NATIONAL CERTIFICATE (VOCATIONAL)

SUBJECT GUIDELINES

LIFE ORIENTATION

NQF Level 3

September 2007
LIFE ORIENTATION – LEVEL 3

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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.
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% of this time [2 hours] allocated to the computer section. It is recommended that this 2 hour session comprises a “double period”.

2 SUBJECT AND LEARNING OUTCOMES
2.1 Describe the effects of positive living in order to cope with sexually transmitted infections and opportunistic infections.
2.2 Demonstrate ability to participate in a team.
2.3 Demonstrate an understanding of leadership.
2.4 Explain and apply ways of managing diversity within the South African context.
2.5 Apply basic computing skills.

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 at level 3 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 (40 percent) and the practical component (60 percent) 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 3)

4 WEIGHTED VALUES OF THE TOPICS

<table>
<thead>
<tr>
<th>TOPICS/TOPICS</th>
<th>WEIGHTED VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Positive living</td>
<td>12%</td>
</tr>
<tr>
<td>2. Team work</td>
<td>12%</td>
</tr>
<tr>
<td>3. Leadership</td>
<td>9%</td>
</tr>
<tr>
<td>4. Managing diversity</td>
<td>27%</td>
</tr>
<tr>
<td>5. Safety and Maintenance</td>
<td>5%</td>
</tr>
<tr>
<td>6. Application of word processing programme</td>
<td>10%</td>
</tr>
<tr>
<td>7. Application of spreadsheets programme</td>
<td>10%</td>
</tr>
<tr>
<td>8. Application of presentations programme</td>
<td>8%</td>
</tr>
<tr>
<td>9. Accessing databases</td>
<td>7%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

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% order to be competent in the Life Orientation component

7 SUBJECT AND LEARNING OUTCOMES
On completion of Life Orientation Level 3, the student should have covered the following topics:

- Topic 1: Positive living
- Topic 2: Team work
- Topic 3: Leadership
- Topic 4: Managing diversity
- Topic 5: Safety and Maintenance
- Topic 6: Application of word processing programme
- Topic 7: Application of spreadsheets programme
- Topic 8: Application of presentations programme
- Topic 9: Accessing databases
7.1  Topic 1: Positive Living

7.1.1 Subject Outcome: Identify and explain how discrimination and human rights violations can occur within the context of STDs and opportunistic diseases.

Learning Outcomes:
The student should be able to:
• Define discrimination and human rights violations.
• Describe and explain how and why the above are manifested in the context of STDs and opportunistic diseases.

7.1.2 Subject Outcome 2: Identify support services and resources available in the community to assist in regard to discrimination and human rights violations in the context of STDs and opportunistic diseases.

Learning Outcomes:
The student should be able to:
• Identify and explain ways to deal with discrimination and human rights violations in relation to support services available in a community context.

7.1.3 Subject Outcome 3: Describe, using relevant examples, the impact of infections and diseases on the immune system.

Learning Outcomes:
The student should be able to:
• Define diseases and infections.
• Identify and explain infections.
• Define the immune system.
• Explain the role that the immune system plays in the body.
• Identify and explain, using appropriate examples, how diseases and infections can compromise the immune system.

7.1.4. Subject Outcome 4: Explain, using relevant examples, the effects of medication and a healthy diet on symptoms of infections and diseases on the immune system.

Learning Outcomes:
The student should be able to:
• Define a healthy diet.
• Identify and explain the key components of a healthy diet.
• Identify and explain the role that prescribed medication and a healthy diet plays in the alleviation of symptoms.

7.2  Topic 2: Team Work (Group Work)

7.2.1 Subject Outcome 1: Identify with examples advantages and disadvantages of working in a team.

Learning Outcomes:
The student should be able to:
• Define a team.
• Describe the different types of teams, e.g. groups, working groups, task groups, informal vs. formal groups.
• Identify and explain with examples advantages of working in a team.
• Identify and explain with examples disadvantages of working in a team.

7.2.2 Subject Outcome 2: Identify, using relevant examples, the characteristics of an effective team or group.

Learning Outcomes:
The student should be able to:
• Define an effective team or group.
• Identify and explain the characteristics of an effective team or group.
• Identify and explain the formation of teams or groups and how this impacts on effectiveness.
7.2.3 Subject Outcome 3: Identify, using relevant examples, behaviors and attitudes that affect positive relationships within a group.

Learning Outcomes:
The student should be able to:
• Define behaviors and attitudes.
• Identify and explain, using relevant examples, how behaviors and attitudes can contribute positively to the working of a group.

7.2.4 Subject Outcome 4: Identify the responsibilities of each member or team in relation to the purpose and goals of the group.

Learning Outcomes:
The student should be able to:
• Describe the different roles and responsibilities required for a group to achieve its purpose and goals (leader, secretary, vice – leader, treasurer, portfolio members).
• Identify and explain how the identification of roles and responsibilities within a group enables the group to reach identified goals.

7.3 Topic 3: Leadership

7.3.1 Subject Outcome 1: Describe the different leadership styles with reference to interaction between a leader and a team.

Learning Outcomes:
The student should be able to:
• Define leadership.
• Describe the different leadership styles (authoritarian, democratic, laissez - faire, humanistic)
• Discuss each leadership style in relation to the associated behavior.
• Describe principles of leadership as formal measure of performance of a group effort.

7.3.2 Subject Outcome 2: Analyse the relationship between the follower and the leader within different contexts.

Learning Outcomes:
The student should be able to:
• Describe the relationship between the leader and follower for different contexts.
• Identify how the role of leader impacts on the relationship between the leader and other members.

7.4 Topic 4: Managing Diversity

7.4.1 Subject Outcome 1: Explain diversity with the aid of examples and with particular reference to South African society.

Learning Outcomes:
The student should be able to:
• Define diversity and provide examples.
• Define culture and provide examples.
• Analyse South African society in the light of understanding of diversity.

7.4.2 Subject Outcome 2: Explain and outline ways to manage attitudes and perceptions relating to cultural and gender stereotyping.

Learning Outcomes:
The student should be able to:
• Define gender, attitudes and perceptions and provide examples.
• Explain how attitudes and perceptions can lead to cultural and gender stereotyping.
• Identify how perceptions and stereotypes can be managed so as to facilitate progress.
7.4.3 **Subject Outcome 3:** Define what is meant by ‘constitution’ and ‘Bill of Rights’ and explain their roles in terms of legally accepted behaviours, and their implications for responsible citizenship

*Range: Reference to the South African Constitution specifically Chapter 2: Bill of Rights.*

**Learning Outcome:**

The student should be able to:

- Define the concepts ‘constitution’ and ‘Bill of Rights’.
- Explain the role of Constitution in terms of legally accepted behaviours.
- Explain the role of the Bill of Rights.
- Explain how the concept of responsible citizenship relates to the constitution and the Bill of Rights.

**Learning Outcome:**

The student should be able to:

- Clarify link between rights and responsibilities as defined by the Constitution and the Bill of Rights and real life situations.

7.5 **Topic 5: Safety and maintenance**

7.5.1 **Subject Outcome 1:** The effects of information and communication technology are explained in terms of physical, social and legal environment

**Learning Outcomes:**

The student should be able to:

- Describe and explain ICT, its use and effects on the modern world, physical, social and legal environments.

7.5.2 **Subject Outcome 2:** Preventative maintenance, environment and safety issues are identified in a computer environment

**Learning Outcomes:**

The student should be able to:

- Describe & explain the safety and maintenance aspects in a computer environment.

7.6 **Topic 6: Application of word processing programme**

7.6.1 **Subject Outcome 1:** Graphical-User-Interface (GUI) based word processing applications are used to produce tables, columns and create merged documents.

**Learning Outcomes:**

The student should be able to:

- Demonstrate and explain the applications of word processing features such as tables, columns, merging, formatting (text, pages, and documents) and various printing techniques.

7.7 **Topic 7: Application of spreadsheets programme**

7.7.1 **Subject Outcome 1:** (GUI) based spreadsheets are produced using formulas and statistics.

**Learning Outcomes:**

The student should be able to:

- Demonstrate and explain the applications of spreadsheet features such as formulae, formatting (text, pages, and documents) and various printing techniques.

7.8 **Topic 8: Application of presentations programme**

7.8.1 **Subject Outcome 1:** (GUI) based presentation applications are used to format the presentation.

**Learning Outcomes:**

The student should be able to:

- Demonstrate and explain the applications of presentations using features such as, formatting (text and slides) special effects, viewing and various print techniques.
7.9 Topic 9: Accessing databases

7.9.1 Subject Outcome 1: (GUI) based applications are used to produce simple databases.

Learning Outcomes:
The student should be able to:
- Demonstrate and explain the applications of database using features such as editing of data, simple formula, and various printing techniques.