



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

SUBJECT GUIDELINES

LIFE ORIENTATION

NQF LEVEL 2

September 2007

INTRODUCTION

A. What is Life Orientation?

The National Certificates (Vocational) is 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.

LIFE ORIENTATION – LEVEL 2

CONTENTS

- 1. DURATION AND TUITION TIME**
- 2. SUBJECT LEVEL FOCUS**
- 3. ASSESSMENT REQUIREMENTS**
 - 3.1. Internal assessment
 - 3.2. External assessment
- 4. WEIGHTED VALUES OF TOPICS**
- 5. CALCULATION OF FINAL MARK**
- 6. PASS REQUIREMENTS**
- 7. SUBJECT AND LEARNING OUTCOMES**
 - 7.1. Goal Setting and Planning
 - 7.2. Health and Wellness
 - 7.3. Career Planning
 - 7.4. Personal Development
 - 7.5. Concepts of Information and Communication Technology
 - 7.6. Accessing Word Processing Programme Using Simple Features
 - 7.7. Accessing Spreadsheets Programme Using Simple Features
 - 7.8. Design a Presentation
 - 7.9. Introduction to E-Mail and Internet

1 DURATION AND TUITION TIME

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

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

2 SUBJECT LEVEL FOCUS

The subject focuses on enabling the development of the necessary applied competencies that will enable the student to deal more effectively with the challenges of life that occur in different contexts

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment (25 percent)

All internal assessments must be finalised by an accredited assessor.

Internal assessment in the form of the Portfolio of Evidence (PoE) at Level 2 will comprise the following:

3.1.1 Theoretical component

Internal assessment of the theoretical component will take the form of:

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

3.1.2 Practical component

Internal assessment of the practical component will take the form of:

- 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 percent is calculated by adding the marks of the theoretical component (40%) and the practical component (60%) of the internal continuous assessment.

3.2 External examination (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 2)*.

4 WEIGHTED VALUES OF TOPICS

	TOPICS	WEIGHTED VALUE
1	Goal Setting and Planning	8
2	Health and Wellness	18
3	Career Planning	21
4	Personal Development	13
5	Concepts of Information and Communication Technology	5
6	Accessing Word Processing Programme Using Simple Features	12
7	Accessing Spreadsheet Programme Using Simple Features	12
8	Design a Presentation	5
9	Introduction to E-Mail and Internet	6
	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, moderation and verification purposes.

6 PASS REQUIREMENTS

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

7 SUBJECT AND LEARNING OUTCOMES

On completion of Life Orientation Level 2, the student should have covered the following topics:

Topic 1: Goal Setting and Planning

Topic 2: Health and Wellness

Topic 3: Career Planning

Topic 4: Personal Development

Topic 5: Concepts of Information and Communication Technology

Topic 6: Assessing Word Processing Programme Using Simple Features

Topic 7: Assessing Spreadsheet Programmes Using Simple Features

Topic 8: Design a Presentation

Topic 9: Introduction to E-mail and Internet

7.1 Topic 1: Goal Setting and Planning

Subject Outcome 1: Set realistic goals for tasks and activities.

Learning Outcomes:

The student should be able to:

- Explain the difference between goals, objectives and aims.
- Identify criteria to evaluate a goal (SMART: specific, measurable, achievable, realistic and time bound).
- Compile personal SWOT analysis.
- Identify goal in relation to personal context (priorities and life situations).
- Discuss and explain factors that prevent the achievement of goals in relation to goals set.

Subject Outcome 2: Prioritise time and activities in order to plan time (short, medium and long-term).

Learning Outcomes:

The student should be able to:

- Define planning, timeframes and time management.
- Identify and discuss principles of time management.
- Identify simple time management tools.

- Use tools to plan on a short, medium and long term basis.

Subject Outcome 3: Form and maintain positive relationships while pursuing goals.

Learning Outcomes:

The student should be able to:

- Define a positive relationship.
- Discuss the characteristics of a positive relationship (respect for opinions, empathy, sharing, listening, and inclusion).
- Define and explain positive relationships and personal boundaries.
- Describe how goals affect relationships.

7.2 Topic 2: Health and Wellness

Subject Outcome 1: Describe and compare clean and healthy habits.

Learning Outcomes:

The student should be able to:

- Define a healthy lifestyle.
- Identify the key habits of a healthy lifestyle, for example, healthy diet, exercises and good personal hygiene.
- Explain the importance of healthy habits in relation to developing a healthy lifestyle.
- Identify the consequences of poor hygiene and unhealthy habits.

Subject Outcome 2: Explain the functions of the human body organs in relation to personal hygiene.

Learning Outcomes:

The student should be able to:

- Identify the basic functions of the human body and organs with special reference to the skin, kidneys, liver.
- Explain the role personal hygiene plays in the human body.

Subject Outcome 3: Discuss special food requirements and the need for these foods.

Learning Outcomes:

The student should be able to:

- Identify the five main food groups.
- Explain the role of the above in terms of a healthy body.
- Describe what special foods are needed and why.

Subject Outcome 4: Know and understand implications of HIV/AIDS, sexually transmitted infections (STIs) and opportunistic infections, including; modes of transmission; modes of prevention; and available support services.

Learning Outcomes:

The student should be able to:

- Define terms: opportunistic diseases, sexually transmitted infections (STIs), HIV/AIDS, mode of transmission.
- Identify opportunistic infections.
- Identify how opportunistic infections occur.
- List the modes of transmission.
- Understand and explain the implications of contracting opportunistic diseases.
- Identify how opportunistic diseases can be prevented.
- Identify available support services and how they can be accessed.

Subject Outcome 5: Describe the long-term effects of substance abuse including effects of medicine on the individual.

Learning Outcomes:

The student should be able to:

- Define addiction.

- Discuss different types of addictions.
- Identify the symptoms of addiction.
- Identify and explain the effects of different types of addiction on the body and mind.
- Identify available support services and how they can be accessed.

Subject Outcome 6: Demonstrate an understanding of the consequences of abusing drugs and find ways of prevention.

Learning Outcomes:

The student should be able to:

- Indicate, by using examples, situations where medication or drugs have a negative effect on the individual.
- Explain the effect of these habit-forming drugs on the individual with reference to their feelings and behaviour.
- Discuss the dangers of not following instructions for medication.
- Name habit-forming drugs that are illegal in South Africa and give an indication of the consequences of the abuse on the individual and the society.

Subject Outcomes 7: Demonstrate an understanding of sports and recreational activities for a healthy lifestyle.

Learning Outcomes:

The student should be able to:

- Discuss the benefits that sport and recreational activities can have on the body and mind.
- Define physical well-being, emotional well-being, spiritual well being and mental well being.
- Explain the interrelatedness of the above.
- Explain how sport and recreational activities (hobbies) contribute to the development of well-being.

7.3 Topic 3: Career Planning

Subject Outcomes 1: Research sources of job advertisements.

Learning Outcomes:

The student should be able to:

- Identify sources of job advertisements.
- Use these sources to conduct research to inform personal career choices.

Subject Outcome 2: Respond to job advertisements.

Learning Outcomes:

The student should be able to:

- Identify the different job correspondence.
- Draw up job application correspondence.

Subject Outcome 3: Describe various interviewing techniques.

Learning Outcomes:

The student should be able to:

- Identify and explain different interviewing techniques.
- Use the above in a practical demonstration context.

Subject Outcome 4: Explain the importance of self-motivation, commitment and responsibility in a work context.

Learning Outcomes:

The student should be able to:

- Define self-motivation, commitment and responsibility.
- Explain the importance of the above in the work context.
- Create a scenario that depicts positive and negative behaviour in a work environment.

Subject Outcome 5: Identify the importance of creating career development plans.

Learning Outcomes:

The student should be able to:

- Define lifelong learning.
- Explain why the above is important in terms of personal and professional development.
- Identify advantages and disadvantages of creating career development plans.

Subject Outcomes 6 and 7: Develop a personal development plan in the form of a portfolio. Identify new skills required to meet career paths.

Learning Outcomes:

The student should be able to:

- Define a personal development plan.
- Identify the elements of a personal development plan.
- Explain the value of a personal development plan.
- Identify and explain a simple portfolio format.
- Use a portfolio format to compile a simple personal development plan.

7.4 Topic 4: Personal Development

Subject Outcome 1: Explain the concept of personal development.

Learning Outcome:

The student should be able to:

- Define personal development.

Subject Outcome 2 and 3: Explain, with examples, the attitudes, values and skills that relate to personal development. Relate these skills to personal development.

Learning Outcomes:

The student should be able to:

- Define the difference between attitudes, values and skills.
- Provide examples to describe the different concepts.
- Explain how the above affects personal development.
- Differentiate between negative and positive attitudes and values.

Subject Outcome 4: Identify and explain factors that affect personal development.

Learning Outcomes:

The student should be able to:

- Define and differentiate between “assist” and “impede” within the context of “attitude”.
- Identify factors that assist personal development.
- Provide examples that illustrate above.

Subject Outcome 5: Explain, with examples, the concepts of work ethics and morality.

Learning Outcomes:

The student should be able to:

- Define morality.
- Define work ethics.
- Provide example that illustrates the meaning of the above.
- Discuss the relationship between morality and values in terms of our constitution.
- Identify and explain how work ethics and morality have both positive and negative aspects.
- Explain, with examples, the relationship between personal development, work ethics and morality.

7.5 Topic 5: Concepts of Information and Communication Technology (ICT)

Subject Outcome 1: Explain personal computer operating system functions.

Learning Outcomes:

The student should be able to:

- Describe the function in terms of purpose and use of the operating systems.
- Discuss the effects of using a computer and its component parts in a safe and healthy manner.

Subject Outcome 2: Explain the concepts of files on a computer in a Graphical User Interface environment and explain how to protect these files.

Learning Outcomes:

The student should be able to:

- Identify and explain the location and protection of files (viruses & security) in the Graphical User Interface environment.

7.6 Topic 6: Accessing Word Processing Programmes Using Simple Features

Learning Outcomes:

The student should be able to:

- Demonstrate and explain word processing as well as how the word processing programme is opened, created, saved with specific name and specific folder and how it is closed.
- Demonstrate and explain keyboarding proficiency in an integrated manner.
- Demonstrate the following features; basic formatting (editing); spell check; print preview and printing the document.

7.7 Topic 7: Accessing Spreadsheets Programmes Using Simple Features

Learning Outcomes:

The student should be able to:

- Demonstrate and explain spreadsheets as well as how the spreadsheets programme is opened, created, saved with specific name and specific folder and how it is closed.
- Demonstrate the following features; basic formatting (editing); spell check; print preview and printing the document using various scenarios.

7.8 Topic 8: Design a Presentation

Learning Outcomes:

The student should be able to:

- Demonstrate and explain presentations as well as how the presentation programme is opened, created, saved with specific name and specific folder and how it is closed.
- Demonstrate the following features: basic formatting (editing); spell check; print preview and printing the presentation.

7.9 Topic 9: Introduction to E-Mail and Internet

Learning Outcomes:

The student should be able to:

- Explain the implications of legislation to an organisation in terms of transmitting of information via e-mail.
- Demonstrate and explain the features such as, creating sending and managing e-mail messages.
- Explain the concepts and terms for Internet use.
- Demonstrate and explain the concept of search engines in terms of their purpose and use on the Internet.
- Demonstrate and explain the printing of a search engine.