- Signs and of stress are measurable (✓) indications of stress. Whereas the symptom of stress are feelings (✓) that indicate (✓) stress.
 - Signs of stress are evidence (✓) that prove (✓) someone is stressed whereas the symptom of stress is a warning (✓) that reveals (✓) stress.
 - Any other relevant responses for two marks each
- (2x2) (4)

2.3 Asses why time management is an effective skill to deal with stress.

- Time management is effective by identifying (✓) time wasters and start doing tasks in time(✓) by planning (✓)your tasks in that way workload will be minimised (✓)
 - Prioritise (✓) your tasks to focus (✓) s (first on the most important ones. This will prevent (✓) you from missing (✓) out important tasks.
 - Break down (✓) your tasks into smaller (✓) (parts so that you will not feel overwhelmed (✓) by the workload by that your stress will be reduced (✓).
 - Any other relevant answer for four marks.
- (1x4) (4)
(1x4) (4)
(1x4) (4)

(14)

ACTIVITY 3 SUGGESTED RESPONSES

3.1.

3.1.1. Define the type of conflict experienced by Zain in the picture above

- Zain experiences conflict within herself (✓), which is known as intrapersonal conflict (✓)
- Any other relevant response for TWO marks **(1x2) (2)**

3.1.2. Explain TWO negative effects Zain may face if she decides to go to the party.

- Zain may be emotional and experience stress/anxiety (✓) because of not preparing for the test (✓)
- Zain might not do well /could fail the test (✓) because of not being fully prepared for it (✓)
- Any other relevant response for TWO marks each **(2x2) (4)**

3.2.

3.2.1 Explain the conflict between Zain and Andile

- Andile and Zain are having conflict because Zain did not come to the party (✓) and Andile feels that Zain is selfish and wants to be the only one passing the test. (✓)
- Any other relevant response for TWO marks each **(1x2) (2)**

3.2.2. Recommend ONE conflict resolution skill that Andile could have used to resolve the conflict between him and Zain, explain your answer.

Andile could have used a collaboration/accommodation (✓)

Any other relevant response for ONE mark each **(1)**

Andile could have...

- paid attention/ listened to Zain instead of interrupting (✓), which could have encouraged Zain to share her side of the story (✓)
- Waited for a better time enabling them to be emotionally free (✓), so that they are both able to adopt better perspectives resulting in mutually beneficial settlement. (✓)
- use 'I statements' to acknowledge that these are his personal feelings or views on the situation (✓) so that his message comes out in such a way

that invites conversation around the topic instead of putting Zain on the defensive (✓)

- Any other relevant response for TWO marks each **(1X2) (2)**

3.2.3. Advise Zain on how best she could have responded to the conflict in the above scenario. In your answer, also indicate how that may have led to a healthier solution. **(1x3) (3)**

Zain should have ...

- Put down her notes and entertained Andile (✓) to show Andile that she could have attended the party if she was not having a test (✓) as that may have demonstrated her will/wish/commitment to resolve the problem. (✓)
- Been honest about her needs/expressed her needs/challenges after Andile had finished complaining (✓) so that all parties could develop a deeper understanding of the challenges at hand (✓) and this could have demonstrated to her that she is keen at resolving the challenge. (✓)
- Simply requested Andile to calm down (✓) to eliminate anger/frustration from blocking their judgement of the events (✓) and that may have shown commitment to reach an amicable solution to the problem. (✓)
- Reflected on what exactly has caused her to feel such extreme emotions (✓) so that she soberly expresses their motivations (✓) which would have made it easier for them to tackle the true nature of the problem, instead of the surface level conflict. (✓)
- Any other relevant response for THREE marks each **(1X3) (3)**

[14]

ACTIVITY 4 SUGGESTED ARESPONSES

4.1. Give the definitions of the following terms:

4.1.1. Beliefs

An organised pattern of knowledge (✓) that an individual holds as true about his/her world (✓)

4.1.2. Communication

A process that involves sending and receiving messages (✓) through the verbal and non-verbal methods (✓) **(2x2) (4)**

Explain how a negative attitude towards life could affect your communication with others.

It may cause you to...

- Be judgmental of others (✓) which may make you to always find fault in others when communicating with them. (✓)
- Be abrupt/curt/blunt in your communication with people (✓) which may limit all forms of communication/interaction/cause miscommunication with others. (✓)
- Constantly complain about everything (✓) which may make people avoid communicating/initiating conversations with you. (✓)
- Always dismiss/disregard what others say (✓) which may result in people not wanting to share information/ideas/concerns with you. (✓)
- Exaggerate/make things seem worse than what it is (✓) which may create anxiety/fear in others when communicating with them. (✓)
- Any other relevant responses for TWO marks each **(1x2) (2)**

4.2. Discuss THREE ways in which building and sustaining good relationships may impact positively on your emotional well-being.

Building and sustaining positive relationships may...

- Make you feel valued/respected/appreciated (✓) as this is what we all need to affirm our feelings of self-worth. (✓)
- Reinforce a positive attitude towards life/impact positively on your general outlook on life (✓) which may help you to change your perspective on certain things in life in a positive way. (✓)
- Develop your ability to deal better/cope with feelings of anger/loss/grief/ sadness/frustration (✓) so that you may feel hopeful about your future. (✓)
- Enhance the positive self-talk we all need to stay emotionally healthy (✓) which may help you to deal better with inner conflict. (✓)
- Any other relevant responses for TWO marks each **(3x2) (6)**

[12]

ACTIVITY 5 SUGGESTED RESPONSES

- 5.1. List THREE possible transitions that could take place post-school (3x1) (3)**

Varsity (✓), Employment (✓), Entrepreneurship (✓)

- 5.2. Explain the negative impact of social changes that one may experience during transition to a post school destination (1x2) (2)**

Since learners are leaving their homes, schools and friends post school, they may be lonely (✓) and suffer stress as well (✓). (2)

- 5.3. Suggest and discuss ONE strategy learners could use to deal with stress that could be experienced because of transition (1+2) (3)**

Talk about your stress (✓), when you talk about your stress you are sometimes relieving yourself of a burden that is on your shoulder (✓) with that someone can help you find a solution to it (✓)

(8)

ACTIVITY 6 SUGGESTED RESPONSES

- 6.1. List three study skills that could be used by a grade 12 learner in order to receive maximum marks in an examination (3x1) (3)**

Flashcards (✓), Tables (✓), summaries (✓),

OR

Mind map (✓), mnemonics (✓), talk and listen (✓), be colourful (✓), music and rhythm (✓), role-play (✓)

- 6.2. Differentiate between study skills and study styles (1x2) (2)**

Study skills are the abilities or techniques that we learn and we are able to use in order to succeed in our tests and exams (✓), on the other hand study styles are the methods that we use also to receive maximum marks in our tests and exams (✓).

6.3. Do you think it is important for a grade 12 learner to plan his/her responses before he / she answers the question, yes or no in an examination paper. Justify your answer (1+2) (3)

Yes (✓), it is important to plan your responses when you are writing your exam because planning will help you to ask only what has been asked (✓) and also you will answer according to the marks allocated (✓). (3)

(8)

ACTIVITY 7 SUGGESTED RESPONSES

7.1. List TWO post matric options that you would consider for 2025. (2x1) (2)

- Higher Education: Pursue a bachelor's degree or higher in a field of interest, such as engineering, medicine, arts, or sciences. (✓)
- Vocational Training: Enrol in vocational courses or apprenticeships to gain practical skills in trades like plumbing, carpentry, electrician work, or automotive repair. (✓)
- Professional Certification Programs: Obtain certifications in areas like project management, IT, healthcare, or finance to enhance career prospects and skills. (✓)
- Entrepreneurship: Start a business or work towards building a start-up, leveraging skills and knowledge acquired during education. (✓)
- Gap Year: Take a year off to travel, volunteer, intern, or gain work experience before committing to further education or career paths. (✓)
- Internships and Apprenticeships: Gain practical experience and industry exposure through internships or apprenticeship programs offered by companies or organizations. (✓)
- Get a job – employment. You can work full-time or part-time whilst you study. (✓)
 - Any other relevant answer for ONE mark each.

7.2. Briefly explain the benefits of researching funding opportunities for tertiary education whilst in Grade 12. (2x2) (4)

- Researching funding opportunities for tertiary education while in Grade 12 offers several benefits:
 - Early Preparation - By researching funding options early, students can start planning for their financial needs well in advance (✓). This allows them to explore various sources of funding and develop a strategy to cover tuition fees, living expenses, and other educational costs. (✓)
 - Maximizing Options - Understanding available funding opportunities helps students identify scholarships, grants, loans, and other financial aid options for which they may be eligible. (✓) This enables them to maximize their chances of securing financial assistance and reduces the financial burden of higher education. (✓)
 - Reducing Financial Stress - Knowing how they will fund their tertiary education can alleviate stress for students and their families. (✓) It provides them with peace of mind and allows them to focus more on their academic pursuits rather than worrying about how to pay for college. (✓)
 - Making Informed Decisions - Researching funding opportunities empowers students to make informed decisions about their educational choices. (✓) They can weigh factors such as the cost of attendance, available financial aid, and potential repayment obligations when selecting a college or university. (✓)
 - Exploring Alternative Options - Some funding options may require students to meet specific criteria or deadlines. (✓) Researching early allows students to explore alternative funding sources if they do not qualify for certain scholarships or grants, ensuring they have backup plans in place. (✓)

Any other relevant answer for TWO marks (✓✓)
(I.e. ONE mark for statement and ONE mark for qualifier / explanation)

7.3. Evaluate the impact taking a gap year will have on a learner when applying for tertiary education after the gap year (2x2)(4)

Any relevant well explained answer for FOUR marks.

Positive Impacts

- **Personal Growth** - A gap year can provide valuable opportunities for personal development, such as gaining independence, self-awareness, and maturity. Admissions officers often view applicants who have taken a gap year favorably, appreciating the diverse experiences and perspectives they bring to the university community.
- **Enhanced CV** - During a gap year, learners may engage in meaningful activities such as volunteering, internships, travel, or work experiences. (✓) These experiences can enhance their CV, demonstrating initiative, leadership, and real-world skills that can impress admissions committees. (✓)
- **Taking time off** can allow learners to reflect on their academic and career goals, potentially leading to more focused and purposeful decision-making when applying for tertiary education. (✓) They may enter college with a clearer sense of direction and motivation. (✓)
- **Broadened Perspectives** - Experiencing different cultures, languages, and environments during a gap year can broaden learners' perspectives and deepen their understanding of global issues. (✓) This enriched worldview can enrich their academic pursuits and contribute positively to campus diversity. (✓)

Negative Impacts

- **Academic Momentum** - A gap year may disrupt the academic momentum of learners, potentially leading to a decrease in study habits or a loss of knowledge retention. (✓) Returning to academic studies after a year-long break may require some adjustment and effort to get back on track academically. (✓)
- **Delayed Graduation** - Depending on how learners structure their gap year and how it aligns with their academic timeline, there is a risk of delaying graduation from tertiary education. (✓) This delay may have financial implications and could postpone entry into the workforce. (✓)

- Competitive Admissions - While many universities value gap year experiences, some competitive programs or institutions may prefer applicants who demonstrate continuous academic engagement without breaks. (✓) Learners should carefully research the admissions policies of the institutions they plan to apply to and consider how a gap year may impact their competitiveness. (✓)
- Financial Considerations - Taking a gap year may require careful financial planning, especially if learners are not earning income during that time. (✓) They should consider how they will fund their gap year activities and ensure they have a plan to cover expenses during that period. (✓)
- Any relevant well explained response for FOUR marks. Note that the learner must indicate both positive and negative aspects for TWO marks each.

(2x2)(4)

(10)

ACTIVITY 8 SUGGESTED RESPONSES

8.1. Name TWO Universities that require the NBT's for some of their programmes.

(2x1) (2)

- Stellenbosch University (SU) (✓)
- University of Witwatersrand (WITS) (✓)
- University of Cape Town (UCT) (✓)

8.2. Discuss TWO benefits of digital literacy when applying for jobs.(2x2) (4)

- It is a 21st century skill that will allow you to showcase your work, projects, and accomplishments in digital formats. (✓) This will demonstrate to the potential employer your capabilities and competency. (✓)
- Allows you to use devices like a computer, tablet, or mobile phone to apply for a job and submit your Curriculum Vitae online without spending money on printing or transport. (✓) This will allow you to apply for multiple jobs at the same time. (✓)

- You will be able to attend online interviews using different platforms with confidence. (✓) This will ensure that you are not stressed and remain calm during the interview creating a professional impression. (✓)
 - Any relevant well explained answer for TWO marks.

8.3 Critically discuss how having a career portfolio can benefit you when applying for a job. (1x4) (4)

Having a career portfolio can be an invaluable asset when applying for a job, offering several significant benefits:

- It showcases your skills and abilities (✓) which allows you to present tangible evidence of your accomplishments and experiences. (✓) This provides a more comprehensive picture of your capabilities to potential employers (✓) which could result in them choosing you over other applicants who may not have a career portfolio. (✓)
- A well-presented portfolio reflects professionalism and attention to detail. (✓) It demonstrates that you have taken the time to gather and organize your work, (✓) showcasing your commitment to your career (✓) and your ability to manage complex tasks effectively. (✓)
- In a competitive job market, a career portfolio can help you stand out from other candidates. (✓) It offers a unique opportunity to differentiate yourself by highlighting specific achievements, skills, or experiences that align with the requirements of the job you're applying for. (✓) This can leave a lasting impression on hiring managers (✓) and increase your chances of being selected for an interview. (✓)
- During job interviews, a career portfolio serves as a valuable reference point for discussing your qualifications in more detail (✓), providing concrete examples to support your responses to interview questions (✓) and allows you to demonstrate your expertise in real-world situations. (✓) This can help you build rapport with the interviewer and showcase your suitability for the role. (✓)

Any relevant well explained answer for FOUR marks.

(10)

ACTIVITY 9 SUGGESTED ANSWERS

9.1. Define the term unemployment and state ONE negative effect that it may have on a country. (2+1) (3)

Definition:

Unemployment means that someone...

- is jobless/actively searching (✓) and available to take a job (✓)
- Wants to work (✓) but is unable to find a job. (✓)

AND

Negative effect:

- The unemployed are not able to contribute productively to the economy of a country. (✓)
- More people may become dependent on social grants due to their inability to obtain gainful work. (✓)
- Persistent unemployment places the economy under serious strain. (✓)
- Increased unemployment could lead to social disruptions/crime that endangers law and order in a country. (✓)
- Unemployment may cause political instability that may hamper economic development. (✓)
- There is no constructive use of the country's labour force. (✓)
- The country may lose valuable human resources to other countries. (✓)
- Unemployment causes an increase in poverty. (✓)
- The unemployed do not have money to spend that would boost the economy of a country. (✓)
- Unemployment may put a strain on the public health system as more unemployed people who experience various health issues may require medical attention. (✓)

9.2. Assess the negative social impact that youth unemployment may have on a community. (2x2) (4)

Youth unemployment may...

- Contribute to the social tension/hostility/anguish experienced on a daily basis (✓) and this could lead to senseless acts of violence in communities if the youth act out their frustrations on others. (✓)

- Steer young people towards all kinds of criminal activities () and this may become an acceptable way for them to deal with the boredom they experience from day to day. (✓)
- Tempt young people to get involved in the abuse of drugs/alcohol (✓) which may fuel other unlawful activities like breaking and entry/sexual abuse/physical assault/killing of other vulnerable and innocent people in their communities. (✓)
- Cause tension/frustration among family members where too many people in one household are dependent on a single breadwinner (✓) which may lead to family breakdown/conflict in households, and this may further trigger conflict situations with others in the community. (✓)
- alienate/estrangle unemployed youth from their friends, family and community members because of their inability to live in harmony with them (✓) which may lead to increase homelessness/cause more young people to end up on the streets (✓)

9.3. Critically evaluate THREE challenges that a worker may experience in the informal job sector. (3x2) (6)

An informal worker may...

- Not have a formal job contract. (✓) which secures employment and salaries/wages (✓)
- Get paid for a job based only on verbal/no binding agreements. (✓) have little or no job security. (✓)
- not enjoying fringe benefits (✓) enjoyed by other workers like medical aid (✓)

9.4. Discuss how an informal job could be a way to counteract unemployment. (1x2) (2)

An informal job could ...

- Be a quick way of earning money (✓) which may help you to instantly fulfill your most basic needs. (✓)

- Open various career opportunities (✓) which may secure/lead to possible formal jobs/available scarce skills jobs/ entrepreneurship. (✓)
- Guide you in the career choices you have to make (✓) so that you may meet the demands of the 21st-century job market. (✓)
- Expose you to various economic activities in a specific job sector (✓) which could broaden your choice of possible/related careers in that sector. (✓)
- Help you to develop essential job-related skills (✓) which may enhance your opportunities to identify your niche in the job market. (✓)

(11)

ACTIVITY 10 SUGGESTED RESPONSES

10.1. State FOUR ways in which a value-based approach could guide an entrepreneur to run a successful e-business.

It may guide entrepreneurs to ...

- Show the same respect for self and others they may engage with/ treat customers with dignity. (✓)
- Practise persistence / perseverance/ diligence/ fairness in the digital business world. (✓)
- Be courageous/ brave/ bold in pursuing business opportunities online. (✓)
- Build trusting/ honest relationships with customers/ vendors/ service providers they may trade with online. (✓)
- Be self-disciplined/ avoid online activities that may jeopardise the business. (✓)
- Maintain their credibility/ integrity/ protect their reputation when doing online transactions. (✓)
- Take accountability for the quality of products they market online. (✓)
- Communicate politely/ courteously/ display an accommodation attitude with online customers. (✓)
- Honour timelines for enquiries/ delivery/ queries. (✓)
- Be reliable/ dependable to online customers. (✓)
- Be flexible in dealing with online customers. (✓)

(4x1) (4)

(Any other relevant answer for ONE mark each)

10.2. Analyse how entrepreneurs could use culture to stay competitive on current e-business platforms.

Entrepreneurs could ...

- Transform everyday cultural products into modern cultural designs (✓) that could be marketed on different social media platforms (✓) which may also attract international customers who may otherwise not have considered purchasing cultural products from South Africa, (✓) thereby broadening their client base to a greater extent. (✓)
- Create profitable blogs/vlogs by sharing recipes about cultural or traditional food/ products on social media platforms (✓) which may attract a wide range of paying followers (✓) since this has become the most popular forms of marketing (✓) and this may optimise the possibility of making money Online. (✓)
- Host a live / online cultural/ fashion show/ offer online courses to teach people their language (✓) Where people may register at a cost (✓) as it may ensure reaching a wider range of potential customers, (✓) thereby generating more profit at a lower marketing cost. (✓)
- Market traditional herbal medicine/ handmade items/ cultural kitchenware live on Tik-Tok/ Instagram/ Facebook (✓) which may help them to earn money through user support via likes/ gifts/ stars, etc., (✓) which could then be converted to real money, (✓) thereby making more sales through this marketing strategy. (✓)

(2x4) (8)

(Any other relevant answers for FOUR marks each)

10.3. Evaluate TWO factors within a cultural group that may have an impact on decision to become an entrepreneur.

- An inability to communicate in a preferred language may influence effective communication with potential customers (✓) and consequently this may have a negative impact on establishing a diverse target market (✓) on the other hand if one employs staff from different language groups (✓) this could assist one in running a successful business in a location of one's preferred choice.(✓)

- In some families, financial risk-taking of starting a business maybe discouraged due to the fear of failure (✓) since it may worsen the financial burden on the family; (✓) whereas some would be willing to invest in a potential business opportunity (✓) thereby gaining an opportunity to prosper as a small business owner. (✓)
- A lack of motivation in a family to achieve something in life/ pressure from family to follow a certain career/ discouraging women from working, could deter one from achieving one's goal in becoming an entrepreneur (✓) hence one may give up easily when confronted with the challenges that come with starting a business (✓) whereas others would be motivated to prove to the family that they have the potential to realise their dream of becoming an entrepreneur (✓) and they may push against all odds to succeed as an entrepreneur. (✓)
- Inferior complexes characterised within certain cultural groups could cause some people to believe that they are destined for poverty (✓) and they may lack inspiration to improve their financial circumstances, (✓) however some may overcome these negative feelings of inferiority (✓) and this would spur them on to pursue opportunities in entrepreneurship to change their circumstances for the better. (✓)

(2x4) (8)

(Any other relevant answers for four marks each)

(20)

ACTIVITY 11 SUGGESTED ANSWERS

11.1. Name and define the form of corruption presented in the cartoon above.

Bribery, (✓) it is...

- The offering/ giving/ receiving/ accepting of something valuable (✓) for the purpose of influencing someone in their position of power for an illegal favour. (✓)
- Providing/ receiving payment. (✓) in order to persuade a person to betray their responsibility to do something unlawful/ dishonest of you. (✓)

- Money/ favours given (✓) in order to influence the conduct of a person in a position of trust. (✓)
- Trying to convince someone to do something unlawful/ dishonest/ illegal for you (✓) by giving them money/ gifts/doing favours. (✓) (1+2) (3)
(Any other relevant answer for TWO marks)

11.2. Explain THREE possible consequences that corruption may have on a person's career.

The possible answers could be:

The consequences of corruption on the person's career may be that

- The reputation of the person may be tarnished/ ruined (✓) which means that they may find it difficult to be employed again. (✓)
- They could be fined/ charged (✓) and may not be trusted at work anymore. (✓)
- They could face being demoted and this may cause them to not perform up to their level best/ full potential/ capability (✓) and this may lead to them being first in line to face retrenchment. (✓)
- They may not be considered for any promotional posts (✓) thereby hampering their professional growth/ development in their career. (✓)
- They could be imprisoned/ sentenced to jail/ lose their job/ fired (✓) and this may lead to the end of their career. (✓)
- The person could lose their status as a role model/ mentor in their career (✓) and this may demotivate them from aspiring to be a role model/ mentor in their career again. (✓) (3x2) (6)

(Any other relevant answer for TWO marks each)

11.3. Recommend TWO actions that a company could take to prevent corruption from occurring in the workplace. In your answer also indicate how each action may help prevent corruption.

Companies could...

- Strengthen their standards of integrity/ respect/ honesty through company policies and codes of conduct (✓) then these values would be reinforced (✓) which may then make it easier for employees to abstain from engaging in corrupt activities. (✓)
- Adopt anti-corrupt measures and align these measures with the general legal laws of the country (✓) then people may be more cautious (✓) because they may then be afraid of being subjected to harsher punishment. (✓)
- Allow workers to engage/ participate in problem solving with regard to corruption/ identity issues leading to corruption (✓) and this may encourage them to take ownership of and be more accountable for their actions. (✓)
- Use technology to put more effective systems in place to fight corruption (✓) which may eliminate/ lessen opportunities to commit acts of corruption (✓) and in this way fewer people may get involved in acts of corruption. (✓)
- Pay/compensate workers well (✓) which may prevent them from supplementing their income in an illegal/ unofficial manner (✓) and this may limit corruption in the workplace. (✓) (2x3) (6)

(Any other relevant answer for THREE marks each)

(15)

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