



NATIONAL CERTIFICATE (VOCATIONAL)

SUBJECT GUIDELINES

LIFE ORIENTATION **NQF Level 4**

September 2007

LIFE ORIENTATION – LEVEL 4

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INTRODUCTION

A. What is Life Orientation?

The National Certificates (Vocational) are aimed at NQF Level 2 - 4 in Further Education and Training Colleges. The Life Orientation Fundamental component of the National Certificates (Vocational) is integral to all vocationally orientated qualifications that allow the student to progress from the General Education and Training Band into further learning along a vocational pathway in various fields. It aims to equip students with skills, values and knowledge necessary to adapt, survive and succeed in a constantly changing world. Whilst the vocational training is grounded in the South African context, it also incorporates global imperatives.

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

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

B. Why is Life Orientation important as a Fundamental?

It is the responsibility of education and training institutions to prepare their students to be good citizens. Implicit in this statement is the view that good citizenship incorporates values, attitudes and beliefs that impact positively on the systems and processes of the country. The development of holistic individuals with, both the required skills and the necessary cognitive processes that enable the application of these skills in a humane, thoughtful manner is the primary motivation for the provision of Life Orientation.

C. The link between Life Orientation Learning Outcomes and the Critical and Developmental Outcomes

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

D. Factors that contribute to achieving the Life Orientation Learning Outcomes

- Enabling environment – It is important that Life Orientation is presented within a context of honest enquiry and respect.
- Resources – The student must also have access to all the necessary resources that are required.
- Exposure to particular experiences – The student must be exposed to real community and social issues that will create a real context within which the mini-research project can unfold.
- Suitable qualified lecturers – The lecturer must be well informed about legislation, community issues, accessing community structures and should possess basic research skills.

1 DURATION AND TUITION TIME

This is a one year instructional programme comprising a minimum of 120 teaching and learning hours. The subject may be offered on a part-time basis provided all of the assessment requirements set out hereunder are adhered to.

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

With regard to tuition time it is envisaged that Life Orientation will cover a minimum of 3 hours a week with approximately 75 percent of this time (2 hours) allocated to the computer section. It is recommended that this 2 hour session comprises a “double period”.

2 SUBJECT LEVEL FOCUS

- **Demonstrate knowledge and understanding of attitudes, values and skills that contribute to personal development.**
 - Factors that influence or prevent achievement of plans are anticipated, monitored and reviewed and contingencies for these are developed, where necessary.
 - Factors, which influence personal development, are explained in terms of their impact on relationships.
 - *Range: Factors include but not limited to assertiveness, passivity, assertion, aggression, confidence, being over confident etc*
 - Ways to cope with life situations in a responsive manner are explained with examples
 - Morally acceptable and unacceptable behaviour is explained in order to distinguish between them.
 - The value of work and of a work ethic is explained with examples.
- **Explain and apply principles of healthy and positive living**
 - Factors, which contribute to stress, are identified and explained in terms of their impact on personal and work situations.
 - *Range: Factors include but are not limited to society, environment, organisation etc.*
 - Positive ways to deal with infectious diseases are explained in terms of its impact on the individual and community. *Range: Infectious diseases include but not limited to Sexually Transmitted Infections (STIs), Tuberculosis (TB), HIV/AIDS.*
 - The balance between physical and mental wellness is explained in relation to work productivity.
- **Apply research skills to community issues**
 - A needs analysis is conducted in relation to community issues.
 - Community development needs are analysed to identify possible solutions and strategies.
 - A research process is developed using current techniques and methods.
 - A questionnaire is developed in relation to a specific research topic.
 - A concise report based on research findings is compiled in response to a community research question.
- **Solve problems creatively and make informed decisions**
 - The difference between problems and challenges are distinguished with examples.
 - The impact of one's attitude on problems and challenges is described in terms of its effect on individuals and relationships.
 - Different techniques for solving problems or making decisions are explained with reference to specific problems or issues.
 - Methods and strategies to deal with the personal and/or work issues are explained in order to guide life decisions.

- **Utilise business computing skills**

- Graphical-User-Interface (GUI) – based spreadsheet applications are used to produce graphs and charts.
- (GUI) based applications are used to produce advanced databases.
- A computer topic is researched using and applying a variety of sources.

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment (25 percent)

Internal assessment in the form of the Portfolio of Evidence (PoE) at level 4 will comprise the following:

3.1.1 Theoretical Component

The theoretical component will form 40 percent of the internal assessment. The following could be included in this component:

- Case studies
- Assignments
- Integrated activities
- Knowledge test
- Group work
- Group exercises

3.1.2 Practical Component

The practical component will form 60 percent of the internal assessment. The following could be included in this component:

- Awareness raising projects and campaigns
- Demonstrations through role plays
- Role plays
- Discussions
- Mini community research project
- Presentations (lectures, demonstrations, group discussions and activities, practical work, observation, role play, self activity, judging and evaluation)
- Use of teaching and learning aids
- Visits
- Guest speaker presentations
- Structured environment

3.1.3 Processing of internal assessment mark for the year

A year mark out of 100 is calculated by adding the marks of the theoretical component and the practical component of the internal continuous assessment.

3.1.4 Moderation of internal assessment mark

Internal assessment is subjected to internal and external moderation procedures as set out in the *National Examinations Policy for Further Education and Training College Programmes*.

3.2 External assessment (75 percent)

A National Examination is conducted annually in October or November by means of a paper/s set and moderated externally.

External assessment details are set out in the *Assessment Guidelines: Life Orientation (Level 4)*

4 WEIGHTED VALUES OF THE TOPICS

TOPICS/TOPICS	WEIGHTED VALUE
1. Personal development	15%
2. Health and positive living	11%
3. Research skills	17%
4. Creative problem solving	17%
5. Apply business computing skills	40%
TOTAL	100

5 CALCULATION OF FINAL MARK

Continuous Assessment: Student's mark/100 x 25/1 = a mark out of 25 **(a)**

Theoretical Examination Mark: Student's mark/100 x 75/1 = a mark out of 75 **(b)**

Final Mark: **(a) + (b) = a mark out of 100**

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

6 PASS REQUIREMENTS

The student must achieve a minimum of 40 percent order to be competent in the Life Orientation component on Level 4.

7 SUBJECT AND LEARNING OUTCOMES

On completion of Life Orientation Level 4 the student should have covered the following topics:

- Topic 1: Personal development
- Topic 2: Healthy and positive living
- Topic 3: Research skills
- Topic 4: Creative problem solving
- Topic 5: Utilise business computing skills

7.1 Topic 1: Personal development

7.1.1 Subject Outcome: Anticipate, monitor and review factors which may influence or prevent achievement of plans and develop contingencies for these where necessary.

Learning Outcomes

The student should be able to:

- Define anticipate, monitor, review.
- Identify attitudes, values and skills that impact positively on the achievement of plans.
- Identify attitudes, values and skills that impact negatively on the achievement of plans.
- Explain how monitoring and review can be used to identify potential problems.
- Identify and explain how contingency planning can be used to deal with problems.
- Demonstrate understanding of above within the context of a practical activity.

7.1.2 Subject Outcome 2: Explain factors which influence personal development in terms of their impact on relationships.

Learning Outcomes

The student should be able to:

- Identify and explain different types of behaviors that impact on personal development and relationships.
- Explain how the above impacts on relationships.
- Discuss the link between personal relationships and personal development.

7.1.3 Subject Outcome 3: Explain, using relevant examples, ways to cope with life situations in a spiritually responsive manner.

Learning Outcomes

The student should be able to:

- Explain spiritual responsiveness.
- Provide examples of spiritually responsive coping strategies.
- Identify examples of life situations and explain how a spiritually responsive manner impacts on these.

7.1.4. Subject Outcome 4: Explain and distinguish between morally acceptable and unacceptable behavior.

Learning Outcomes

The student should be able to:

- Define morally acceptable within the context of cultural relativity.
- Define morally unacceptable within the context of cultural relativity.
- Differentiate between the above.

7.1.5 Subject Outcome 5: Explain the value of work and work ethics and give examples.

Learning Outcomes

The student should be able to:

- Explain work ethics.
- Identify and explain with relevant examples the value of work and work ethics in terms of their contribution to personal development.

7.2 Topic 2: Healthy and positive living

7.2.1 Subject Outcome 1: Explain types of stress in terms of their impact on personal and work situations.

Learning Outcomes

The student should be able to:

- Define stress.
- Identify the different types of stress and their causes.
- Explain how the above impacts on personal and work situations.

7.2.2 Subject Outcome 2: Identify and explain factors which contribute to stress in terms of their impact on personal and work situations.

Learning Outcomes

The student should be able to:

- Identify and explain factors that contribute to the development of stress.
- Explain how this impact on personal and work situations.
- Identify and explain coping strategies that can be used for the above.

7.2.3 Subject Outcome 3: Explain positive ways to deal with infectious diseases in terms of their impact on the individual and the community.

Learning Outcomes

The student should be able to:

- Identify, using suitable examples, how a supportive environment can be created for the afflicted; both personally and in the community in terms of physical, social, emotional, spiritual and psychological support.

7.2.4 Subject Outcome 4: Explain the balance between physical and mental wellness in relation to work productivity.

Learning Outcomes

The student should be able to:

- Define physical wellness.
- Define mental wellness.
- Explain the interrelationship between the above in terms of the achievement of whole system balance.
- Explain how the above impacts on work productivity.

7.3 Topic 3: Research skills

7.3.1 Subject Outcome 1: Conduct a needs analysis in relation to personal and community issues.

Learning Outcomes

The student should be able to:

- Define a needs analysis.
- Identify and explain how a needs analysis is conducted.
- Provide relevant examples of the above.
- Conduct a needs analysis within the context of a community project.

7.3.2 Subject Outcome 2: Develop a questionnaire in relation to a specific research topic.

Learning Outcomes

The student should be able to:

- Identify and explain, with relevant examples, how to compile a questionnaire.
- Discuss the uses of a questionnaire.
- Compile a questionnaire within the context of the identified community project.

7.3.3 Subject Outcome 3: Develop a research process using current media and tools.

Learning Outcomes

The student should be able to:

- Define research process.
- Identify the key elements of the research process.
- Explain how a research process is developed.
- Develop the research process in the context of the identified community project.

7.3.4 Subject Outcome 4: Compile a concise report based on research findings in response to research questions.

Learning Outcomes

The student should be able to:

- Define a research report.
- Identify the elements of a research report.
- Compile a research report based on the findings within the identified community project.

7.3.5 Subject Outcome 5: Identify and describe a real life issue in order to determine source, origin and extent of problem.

Learning Outcomes

The student should be able to:

- Choose a real life problem within a community context.
- Define the source of the problem, the origin of the problem and the extent of the problem.

7.4 Topic 4: Creative problem solving

7.4.1 Subject Outcome 1: Distinguish between problems and challenges and provide relevant examples.

Learning Outcomes

The student should be able to:

- Define the problem.
- Define the challenge.
- Use the above definitions to distinguish between the concepts.
- Provide examples to illustrate the above.

7.4.2, 3 Subject Outcome 2, 3: Demonstrate an understanding of positive and negative attitudes. Describe the impact of the above on individuals and relationships

Learning Outcomes

The student should be able to:

- Demonstrate an understanding of positive attitudes through the provision of relevant examples.
- Demonstrate an understanding of negative attitudes through the provision of relevant examples.
- Describe, using relevant examples, how each of the above impacts on individual and social relationships

7.4.4 Subject Outcome 4: Explain the different problem solving methods and identify different contexts of usage

Learning Outcome

The student should be able to:

- Review the different problem solving methods.
- Explain them with the use of relevant examples.

7.4.5 Subject Outcome 5: Demonstrate an understanding of problem source, origin and extent by linking these to a real life issue.

Learning Outcome

The student should be able to:

- Review definitions of problem source, extent and origin.
- Demonstrate an understanding of above through the provision of relevant examples.
- Identify a real life situation to contextualize above understanding.

7.4.6 Subject Outcome 6: Explain methods and strategies that can be used to guide life decisions and provide relevant examples for the above.

Learning Outcomes

The student should be able to:

- Demonstrate an understanding of the difference between a personal and a social issue.
- Illustrate the above with relevant examples.
- Define life decision by using appropriate examples.
- Identify relevant methods and strategies that can be used to assist in the making of life decisions.
- Use relevant examples to illustrate the above.

7.5 Topic 5: Utilise business computing skills

7.5.1 Subject Outcome 1: Create and edit graphs and charts.

Learning Outcomes

The student should be able to:

- Explain, define and demonstrate types of graphs and charts in terms of their purposes.
- Explain and demonstrate how the graph or chart is created from a given data source.
- Explain and demonstrate how the graph or chart type is changed, copied, moved, resized and deleted.

7.5.2 Subject Outcome 2: Load data from an external data source to produce a given spreadsheet.

Learning Outcomes

The student should be able to:

- Explain and demonstrate how to check external data to ensure that the input into a spreadsheet will achieve the required results.
- Provide information to show how to copy the data into the spreadsheet and that the resulting spreadsheet is in accordance with the given spreadsheet result.

7.5.3 Subject Outcome 3: Insert and edit objects in a spreadsheet.

Learning Outcomes

The student should be able to:

- Explain and demonstrate how graphics are inserted in a spreadsheet, how to manipulate selected graphics in a spreadsheet, how to use a drawing tool to draw an object in the spreadsheet.

7.5.4 Subject Outcome 4: Plan a database to provide a solution to a given problem.

Learning Outcomes

The student should be able to:

- Explain and demonstrate how to develop a working plan to meet the requirements of a supplied brief.
- Identify and develop the plan for the database.
- Explain what the plan is comprised of including specifications and features.

7.5.5 Subject Outcome 5: Create a data entry to form a new database table to solve given problems.

Learning Outcomes

The student should be able to:

- Explain and demonstrate how to create a new database table to solve a given problem.
- Explain and demonstrate how to create a form for the database table.
- Explain and demonstrate how to add a header and footer to the form.
- Explain and demonstrate how to save and close a data entry form.
- Explain and demonstrate how to delete a data entry form.

7.5.6 Subject Outcome 6: Sort data in a database query.

Learning Outcomes

The student should be able to:

- Explain and demonstrate how to sort data query.

7.5.7 Subject Outcome 7: Create a report for a data base table

Learning Outcomes

The student should be able to:

- Explain and demonstrate how to design a report to address the requirements of a given problem.
- Explain and demonstrate how to create report that meets the design requirements.
- Explain and demonstrate how to modify a report and group data in a report.
- Explain and demonstrate how to resize a selection in a report.
- Explain and demonstrate how to save and/or delete a report.

7.5.8 Subject Outcome 8: Perform advanced print options for a database.

Learning Outcomes

The student should be able to:

- Explain and demonstrate how a database form is printed.
- Explain and demonstrate how to print a query result.
- Explain and demonstrate how to preview a database report to check that the presentation is in accordance with the given specifications.
- Print a database report.

7.5.9 Subject Outcome 9: Plan and research a computer topic.

Learning Outcomes

The student should be able to:

- Identify and plan the topic, objective and the scope of research.
- Identify and plan the time to be taken for the research and the methods to be used as well as the sources of information to be used.
- Identify the target audience, presentation methods, computer applications to be used for the analysis of data and the presentation of the result of the research.

7.5.10 Subject Outcome 10: Conduct research into a computer topic using computer technology.

Learning Outcomes

The student should be able to:

- Ensure the research conducted accumulates data according to the research plan.
- Ensure the research provides data with conclusions and description of the analysis methods that could allow validity of the analysis to be assessed.
- Ensure that the research progress is indicated at intervals by reports according to the research plan.
- Ensure the research conducted uses the computer application to analyse the research data.

7.5.11 Subject Outcome 11: Present the result of the research using computer technology.

Learning Outcomes

The student should be able to:

- Identify the computer topic to be researched and the sources to be used here.
- Ensure that the presentation communicates summarized research data and conclusions to the targeted audience.
- Make the presentation on the topic using the relevant presentation software.

8 RESOURCE NEEDS FOR THE TEACHING OF LIFE ORIENTATION – LEVEL 4

A computer centre is required for the teaching of this subject.