



Province of the **Eastern Cape**  
Department of Education

**GRADE 10**

**LIFE ORIENTATION**

**TASK 3: PROJECT**

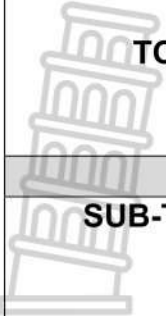
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**TOTAL: 90**

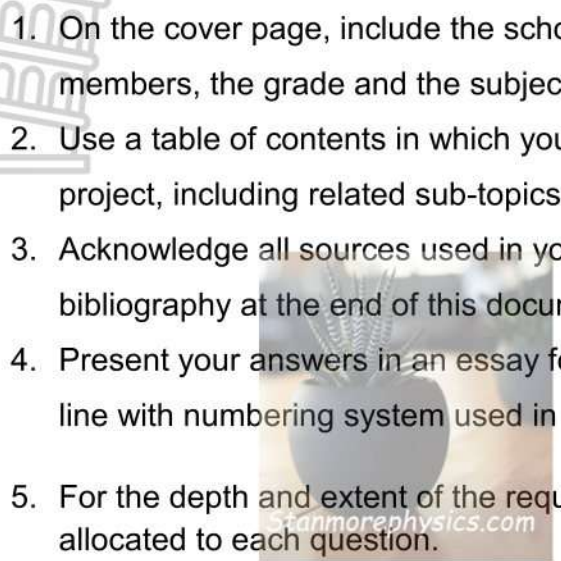


**CAREER & CAREER CHOICES**

*This project consists of 14 pages.*

 <b>TOPIC:</b>	<b>TERM 3</b> <ul style="list-style-type: none"> <li>▪ <b>CAREERS AND CAREER CHOICES</b></li> <li>▪ <b>DEVELOPMENT OF THE SELF IN SOCIETY</b></li> </ul>
<b>SUB-TOPICS:</b>	<p>The following Sub-topics have been used in this project:</p> <ul style="list-style-type: none"> <li>▪ Life Roles and responsibilities.</li> <li>▪ Transition from adolescence to adulthood stage.</li> <li>▪ Diversity in jobs.</li> <li>▪ Research careers.</li> <li>▪ Opportunities within different career fields.</li> </ul>
<b>PURPOSE:</b>	<ul style="list-style-type: none"> <li>▪ The Project seeks to empower learners with the needed research skills, knowledge and values that they could use to work <u>collaboratively</u> in teams/peers/groups when <u>investigating</u> challenges that grade 10 learners may face when they transition from puberty to adulthood and to determine the extent to which the transition could impact their ability to make informed decisions about suitable career fields for their chosen careers which could consequently assist them to develop the needed 4<sup>th</sup> Industrial and 21<sup>st</sup> century skills.</li> <li>▪ Essentially, this project will teach learners how to use <u>metacognitive</u> (reflective), <u>communication</u>, <u>creative</u> and <u>critical thinking</u> skills to adapt to change while making informed and helpful decisions about career choices in order to either combat or deal with unemployment.</li> </ul>
<b>DURATION:</b>	<b>3 Weeks</b>
<b>DATE OF ISSUE</b>	<b>03 SEPTEMBER 2024</b>
<b>DATE OF SUBMISSION</b>	<b>17 SEPTEMBER 2024</b>
<b>FORM OF ASSESSMENT:</b>	<b>Project</b>

## A. INSTRUCTIONS ON TECHNICAL ASPECTS AND MARK ALLOCATION.

- 
1. On the cover page, include the school's name, particulars of group members, the grade and the subject.
  2. Use a table of contents in which you will indicate all the sections of your project, including related sub-topics and topics
  3. Acknowledge all sources used in your bibliography. Consider example of a bibliography at the end of this document.
  4. Present your answers in an essay form by indicating the sub-headings in line with numbering system used in the activity.
  5. For the depth and extent of the required answers, consider the marks allocated to each question.
  6. Carefully read the instructions in each question.
  7. Your Project must be bound or stapled.
  8. Adhere to the submission date.
  9. Fill in the declaration form and attach it to your Project.

**DECLARATION BY LEARNER**

**SCHOOL'S NAME:** \_\_\_\_\_

**NAME OF LEARNER:** \_\_\_\_\_  
(SURNAME and FIRST NAME)

**EDUCATOR'S NAME:** \_\_\_\_\_  
(SURNAME AND INITIALS)

I hereby declare that all pieces of material used in this project are my own original work. To ensure originality of the final product, all used resources have been procedurally acknowledged.

I agree that if it is determined by relevant authorities that I have violated the copyrights Act, I shall forfeit the marks obtained in this assessment.

\_\_\_\_\_  
**CANDIDATE'S SIGNATURE**

\_\_\_\_\_  
**DATE**

As far as I know, the above statement by the candidate is true and I accept that the work offered is his / her own.

\_\_\_\_\_  
**EDUCATOR'S SIGNATURE**

\_\_\_\_\_  
**DATE**

**SCHOOL STAMP**



## A. PROBLEM STATEMENT

Thoroughly read the problem statement below and complete the activities being guided by the questions in each activity.

### **Challenges of transiting from adolescence to adulthood in the context of changing life role and choosing jobs**

Research has proven that most South African young people in South Africa (SA) often face transitional challenges related to changes in life roles while transitioning from adolescence to adulthood. Unfortunately, that change has a potential to negatively affect the ability of young people to make informed decisions about their career choices, especially those that require 4<sup>th</sup> industrial Revolution and 21<sup>st</sup> century skills. Various attempts have been made by both the public and private sectors to expose learners to the different career fields and that were intended to empower them the necessary knowledge and skills to carefully choose careers in line with their potential, values, and attitudes. Amidst the various attempts made to help them, most young people are still battling with the inability to make informed career decisions. There are many reasons that could be attributed to this inability.

Adapted from <https://www.researchgate.net>, Accessed on the 10<sup>th</sup> of May 2024.

## COMPLETION INSTRUCTIONS

- Learners will follow the instructions provided in each activity.
- 4 or more sources, i.e., articles, documents, textbooks, newspaper articles, etc.
  - may be used.
- All answers must be presented in full sentences, in essay form.
- Follow the mark allocation in each activity for successful presentation of your answers.
- In answering the questions in this project, learners should always collaborate, communicate and apply critical and creative thinking skills. In other words, learners must always work in groups so that they may effectively complete both the individual and group activities.

### ACTIVITY 1:

#### Individual Activity

To complete your introduction, answer the following questions.

- **Define** the term *career field* (1x2) (2)
- **What** is meant by the concept *transition* from adolescence stage to adulthood stage? (1x2) (2)
- **State** FOUR reasons why it is important to consider career fields when you want to make informed career decisions. (4x1) (4)
- **Which** sector of the economy is the most prominent/common in your community? (1x1) (1)
- **Discuss** TWO ways in which being employed could contribute to the improvement of your emotional wellbeing. (2x2) (4)

**Sub-Total: [13]**

### ACTIVITY 2: LITERATURE REVIEW

#### Individual Activity

To complete this part of the project, learners will, individually, study relevant literature such as newspaper articles, textbooks, internet articles, etc. to have a firm grasp of the content therein. After having discussed the possible responses to the questions below, each learner will individually complete the activity.

- **Identify** any type of higher education institution that could be ideal for your chosen career field/career in South Africa and state TWO reasons why you think your choice is relevant to you. (1+2) (3)
- **Mention** any FOUR possible factors that may prevent you from successfully pursuing a suitable career based on your chosen career field. (4x1) (4)
- **State** TWO possible social factors that could negatively affect your effort to succeed in your chosen career. (2x1) (2)
- **What** could have inspired you to follow your chosen career field and explain how that may have assisted you to make an informed decision about your chosen career. (1+2) (3)
- **Analyse** the importance of consulting those who are already in your chosen career to strengthen your decision about your preferred career. (2x2) (4)
- **Discuss** the importance of conducting self-evaluation to identify suitable career fields. (2x2) (4)
- **Evaluate** how using career advisory services may impact your career decisions. (1x4) (4)

**Sub-Total 24**

### ACTIVITY 3: SELF EXPLORATION (CAREER DECISION MAKING)

#### Individual Activity

- Use the *self-observation sheet* (below) to conduct self-exploration of your potentialities that may match your desired career field.



DESCRIPTOR	INDICATORS	
<b>Job Interests:</b> How do I know that the chosen Job fits my interests		
<b>Work Values:</b> How do my personal values align with my workplace ethics?		
<b>Characteristics of the work environment:</b> How is the workplace environment?		
Which important skills do I need to have in my job?		
What level of education or certificates do I need?		
What is the Average salary		
What are the related careers		
<b>My overall impressions:</b> Do I see myself doing this Job?		

- Based on the above information, indicate your desired career:

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- Then, motivate why the chosen career field is suitable for you.

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**Sub-Total: 1x2 [2]**



## ACTIVITY 4: PLANNING FOR CAREERS' DAY – Individual activity

### ANNEXURE B

Use this annexure to assist you in choosing your career.

SCHOOL SUBJECTS	CAREER FIELDS	JOB /OCCUPATION/ CAREER
Religion Studies, Geography, History, Life Orientation	Education & Training	Primary School Teacher, University Professor, School Social Worker, Librarian, Sport Coach
All official languages, and approved non- official languages	Government & Public Administration	Soldier, City Planner, Post Office Worker, Meter Reader, Tax Collector, Municipality Clerk
Accounting, Business Studies, Economics	Marketing, Sales & Services	Cashier, Marketing Manager, Sales Representative, Market Research Analyst
Computer Applications Technology, Information Technology, Life Sciences, Mathematical Literacy or Mathematics, Physical Sciences	Science Technology, Engineering & Mathematics  Health Science	Aerospace Engineer, Architect, Drafts Person, Electrical Engineer, Quality Control Manager, Microbiologist, Geographer, Statistician, Mining Engineer, Nurse, Doctor, Dentist, Optometrist, Pharmacist, Vet, Dental Hygienist, Biologist, Laboratory Technician
Consumer Studies Hospitality Studies, Tourism	Hospitality & Tourism	Bartender, Baker, Chef, Tour Guide, Travel Agent, Airline Attendant, Chiropractors
Agricultural Management Practices, Agricultural Sciences, Agricultural Technology	Agriculture, Food and National Resources	Farmer, Veterinarian, Veterinary Technician, Environmental Engineer, Food Scientist, Game Warden, Soil & Plant Scientist
Civil Technology, Electrical Technology, Mechanical Technology, Engineering (Graphics and Design)	Manufacturing	TV Installer, Locksmith, Boilermaker, Medical Appliance Technician, Watch Repairer, Chemical Plant operator, Jeweller, Printer, Welder, Upholster
Dance Studies, Design, Dramatic Arts, Music, Visual Arts	Arts & Communication	

### Individual Activity

(10x1) (10)

- Based on the self-observation sheet. Do a simple drawing of a plan (individually) by considering the following elements:
  - indication of the specific career field,





- different careers within the career field,
- work settings,
- examples of activities,
- the potential benefits,
- growth within the career field,
- possibilities of changing careers in the career field,
- indication of how the careers are related in the career field,
- dress code of the different careers in the career field,
- skills/values/interests required by the career field/careers.

**Sub-Total: [10]**

### **ACTIVITY 5 - Individual Activity**

**Now that plan has been developed, learners must implement it by following the instructions below:**

All the plans drawn up in activity 4 must be pasted on a flip chart paper to use on the career's day. You are required to graphically project the flipchart on their stalls.

This activity will require learners to use the 21<sup>st</sup> century skills, i.e., communication, collaboration, problem solving and critical thinking skills. These skills must be applied throughout.

#### **Activity 5**

Getting ready to implement

You are expected to design:

- a manual or digital poster OR
- a manual or digital pamphlet

**[20]**

#### **Activity**

#### **Instructions**

Now that the plan has been developed, brainstorm whether you choose to promote the careers' day through 5.1 a poster which could either be digital or manual (print) **OR**

5.2 a pamphlet which could either be digital or manual (print)

For successful promotion of the career day, members of each group must work as a team.

### **5.1 POSTERS**



## DIGITAL POSTER

- The poster must display your careers so that it attracts the attention of your classmates.
- It must carry educational messages about the specific careers.
- Those details must be well explained
- The poster must be educational as discussed in Activity 5 above, i.e.,
  - indication of the specific career field,
  - different careers within the career field
  - work settings,
  - examples of activities,
  - the potential benefits,
  - growth possibilities within the career field,
  - possibilities of changing careers in the career field,
  - indication of how the careers are related in the career field,
  - dress code of the different careers in the career field,
  - skills/values/interests required by the career field/careers.
- Decorate your poster by using relevant logos, pictures, demonstrations, contact number of places that would provide key information on your careers.
- Creating your poster can be done using the following websites:

<https://www.canva.com/create/posters/>

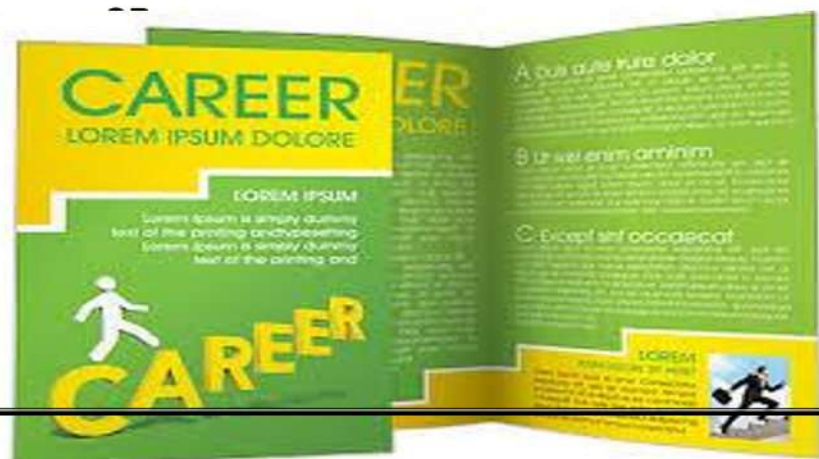
<https://www.postermywall.com/index.php/l/online-poster-maker>

- Print out some posters to put up around school and save as a .jpg file to upload them onto social media.

## 5.2 PAMPHLET:

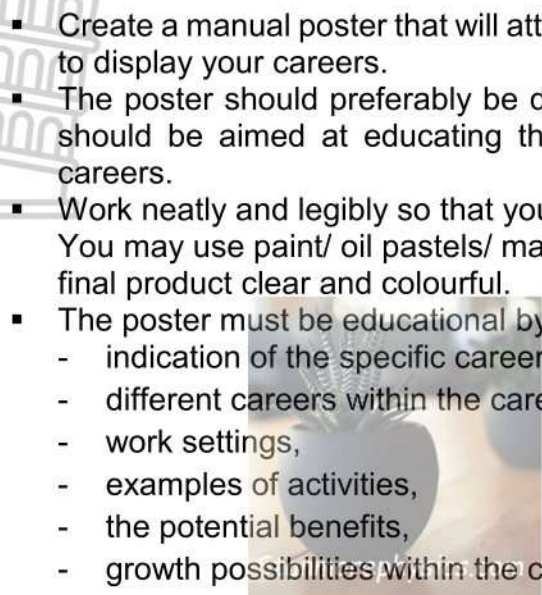
Example of a Pamphlet:

Grade 10 Term 3 Project





## MANUAL POSTER

- 
- Create a manual poster that will attract the attention of your fellow classmates to display your careers.
  - The poster should preferably be designed on an A3 paper / cardboard and should be aimed at educating the school community about your specific careers.
  - Work neatly and legibly so that your viewers can clearly read your writing. You may use paint/ oil pastels/ markers/ colour pencils, etc. to make your final product clear and colourful.
  - The poster must be educational by explaining the following 10 aspects:
    - indication of the specific career field,
    - different careers within the career field,
    - work settings,
    - examples of activities,
    - the potential benefits,
    - growth possibilities within the career field,
    - possibilities of changing careers in the career field,
    - indication of how the careers are related in the career field,
    - dress code of the different careers in the career field,
    - skills/values/interests required by the career field/careers.
  - Remember to also include the details about where you will further your career. This could either be at an Institution of Higher Learning or a company/business, etc.
  - Decorate your poster by using relevant logos, pictures, demonstrations, contact number of places that would provide key information on your careers.
  - A duplicate of the same poster should be developed for posting on the school notice board for everyone to notice.

**Note: Display one poster around your school where the school community can see it and submit the other poster in the evidence file.**

**OR**



### DIGITAL PAMPHLET

- Create a digital pamphlet to advertise your career. Remember the aim of a pamphlet is to attract the attention of individuals who intend to follow your career.

**The pamphlet must include an explanation of the following aspects**

- indication of the specific career field,
- different careers within the career field
- work settings,
- examples of activities,
- the potential benefits,
- growth possibilities within the career field,
- possibilities of changing careers in the career field,
- indication of how the careers are related in the career field,
- dress code of the different careers in the career field,
- skills/values/interests required by the career field/careers.

- Remember to also include the details of where you will further your career. This could either be at an Institution of Higher Learning or a company/business, etc.

Creating your pamphlet can be done digitally on Microsoft Word or one of these online websites for free:

<https://www.lucidpress.com/pages/examples/free-pamphlet-maker-online>  
<https://spark.adobe.com/make/pamphlet-maker/>

**Note: Upload your pamphlet on your social media page. You could also make a few copies and hand out to your school community.**

**OR**

### MANUAL PAMPHLET

- Create a manual pamphlet to advertise your career. Remember the aim of a pamphlet is to attract the attention of individuals who intent to follow your career.
- The poster must be educational and contain and explanation of the following aspects:
  - indication of the specific career field,
  - different careers within the career field
  - work settings,
  - examples of activities,
  - the potential benefits,
  - growth possibilities within the career field,
  - possibilities of changing careers in the career field,
  - indication of how the careers are related in the career field,
  - dress code of the different careers in the career field,
  - skills/values/interests required by the career field/careers.

- Remember to also include the details of where you will further your career. This could either be at an Institution of Higher Learning or a company/business, etc.  
(Hint! A pamphlet uses both sides of an A4 page, so you will have TWO pages of information back-to-back)
- You could also make a few copies and hand out to your school community. One of your pamphlets must be included when handing in the Project.

### Activity 6: Individual Activity Reflection

- Analyse how the Careers' Day impacted you personally (you can choose the medium in which you want to convey this information which could be in a form of an essay or write in point form by indicating the following aspects:
    - How did the process help you to confirm or review your career choices,
    - How has it assisted you to consolidate your understanding of different careers,
    - how has it enabled you to determine the importance of aligning your choice with your interest, values, personality, potential,
    - how did it make you realise the importance of proper planning for your career and how has it helped you to determine the entry requirements to different education and training institutions. (4x2) (8)
    - Based on your research in this project, assess ways in which you ensure that you remain relevant to your career for the longest time (3x2) (6)
    - Suggest THREE ways in which you could make an impact in your community through your experience in this project. (3x2) (6)
- [20]**

### Activity 7

### Evidence

#### Individual Activity Preparation:

Work individually to develop the list of references used in the project.  
Collect a list of resources used by the entire group. Include internet websites, video references etc. by following the tips below.

#### Instruction:

- **Compile ONE bibliography** consisting of
  - resources/ references used in the completion of the project. However, each individual will be credited for accurately acknowledging the specific sources used.
- Make sure you use the **correct referencing**
  - techniques. Include the list of names of people you have interviewed for your Project. Use the reference on page 3 to guide you or the link below to assist you with the correct form of referencing:  
<http://www.citethisforme.com/harvard-referencing>

**Total: 1**

**Grand Total: 90**



**1. Books.**

Author's surname and initials, year of publication, title (underlined), edition, place of publication, and publisher.

*Example:*

Marais, B.V.C. and Horne, K.W.W. 2011. The influence of the media on public opinion, Pretoria: Juta

**2. Journals.**

Author's surname and initials, year of publication of the journal, title of the article, title of the journal (underlines), volume, and pages.

*Example:*

Wobbe, T. 2001. How to **organize** the **unorganized**, Human Resource Management, 12(8), 8-9.

**3. Chapters in books.**

Author's surname and initials, the title of the chapter, title of the book (underlined), editor of book, place of publication, publisher, pages.

*Example:*

Gericke, H.B. The place democracy has in our country, in South Africa, the democratic ideal edited by J.J. Matthews. London: Benton: 44-45.

**4. Newspaper articles.**

Author surname and initials, year, title, newspaper (underlined), date and month, page.

*Example:*

Louw, S.2002. Water crisis, what's next? Daily news. 29 January: 7

**5. Internet Referencing.**

Author surname and initials, year, title (online) Available: (full web address) Date accessed.

*Example:*

Unknown (2004) Sentient microfilaments: A tempest in a tubule (Online). Available: <http://somecomputer.printer.edu/pub/harnad/psyc.95.3.26/consciousness/11/bixley>  
Date accessed: 5 May 2011.

**6. Personal Interview.**

Surname and initials. Year. Personal Interview. Date, Place.

*Example:*

Malan, B.D. 2011. Personal Interview. 5 May, Stellenbosch.





**GRADE 10**

**LIFE ORIENTATION**

**TASK 3: PROJECT  
MARKING GUIDELINES**

**TOTAL: 90**



**CAREER & CAREER CHOICES**

**2024**

*This project consists of 20 pages*

PROJECT OVERVIEW		
	<b>Project:</b>	
<b>Subject:</b> Life Orientation	<b>Grade:</b> 10	<b>Duration :</b>
<b>Possible areas for integration with other subjects:</b> Language		
<b>CAPS content covered</b>	Term three, weeks 1,3 - 10 <ul style="list-style-type: none"> <li>▪ Life Roles and responsibilities.</li> <li>▪ Adolescence to adulthood.</li> <li>▪ Diversity in jobs.</li> <li>▪ Research careers.</li> <li>▪ Opportunities within different career fields.</li> </ul>	
<b>Driving question</b>	<b>Driving Question:</b> <i>How do you transition from the adolescent to the adulthood stage, amidst the looming challenges of unemployment, and still being able to carefully explore the different career fields for identification of suitable careers with which you may alleviate unemployment?</i>	
<b>Project summary and objectives</b>	The project's goal is to enable learners to make informed decision about their preferred careers while dealing with challenges that may arise from them transiting from the adolescent to adulthood stage by focusing on the following: <ul style="list-style-type: none"> <li>▪ Conduct literature review to understand the challenges puberty may pose to learners who are enroute towards realisation of their career goals.</li> <li>▪ Using the 21<sup>st</sup> century and the 4<sup>th</sup> industrial revolution skills to design a plan that could be considered to effectively stage a careers' day in which different careers may be showcased.</li> <li>▪ Using the 21<sup>st</sup> century and 4<sup>th</sup> industrial revolution skills to enhance the involvement of learners in groups when developing promotional material such as the posters/ pamphlets/ adverts/ to display the different careers under each career field.</li> <li>▪ Using the 21<sup>st</sup> century and the 4<sup>th</sup> industrial revolution skills to evaluate the effectiveness of the careers' day.</li> <li>▪ Using critical thinking skill to evaluate the staging of the careers' day.</li> </ul>	
<b>Stimulus</b>	Play this video to stimulate learners' thinking on issues to be considered when completing this project. School Career Day - <a href="https://youtu.be/12ass4FSCcg">https://youtu.be/12ass4FSCcg</a>	

<b>Entrepreneurial way-of- being skills developed in this project</b>	Communication	Collaboration
	Critical Thinking	Creative Thinking
<b>Products</b>	Poster, pamphlets, advertisements.	
<b>Public presentation</b>	Sharing what the team has learnt about their chosen community group with a wide audience.	
<b>Activating the science of learning</b>	<p><b>This project:</b></p> <ul style="list-style-type: none"> <li>• <b>Activates learner prior knowledge by referring learners</b> to goals regarding lifestyle choices; subject choices made in grade 9; considering identified interests, abilities, talents, strengths; socio-economic factors when making choices; requirements for further studies.</li> <li>• <b>Focus learner attention and engagement on the learning</b> through transitioning from adolescence to adulthood; life roles and responsibilities; researching salary packages and promotional opportunities; reviewing diversity in jobs; conducting interviews of professionals; visiting websites; viewing video footage.</li> <li>• <b>Results in 'sticky learning' learning that is memorable and lasting by</b> designing posters/pamphlets/advertisements (digitally or manually). Culminating in careers day exhibition (learners can wear the professional attire). Bringing in technology and social media. A learner reflection/relevance of career in 10 years+? And inclusivity of chosen career.</li> </ul>	



## GRADE 10: PROJECT - MARKING GUIDELINES

### Activity 1:



#### Individual Activity

**Instructions:** After reading various sources, answer the following questions to complete your introduction

- Define the term *career field*

**Marks should be awarded as follows:**

TWO (✓✓) marks for the correct definition.

**Career field is ...**

- a broad category of work that encompasses various jobs/occupations (✓) requiring similar skills/expertise/educational qualifications, e.g., the medical career field could include roles such as doctors, nurses, medical researchers, and healthcare administrators. (✓)
- a classification of certain career with almost the same scope/focus (✓) from which people with almost the same expectations/yearnings/ambitions/know how could choose. (✓)
- one or more groups of occupations (✓) that require similar knowledge and skills. (✓)
- classification of careers (✓) according to similar attributes/characteristics. (✓)

**Any One of the above for Two marks**

(1x2)

**What is meant by the concept *transition* from the adolescence stage to adulthood stage.**

(2)

**Marks should be awarded as follows:**

TWO (✓✓) marks for a well explain response.

**It is ...**

- a process of change underwent by young people who are coming out of age (✓) requiring changes in their life roles/responsibilities. (✓)
- when young people experience sudden changes in their physical/emotional/spiritual/social life (✓) when they are between 13 and 19 years old underscoring a sudden change in their overall outlook to life. (✓)
- when young people of ages between 13 and 19 experience significant growth/development (✓) in their physical/emotional/psychological aspects of lives. (✓)
- a developmental phase that bridges the gap between young people at puberty and grown-ups (✓) in which society may expect them to perform different set of responsibilities/roles. (✓)



- a time in which young people of ages between 13 and 19 may engage in a continuous process of self-exploration/self-discovery (✓) in which behaviours related to being children are slowly forsaken. (✓)
- a period in which those in puberty begin to gain more emotional/behavioural autonomy (✓) in which different roles/responsibilities may be expected from them. (✓)
- a stage of change in which young people entering adulthood stage (✓) may be expected to increasingly perform more of matured people's roles. (✓)

**Any One of the above for Two marks**

(1x2)  
(2)

**State FOUR reasons why it is important to consider career fields when you want to make informed career decisions.**

**Marks should be awarded as follows:**

ONE mark each (✓) for a well explained response.

**It could enable you to ...**

- gain clarity about the various career options (jobs/occupation/studies) you may choose from within the category of careers. (✓)
- align your skills/interests/goals with specific career tracks. (✓)
- develop insights into job responsibilities/growth prospects/industry trends within the category of careers for you to choose a most suitable career to pursue. (✓)
- have a deeper knowledge of the different paths within a career field so that you may align your skills/interests/goals with the most ideal career. (✓)
- determine which careers in a specific career field offers unique opportunities for your growth/advancement/specialization. (✓)
- work out which possible career in a career field that aligns more with your personal values/lifestyle/preferences/long-term goals. (✓)
- determine which related careers you may consider should you decide to change careers in the same career field. (✓)
- determine possible challenges you may face from individual careers for you to choose a career that may not present challenges to your life. (✓)

**Any FOUR of the above for ONE mark each**

(4x1)  
(4)



Which sector of the economy is the most prominent/common in your community?



**Note to the teacher**

- The learner should be awarded marks for mentioning only one of the three sectors indicated below, as per the ATP. Examples under each may also be considered.

**Marks should be awarded as follows:**

One (✓) mark for a correct sector.

The sectors may include the following:

- Primary (Mining, Agriculture, Fishing etc.) (✓)
- Secondary (Manufacturing/construction, Finance, Real Estate, and Business Services, Trade, Catering, Accommodation, food, beverages, textiles, machinery, Food processing etc. (✓)
- Tertiary sector (General Government Services) (✓)

**Any One of the above for One mark**

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- Discuss TWO ways in which being employed could contribute to the improvement of your emotional well-being.

(1x1)  
(1)

**Marks should be awarded as follows:**

TWO (✓✓) marks for a well explained answer.

It could ...

- result in you developing financial independence (earn your own money), (✓) which could lessen earlier feelings of insecurity for not having been able to take care of yourself. (✓)
- give reasons for you to wake up every day for the work-related activities ahead (✓) and that may generate feelings of self-contentment (happiness) in realising that you too can do something with your life. (✓)
- enable you to earn an income with which you may plan for the attainment of your short/medium/long term goals/plans in life (✓) and it may bring a sense of joy for being in a track to fulfil your life desires/sense of purpose in your life. (✓)
- provide you with the needed financial resources that you may use in your family to cater for their basic needs (✓) and that may gratify you for having been able to be there when they needed you/during their time of need. (✓)
- could expose you to various work-related opportunities (promotions/changes in jobs) you may not have had access to had you not been employed (✓) and that could make you appreciate/values what you are actually capable of. (✓)





offer you with various opportunities to network with a wide range of individuals in different work settings (✓) and that exposure could generate positive attitudes of wanting to do more with your skills. (✓)

- give you a chance to use your highest strengths in your work (✓) which could be interesting to you, seeing it happens. (✓)
- enable you to contribute a certain portion of your income to a good cause (church/orphanages/poor and vulnerable groups in society/beggars) (✓) and that could make you feel honoured for having assisted them. (✓)

**Any Two of the above for Two marks each**

**Sub-Total**

## ACTIVITY 2: LITERATURE REVIEW

### Individual Activity

To complete this part of the project, learners will, in groups, study various relevant sources such as newspaper articles, textbooks, internet articles, etc. After discussing the possible responses to the questions below, each learner will individually complete the activity.

(2x2)

(4)

**[13]**

- **Identify any type of higher education institution that could be ideal for your chosen career field/career in South Africa and state TWO reasons why you think your choice is relevant to you.**

**Marks should be awarded as follows:**

ONE (✓) mark for identifying institution.

#### Note to the teacher

- The learner must be awarded only for mentioning the type of an institution and not the examples under each type.
- There are three categories of higher education institutions in South Africa.

Marks should be awarded as follows:

**ONE (✓) mark for mentioning the type of an institution.**

Higher education institutions in South Africa are as follows:

- **Universities** (Traditional/comprehensive/public/private universities/ higher education colleges/university colleges) (✓)
- **University of Technology** (✓) (formerly known as Technikons)

Only ONE of the above for ONE mark



AND

**Note to the teacher**

- The explanation should be related to what the learner has chosen above, e.g., if the learner chose University of Technology, the explanation should be in line with that choice.

(1x1)  
(1)

**Note to the teacher:**

Marks should be awarded as follows:

**ONE (✓) mark for a well explained response**

My choice of a university is based on ...

- its potential ability to offer theoretical training in specialized fields which could develop critical/creative/problem solving/innovative skills needed in the world of work/for one to start his/her enterprise. (✓)
- the fact that it could offer me opportunities to deepen my academic knowledge in a particular academic discipline enabling me to contribute to the knowledge economy/intellectual capital of the country through pursuance of further education, e.g., post-graduate education levels. (✓)

I chose a university of Technology because it...

- offers course/qualification that could develop innovative, problem-solving and career-directed courses, enabling me to benefit from both theoretical and academic knowledge needed by the job market. (✓)
- offers practical and theoretical education/knowledge in different fields of the economy, providing practical experiences/knowledge that may be needed by employers. (✓)
- offer courses that may enable me to gather both practical and theoretical knowledge on how business is run for me to open my own business. (✓)

I chose to pursue my education at a **TVET** colleges because they...

- provide practical training in technical or vocational fields to fill the skills gap in the job market. (✓)
- equip students with both academic knowledge and practical experience that could enable quick entry into the workforce. (✓)
- offers education and training opportunities for a duration varying from a few months to three years, enabling me to enter the job market immediately. (✓)





- provide basic education that may enable me to easily pursue my studies University of Technology for fulfilment of the lifelong learning ideals. (✓)
  - provide for experiential learning opportunities which employers may consider, where a certain form of experience is required, for your employment. (✓)
- Any TWO of the above for One mark each**

**Mention any FOUR possible factors that may hinder your effort to successfully choose a suitable career from your chosen career field.**

**Marks should be awarded as follows: ONE MARK each (✓)**  
for a well explained response.

**Answers may include the following:**

- Inability to do an effective introspection of your existing potentialities related to the specific career in the career field. (✓)
- Inadequate understanding of your personal interests/values/strengths/weaknesses resulting in you choosing incompatible careers. (✓)
- Choosing to follow a career path that is not aligned with your personal preferences/abilities. (✓)
- Insufficient knowledge/information about various career options/industries/job roles within a career field. (✓)
- Inability to conduct proper research/exploration about possible benefits/challenges related each career in the career field, resulting in wrong choices been made. (✓)
- Not being able to determine the real demands/expectations of each career in line with your potentialities. (✓)
- You may experience pressure from friends/family members/peers who may recommend/persuade you to choose an incompatible career which they may believe is cool for you. (✓)
- You may choose a career in a career field for the potential financial benefits, without taking in to account its real demands. (✓)
- Unrealistic expectations you may have had about certain careers in the career field which may prove difficult/ impossible to live up to. (✓)
- Not having a clear career plan my result in you choosing irrelevant careers in the career field. (✓)
- Inability to seek for professional help from career advisors about which possible career in the career field could be suitable to you. (✓)

(2x1)  
(2)

**Any FOUR of the above for One mark each**



State TWO possible social factors that could negatively affect your effort to succeed in your chosen career.



**Marks should be awarded as follows:**

ONE (✓) mark for a well explained response.

It could be because of ...

- people assessing your work in a career according to their own personal standards/wishes resulting in you not exerting the needed effort. (✓)
- you are lacking positive support from peers/family/mentors, especially when you face difficulties at work. (✓)
- ethnic/culture/gender attributes in which co-workers/colleagues/supervisors may not give you the needed support due to these factors. (✓)
- you are coming from a particular social group, e.g., political affiliations/religious identity/cultural identity that most in that career are not prepared to associate with. (✓)
- your social status, e.g., poverty/affluence that most in your community/workplace may frown upon. (✓)
- your inability to form social links of support in the workplace/community. (✓)
- your supervisors/leaders/management expecting work for which you may not have the necessary knowledge/means to do it. (✓)
- you are coming late to work/absenting yourself from work due to mass action in your community. (✓)
- you are being subjected to gender stereotype in which people of a different gender may not support you. (✓)
- you always experiencing negative comments/remarks for having pursued that type of a job. (✓)
- you are going through a dilemma in which some in your community may associate your career with a particular group in society, e.g., a job for old people/a job for poor people etc. (✓)

**Any Two of the above for One mark each**

(4x1)

(4)

**What could have inspired you to follow your chosen career field and explain how that may have assisted you to make an informed decision about your chosen career.**

**Marks should be awarded as follows:**

One (✓) mark for inspiration.

You could have been inspired by ...

- the set of value systems represented/pursued by the career field which seem to be compatible to my own personal values. (✓)
- the focus of work that careers in the career field may be directed to perform, e.g., work setting aligned with your expectation of a place of work. (✓)



- being surrounded by people from the same work environment. (✓)
- admired people/role models who make a difference in their communities through their involvement in careers under a specific career field. (✓)
- being exposed to the inner operations of a career in a career field through job-shadowing. (✓)
- family members/parent/sibling who pursued a certain career path. (✓)
- people who guided you/shared wisdom with you/encouraged you towards a certain career path. (✓)
- the media portraying the good work that people in a certain career field are doing to their community/wellbeing of the community. (✓)
- historical figures/important individuals/trailblazers/visionaries/leaders who left an indelible/unforgettable mark in certain careers. (✓)
- films/books/TV/social media which run successful/remarkable stories about individuals who pursued that career path. (✓)

**Any ONE of the above for ONE mark each**

**AND**

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

**It could have ...**

- made me realise that i also have the potentialities to follow careers in that career field (✓) since those involved in such careers are the ones with whom you share similar work interests/values/attitudes/skills etc. (✓) (2x1)
- assisted you to notice the interest you have for operating in certain work settings (✓) since you may not have realised such yearning/such environments fulfil you. (✓) (2)
- offered you an opportunity to confidently take part in discussions based on the inner working of such careers (✓) as having such informative discussions about what you cherish in life thrills/delight you. (✓)
- offered you an opportunity to gain first-hand information about what is going on in the specific careers (✓) which may have invoked/developed certain interests in that career. (✓)
- given you the needed advice (✓) which assisted you to identify related/inherent/common potentialities with a career you never thought could provide such. (✓)
- provided hints on what careers are available globally (✓) since you may have had unrealised interests in them/unexplored skills compatible to them. (✓)
- **Any ONE of the above for TWO marks**



Analyse the importance of consulting those who are already in your chosen career fields to strengthen your decision about your preferred career.



Mark should be awarded as follows:

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

It could ...

- offer you an opportunity to benefit from diverse experiences/ perspectives of those who have been working in a specific field for a considerable period of time (✓) so that you may consider the wealth of information given to you for a proper decision. (✓)
- make you to stay updated on industry trends/ shifts/advent of technology (✓) which could help you align your career choices within the evolving landscape, ensuring long-term relevance/adaptability. (✓)
- open doors to networking opportunities/expand your professional circles (✓) which may introduce you to relevant contacts/mentorship programs/industry events for your career. (✓)
- assist you to do a reality check of what career you really want, (✓) since different perspectives/knowledge/orientation may assist you to review your initial choices of a career. (✓) (1x1)  
(1)
- guide you on the essential skills/qualifications/soft skill highly regarded/needed (✓) so that you may thrive in your chosen field. (✓)
- can provide you with opportunities for mentoring/support from experienced individuals (✓) and that can offer guidance/encouragement/constructive feedback to help you develop your skills/overcome obstacles/achieve your career goals. (✓)
- can provide you with various opportunities for validation/reassurance that you're on the right path, (✓) thereby inspiring confidence in your own abilities to pursue your goals with determination and perseverance. (✓)

**Any TWO of the above for TWO marks**

**Discuss the importance of conducting self-evaluation to identify suitable career fields.**

Marks should be awarded as follows:

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

It could ...

- help you gain clarity about your interests/values/ skills (✓) so that you may explore career opportunities that align with your true self. (✓)
- enable you to identify your core value (✓) so that you are more likely to find fulfilment/satisfaction in your work. (✓)





- highlight aspects of your personality/abilities that you may have been overlooking (✓) so that you may identify a career that aligns with it. (✓) (1x2)
- enable you to conduct a personal SWOT analysis (✓) (2)  
which could let you understand/delve into areas you are good at for proper decisions. (✓)
- help you to delve into your core values/priorities/ long-term goals (✓) so that you may pursue career paths that could provide a sense of purpose/meaning/fulfilment. (✓)
- helps you understand your personality traits/work style (✓) so that you may purposely pursue work environments in keeping with your true nature. (✓)

**Any Two of the above for Two marks each**

**Evaluate how using career advisory services may impact your career decisions.**

Marks should be awarded as follows:

**FOUR (✓✓✓✓) marks for a well explained response.** (2x2)  
They could Stanmorephysics.com (4)

- provide a range of invaluable/worthful information about various career paths/industries/job roles/educational opportunities (✓) opening your mind to a variety of suitable options for your career path; (✓) however, such services may provide a range of related information (✓) and that could overwhelm unprepared users (✓) (2x2) (4)
- offer personalized guidance on your specific career orientation (✓) which could help you to accurately align your choice according to your specific potential skills/interests/goals; (✓) however, personalised career guidance services take long to complete (✓) and some may abandon the process having not been helped/ make hasty decisions. (✓)
- conduct workshops/seminars/training sessions for a group of interested individuals (✓) which could offer you an opportunity to share experiences/confirm/refute your preferences with them; (✓) however, seminars/workshops have a potential to influence you according to what most have preferred/other in the seminar may influence you to follow careers that they prefer (✓) and this may limit/blind you from helpful career decisions. (✓) (1x4) (4)
- assist you to explore alternative career options within the framework of compatible skills/values/attitudes, (✓) thereby offering you with other/related choices to choose from, should your first option does not work; (✓) however, having different options may end up confusing you (✓) and you may eventually choose inappropriate/irrelevant careers. (✓).



- connect individuals with professionals/alumni/ industry experts (✓) who may open your mind about a variety of opportunities that may be line with your career aspirations; (✓) however, not everyone could have access to such expert advice (✓) and if that happens, those who are in dire need may not benefit from such services. (✓)
- use knowledgeable/astute people to provide the service (✓) which could enable attendees an opportunity to evaluate their needs in line with the careers of their choice; (✓) however, a high number of learners may que up for such a service (✓) and the service provider may not be in a position to effectively pay attention to an individual learner's needs. (✓)

Any ONE of the above for FOUR marks each

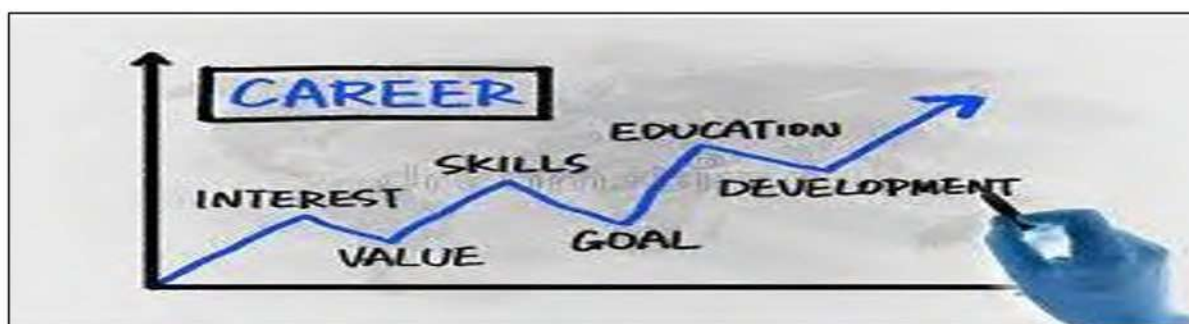
Sub-Total: 24

### ACTIVITY 3: SELF EXPLORATION (CAREER DECISION MAKING)

#### Individual Activity

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#### SELF-OBSERVATION SHEET: ANNEXURE A



DESCRIPTOR	INDICATORS
<b>Job Interests:</b> How do I know that that the chosen Job fits my interests	
<b>Work Values:</b> How do my personal values align with my workplace ethics?	
<b>Characteristics of the work environment:</b> How is the workplace environment?	
Which important skills do I need to have in my job?	
What level of education or certificates do I need?	
What is the Average salary	
What are the related careers	
<b>My overall impressions:</b> Do I see myself doing this Job?	



Answer:

### Note to the teacher

- Learners must have completed the Self-observation sheet, i.e., (Annexure A) to answer the question below.
- The answers given to the questions in Annexure A will enable the learner to respond to this question.

- Then, motivate why the chosen career field is suitable to you

Marks should be awarded as follows:

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

Answers may include the following:

The career field...

- contained careers that fit my career interests (✓) and that could assist me to successfully realise my career goals. (✓)
- seems to be well aligned with my expected work values (✓) and that could make it easier for me to fit in. (✓)
- provides for careers whose characteristics fit well with my nature (✓) and that could enable me to perform optimally in my career. (✓)
- resonate with my embedded/inner skills/potentialities (✓) and that could provide opportunities for further growth/development in my career. (✓)
- match with my basic educational levels/certificates (✓) which may be a needed requirement for me to pursue certain careers in the career field. (✓)
- houses career whose potential benefits (remuneration/salary/payment) match my expectations (✓) and that could encourage me to do my best being satisfied with the compensation. (✓)
- classifies related careers from which to choose (✓) and the connectedness of these careers may allow me to change careers when the need arises. (✓)

**Any ONE of the above for TWO marks each**

**(1x2) (2)**

**Sub-Total: 2**

## ACTIVITY 4: PLANNING FOR CAREERS DAY

### Individual Activity

- Based on the self-observation sheet. Do a simple drawing of a plan (individually) by considering the following elements:
  - indication of the specific career field,
  - different careers within the career field,
  - work settings,
  - examples of activities,
  - the potential benefits,
  - growth within the career field,
  - possibilities of changing careers in the career field,



- indication of how the careers are related in the career field,
- dress code of the different careers in the career field,
- skills/values/interests required by the career field/careers.

Sub-Total: [10]

Marks should be awarded as shown in the rubric below

Criteria, descriptors, and mark allocation					
ACTIVITY 4:				Teachers Mark	Moderators Mark
The plan should talk to the following 10 aspects	0-2 factors indicated	2 – 3 factors 3-6 factors indicated	4 – 5 factors 7 – 10 factors indicated		
Indication of the specific career field, different careers within the career field, work settings, examples of activities, the potential benefits, growth within the career field, possibilities of changing careers in the career field, indication of how the careers are related in the career field, dressing code of the different careers in the career field, skills/values/interests required by the career field/ careers	The learner's plan was not able to indicate any of the elements  OR Only <b>ONE to TWO</b> elements were indicated on the plan.	The learner's plan was able to correctly indicate <b>THREE to SIX</b> factors indicated on the plan	The learner's plan was able to accurately depict <b>SEVEN TO TEN</b> of the required elements were clearly indicated on the plan		
Sub-total				10	

### Activity 5: Individual - Develop promotional material.

Learners must be observed for their display of communication, collaboration, problem solving and critical thinking skills in the completion of this activity.

					Teachers Mark	Moderators Mark
<b>Poster/Pamphlet/digital advertisement</b>	0-6 Two (✓✓) marks per factor if <b>explained</b> . One (✓) mark if <b>not explained</b>	8 -12 Two (✓✓) marks per factor if <b>explained</b> . One (✓) mark if <b>not explained</b>	14 -18 Two (✓✓) marks per factor if <b>explained</b> . One (✓) mark if <b>not explained</b>	20 Two (✓✓) marks per factor if <b>explained</b> . One (✓) mark if <b>not explained</b>		
<p>Create a poster that will attract the attention of your fellow classmates to display and <b>EXPLAIN</b> more about the career field</p> <ol style="list-style-type: none"> <li>1.indication of the specific career field,</li> <li>2.different careers within the career field</li> <li>3.work settings, examples of activities,</li> <li>4.the potential benefits,</li> <li>5.growth Possibilities within the career field,</li> <li>6.possibilities of changing careers in the career filed,</li> <li>7.indication of how the careers are related in the career field,</li> <li>8.dressing code of the different careers in the career field,</li> <li>9.skills/values/ Interests required by the career field/careers.</li> </ol>	<p>0-3 The poster <u>did not</u> show any of the required aspects. OR <b>One to 3</b> aspects were correctly <b>explained</b> and displayed, 1.indication of the specific career field, 2.different careers within the career field 3.work settings, 4.examples of activities, 5.the potential benefits, 6.growth possibilities within the career field, 7.possibilities of changing careers in the career filed, 8.indication of how the careers are related in the career field, 9.dressing code of the different careers in the career field, 10.skills/values /Interests required by the career field/careers.</p>	<p>4 or 6 of the important aspects were correctly displayed and <b>explained</b>: 1.indication of the specific career field, 2.different careers within the career field 3.work settings, 4.examples of activities, 5.the potential benefits, 6.growth possibilities within the career field, 7.possibilities of changing careers in the career filed, 8.indication of how the careers are related in the career field, 9.dressing code of the different careers in the career field, 10.skills/values/ interests required by the career field/careers.</p>	<p>7 or 9 of the following aspects were properly <b>explained</b> and displayed: 1.indication of the specific career field, 2.different careers within the career field 3.work settings, 4.examples of activities, 5.the potential benefits, 6.growth possibilities within the career field, 7.possibilities of changing careers in the career filed, 8.indication of how the careers are related in the career field, 9.dressing code of the different careers in the career field, 10.skills/values /Interests required by the career field/careers.</p>	<p>All the 10 elements were excellently <b>explained</b> and displayed 1.indication of the specific career field, 2.different careers within the career field 3.work settings, 4.examples of activities, 5.the potential benefits, 6.growth possibilities within the career field, 7.possibilities of changing careers in the career filed, 8.indication of how the careers are related in the career field, 9.dressing code of the different careers in the career field, 10.skills/values/ interests required by the career field/careers.</p>		
<b>Sub-Total: 20</b>						

### Activity 6: Individual Activity Reflection

- Analyse how the Career's Day impacted you personally (you can choose the medium in which you want to convey this information)



- which could be in a form of an essay / a mind map / illustrations / a flow map / tree map, etc. by indicating the following aspects:

**Note to the teacher:**

- The teacher/marker will credit the learner for linking his/her responses to the criteria below.
- Each response, i.e., the four that will be given/presented must link with the criteria.

Marks should be awarded as follows:

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

It ...

- helped me re-evaluate/revisit my initial stance regarding the career I wanted (✓) and that led to me choosing a career path that resonates/in line with my core values/interests/attitudes/skills. (✓)
  - opened my mind about the various careers that exist in each career field (✓) and that raised the need for me to interrogate each one of them before a final decision was taken. (✓)
  - it enabled me to acknowledge the importance of aligning my career choice with my interest/values/personality/potentials (✓) since that ensured that I fit in with less challenges. (✓)
  - made me realise the importance of proper planning (✓) as that could have helped me to go through the various steps of making informed decisions painstakingly/carefully. (✓)
  - opened my eyes about the relevant entry requirements to various higher education/training institutions (✓) as that is important in organising preparing to meet those requirements for the pursuance of education leading to your career. (✓)
  - assisted me to notice that hasty decisions when making career decisions may not work (✓) as the likelihood that you may choose an unrelated career, because it may be in the same career field as others, is great. (✓)
  - made me realise that taking decisions at first glance/peep/look may not work (✓) and that taught me the importance continuously weighing my options before the final decision is taken. (✓)
- (4x2) (8)

**Any FOUR of the above for TWO marks each**

**Based on your research in this project, assess ways in which you will ensure that you remain relevant to your career for the longest time.**

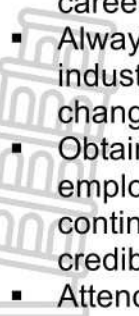
Mark should be awarded as follows

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

Possible responses may include the following:

- Set clear career goals/identify the skills/knowledge required to achieve them (✓) since that could enable you to always seek for various/alternative ways to reach your goals. (✓)



- 
- Attend conferences/read industry publications/follow thoughtful leaders (✓) so that you to keep up to date with changes in your career. (✓)
  - Always follow the latest news/trends/developments in your industry (✓) so that you may always be prepared for the imminent changes in your career. (✓)
  - Obtain relevant/futuristic certificates (✓) to demonstrate to your employers that you are always committed/ready to adapt to continuous changes in your career/ since that could enhance your credibility/open new opportunities for you in your career. (✓)
  - Attend industry events/connect with colleagues (✓) since that could empower you with valuable insights/job referrals/collaborative opportunities for adaptation in your career. (✓)
  - Showcase your recently acquired skills on social media platforms, such as LinkedIn (✓) since that could earn you a good reputation/validation for the type of skills you continue to develop for the enhancement of your job performance. (✓)
  - Stay updated by learning new tools/software/platforms relevant to your industry (✓) so that you always sharpen your skills with latest developments in your career. (✓)
  - Continuously invest in your skills by taking courses/attending workshops/learning from online resources (✓) as that may update your current knowledge/skills/values in keeping with changes in the industry. (✓)
  - Consider freelance work/consulting/project-based assignments (✓) as that could continuously bolster your practical skills which may be needed in the future. (✓)

(3x2) (6)

**Any THREE of the above for TWO marks each**

**Suggest THREE ways in which you could make an impact in your community through your experience in this project.**

Marks should be awarded as follows:

**TWO (✓✓) marks for a well explained response**

Answers may include the following:

- Knowing the value to genuinely connecting with fellow volunteers/the people with whom you are working (✓) could enable me to rally/organise communities to a common course, e.g., community development initiatives. (✓)
- Understanding the importance of always exercising empathy when engaging members of a team (✓) could help me to easily encourage community members to open up to me when they are in your midst. (✓)
- Being grateful to others when they have done extra ordinary things towards any initiative (✓) could enable me to genuinely show appreciation to others when they exert efforts in uplifting the community. (✓)
- Exercising patience when faced with obstacles in any initiative (✓) may enable me to endure ongoing challenges in life. (✓)

## Activity 7

### Individual activity:

### Preparation:

### Instruction:



## Evidence

Work as an individual to develop the list of references used in the project.

Collect a list of resources you used for the entire project Include internet websites, video references etc. by following the tips below.

- Compile a bibliography for your project with the resources/ references.
- Make sure you use the correct referencing techniques. Include the list of names of people you have interviewed for your Project. Use the link below to assist you with the correct form of referencing:  
<http://www.citethisforme.com/harvard-referencing>.

Marks should be awarded as follows:

**ONE (✓) mark for accurately presenting the list of references.**

(1x1) (1)



**Sub-Total 01**

**Grand Total: 90**

- Valuing teamwork (✓) may assist me with the skills to effectively promote collaboration/teamwork in order to overcome bottlenecks/logjams/challenges in any project (✓)
- Careful application/honing of critical thinking skills (✓) could enable me to constantly analyse events/situations in life/communities. (✓)
- Using the tools for investigating (✓) could enable me to take stock of any matter that relates to community development. (✓)
- Being creative/artistic when promotional material is designed/developed (✓) could help me to successfully entice communities to participate in community projects. (✓)
- Development/application of peoples' skills (✓) could enable me to enhance interaction between community member in community projects. (✓)
- Using effective communication skills (✓) may enable me to effectively share ideas with other community members in any project. (✓)

(3x2) (6)

**Any THREE of the above for TWO mark each**

**Sub-Total [20]**