



# education

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Department:  
Education  
PROVINCE OF KWAZULU-NATAL

## GRADE 12 LIFE ORIENTATION REVISION GUIDE: 2017

Dear Life Orientation Teachers

This Life Orientation Revision guide is designed to assist you in making revision more practical and manageable. This guide uses as its source of reference **all National and Provincial policy documents**. This guide should be used in conjunction with your CAPS document and relevant textbooks. This document will assist you in ensuring that your learners meet all the requirements of the NSC examinations.

It is strongly recommended that you make use of this guide and wherever the need arises to adapt it to suit contextual factors. If you follow the guide you can be assured of meeting the relevant requirements as stipulated in policy.

In teaching Life Orientation, it is vital to ensure that the content is sufficiently unpacked to allow the learners to gain knowledge. Activities are meant to gain skills and should be preceded by the acquisition of knowledge.

The informal activities reflected here serve as practice to an examination type paper. We hope that this guide would help learners and teachers to focus on quality learning and teaching in Life Orientation.

# 1. EXAMINATION GUIDELINES (2014)

## 1. INTRODUCTION

The Curriculum and Assessment Policy Statement (CAPS) for Life Orientation outlines the nature and purpose of the subject Life Orientation. This guides the philosophy underlying the teaching and assessment of the subject in Grade 12.

In order to assist teachers in their preparation of learners for the Grade 12 common examination scheduled for 2011, the Department of Basic Education is providing schools with an Examination Guideline that stipulates the minimum standards that must be covered by all learners. Schools are nevertheless encouraged to ensure that all assessment standards prescribed in the National Curriculum Statement are covered.

This guideline document must be read in conjunction with the Subject Assessment Guideline for Life Orientation (SAG 2008), the Learning Programme Guideline for Life Orientation (LPG 2008) and the National Curriculum Statement Grades 10-12 Life Orientation. Some material from the Subject Assessment Guideline has been included in this document for easy reference.

## 2. STRUCTURE OF THE LIFE ORIENTATION EXAMINATION PAPER

The Life Orientation examination consists of a 1½ hour paper of 80 marks. The question paper is divided into three sections. Sections A and B are **compulsory**. In Section C, learners must answer **two** of the three questions. The detailed requirements for each section are indicated below:

Outline for examinations

The outline provided below serves as a guideline for the setting of Life Orientation examination papers.

The suggested weighting of the cognitive levels is as follows for the examination.

Weighting	Cognitive level	Bloom's Taxonomy	Examples of verbs
30%	Lower order	Levels 1 & 2	What? Why?, Who?, List
40%	Middle order	Levels 3 & 4	Discuss, Explain, Describe
30%	Higher order	Levels 5 & 6	Evaluate, Synthesize, Critically evaluate, Examine

The following table provides definitions of the different categories appearing on Bloom's taxonomy as well as gives examples of the action words associated with each category.

Taxonomy of thinking skills - Levels of cognitive demand		
Category	Definition	Action Words
<i>Synthesis</i>	Reform individual parts to make a new whole	Compose, design, invent, create, hypothesis, construct, forecast,

		rearrange parts, imagine; generate; compose; examine; develop;
<i>Evaluation</i>	Judge value of something regarding criteria. Support judgement; challenges for deeper meaning	Judge, evaluate, give opinion, viewpoint, prioritise, recommend, criticize, choose/decide; estimate; judge; predict; rate/score; select; support; justify, argue; conclude; why do you think....
<i>Analysis</i>	Understand how parts relate to a whole. Understand structure and motive. Note fallacies	Investigate, classify, categorise, compare, contact, solve, relate, distinguish, report on; sort; debate;
<i>Application</i>	Transfer knowledge learned in one situation to another	Demonstrate, use, guide, map, chart, build, cook, arrange, illustrate, apply, sketch, locate; construct; solve;
<i>Comprehension</i>	Demonstrate a basic understanding of concepts and curriculum. Translate to other words; recall particular information	Give examples, explain, summarise, translate, show symbols, edit, define, discuss, identify; interpret;
<i>Knowledge</i>	Ability to remember something previously learned	Tell, recite, list, memorise, remember, define, locate, name, match, recall; repeat; state; outline; repeat

## **SECTION A: 25 MARKS**

1. All questions are compulsory
2. This section should incorporate all 4 Learning Outcomes
3. The questions must be objective type questions, testing factual knowledge
4. Questions to vary from simple to complex
5. 1-2 mark questions

QUESTION 1:	Multiple-choice	
• 10 Items	3 lower order questions 4 middle order questions 3 higher order questions	10 x 1 = 10
QUESTION 2:	True/False	
• 3-5 items	lower to higher order	5 X 1 = 5
QUESTION 3:	Matching columns	
• 5 items	lower to higher order	5 x 1 = 5
QUESTION 4:	Questions requiring 1-2 word responses.	
• 5 items	lower to higher order	5 x 1 = 5

## **SECTION B: 30 MARKS**

1. This section should incorporate all 4 Learning Outcomes
2. The questions must be knowledge based, current, up-to-date, age-appropriate and learner-friendly
3. Questions to vary from simple to complex
4. All questions are compulsory
5. 2-5 mark questions

QUESTION 5: Scenario-based  
 • 1-2 items lower to higher order 1 item = 10 marks or  
 2 items= 5 marks each

QUESTION 6: Source-based questions  
 • 1-2 items lower to higher order 1 item = 10 marks or  
 2 items= 5 marks each

QUESTION 7: Case study questions  
 • 1-2 items lower to higher order 1 item = 10 marks or  
 2 items= 5 marks each

## **SECTION C: 20 MARKS**

1. Each question should focus on the content of one specific Learning Outcome or it can integrate content from different Learning Outcomes
2. Application questions: solve problems, make decisions, give advice, etc. A short text/ diagram/ data can be provided as a stimulus
3. Three (3) questions will be set of which learners will be expected to answer two (2)
4. 3 X 10-mark questions where extended responses are required assessing middle to higher order thinking, i.e. short written paragraphs

**TOTAL FOR EXAMINATION: 80 MARKS**

### **INFORMATION GRID**

**MARKS: 75**

**MINUTES: 90**

	L O's	A S's	No. of Marks	Item Type				Cognitive Levels			Cognitive Skills		
				MCQ	T/F	MC	1-2 Words	Low	Medium	High	Knowledge	Comprehension	Application
<b>SECTION A COMPULSORY</b>	LO 1 - 4 This section should incorporate all 4 Learning Outcomes	Assessment standards as covered in LO 1 - 4	25	MCQ	T/F	MC	1-2 Words	Low	Medium	High	Knowledge	Comprehension	Application

				10	5	5	5	30%	40%	30%	30%	40%	30%
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	L O's	A S's	No. of Marks	Item Type			Cognitive Levels			Cognitive Skills			
				Scenario	Source based	Case Study	Low	Medium	High	Knowledge	Comprehension	Application	
<b>SECTION B COMPULSORY</b>	LO 1- 4 This section should incorporate all 4 Learning Outcomes 1 - 4	Assessment standards as covered in LO 1 - 4											
			30	10	10	10	30%	40%	30%	30%	40%	30%	

	L O's	A S's	No. of Marks	Item Type			Cognitive Levels			Cognitive Skills			
				Extended responses that include evaluation, analysis	Low	Medium	High	Knowledge	Comprehension	Application			
<b>SECTION C – CHOOSE 2 OF THE 3 OPTIONS</b>	LO 1- 4 This section may incorporate all 4 Learning Outcomes	Assessment standards as covered in LO 1 - 4	30 of which candidate responds to 20										
				3 Questions will be set of which learners will be expected to answer two  10 x 3	30%	40%	30%	30%	40%	30%			

## CONTENT AND CONTEXT GUIDELINES

The following framework as provided in the Learning Program Guidelines (LPG) is designed to assist teachers in preparing learners with the core knowledge and concepts required for the Grade 12 common examination.

LO	AS	Core knowledge and concepts
<b>LO 1: Personal Well-Being</b> <b>The learner is able to demonstrate knowledge, values, attitudes and skills to achieve and maintain personal well-being.</b>	<b>AS 1:</b> Applies a range of life skills, evaluates own ability to prevent and manages stress and adapts to change as part of an ongoing healthy lifestyle choice.	<b>Concepts:</b> stressors, managing stresses and change, lifestyle choices <ul style="list-style-type: none"> <li>• Good stress (eustress) and bad stress (distress)</li> <li>• Types of stressors e.g. physical, emotional, social etc.</li> <li>• Symptoms of stress</li> <li>• Managing stress / change</li> <li>• Stress management activities/ coping mechanisms</li> </ul>
	<b>AS 2:</b> Discusses the importance of initiating, building and sustaining positive relationships with family and peers as well as in the workplace and the broader social context.	<b>Concepts:</b> initiating, building and sustaining relationships, positive relationships, relationships in different contexts <ul style="list-style-type: none"> <li>• Types of relationships</li> <li>• Characteristics of positive relationships</li> <li>• Role and maintenance of relationships e.g. communication, dealing with conflict, rights and responsibilities in relationships</li> </ul>
	<b>AS 3:</b> Investigates the human and environmental factors that cause ill health, accidents, crises and disasters and explores appropriate ways to deal with them.	<b>Concepts:</b> factors causing ill health, accidents, crises and disasters; managing human and environmental factors that impact on health <ul style="list-style-type: none"> <li>• Identify and deal with human and environmental factors that impact negatively on health e.g. environmental disasters, safety skills etc.</li> <li>• Making decisions: strategy / model for making an informed decision</li> <li>• Community responsibility and educational/ intervention programmes to promote safety and healthy living at various levels.</li> </ul>

	<p>AS 4: Investigates how unequal power relations between the sexes are constructed and how they influence health and well-being and apply this understanding to work, cultural and social contexts.</p>	<p>Concepts: unequal power relations, impact of unequal power relations on well-being, different contexts</p> <ul style="list-style-type: none"> <li>• Issues surrounding power balance and power struggles between the sexes</li> <li>• How and why power relations emerge between the sexes</li> <li>• The abuse of power in relationships within different settings e.g. workplace, domestic, cultural etc.</li> <li>• Management of power relations between sexes in different contexts to encourage a win-win situation</li> </ul>
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<p><b>LO 2: Responsible Citizenship</b> <b>The learner is able to demonstrate competence, commitment and an understanding and appreciation of the values and rights that underpin the constitution in order to practice responsible</b></p>	<p>AS 1: Participates in and evaluates services offered by a community project on a contemporary social or environmental issue and to evaluate own contribution to the project.</p>	<p>Concepts: community projects, social and environmental issues</p> <ul style="list-style-type: none"> <li>• Types of community projects: volunteer versus paid</li> <li>• Evaluate community projects/ services (their purpose and contribution) and how learners can get involved</li> </ul>
	<p>AS 2: Evaluates own positions taken when dealing with discrimination and human rights violations, taking into account the Bill of Rights.</p>	<p>Concepts: opinions on human rights issues, discrimination and human rights violations, Bill of Rights</p> <ul style="list-style-type: none"> <li>• Learners must be able to do the following with regards to discrimination and human rights violations within the context of the Bill of Rights: <ol style="list-style-type: none"> <li>1. State and evaluate own position</li> <li>2. Identify what influences their position</li> <li>3. How to accommodate / respect conflicting positions</li> <li>4. How to communicate their position</li> </ol> </li> </ul>
	<p>AS 3: Analyses and debates the role of the media in a democratic society.</p>	<p>Concepts: Role of the media, democratic society</p> <ul style="list-style-type: none"> <li>• Analyse role and responsibility of the media</li> <li>• Accessibility of media generated information</li> <li>• Evaluate the extent to which media access and media reporting reflects a democratic society e.g. positions taken by editors, space allocated to topics, availability etc.</li> </ul>
	<p>AS 4: Reflects on and explains how to formulate a</p>	<p>Concepts: personal mission statement, life actions, responsible citizenship</p> <ul style="list-style-type: none"> <li>• Learners to be conscious of their life views,</li> </ul>

	<p>personal mission statement based on core aspects of personal philosophies, values, beliefs, religions and ideologies, which will inform and direct actions in life and contribute meaningfully to society.</p>	<p>belief systems, values, religion etc.</p> <ul style="list-style-type: none"> <li>• Purpose of mission statement</li> <li>• How their vision and philosophies will impact:             <ol style="list-style-type: none"> <li>1. their own actions</li> <li>2. their immediate communities</li> <li>3. society at large</li> </ol> </li> </ul>
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<p style="text-align: center;"><b>LO 3: Recreation and Physical Well-Being</b> The learner is able to explore and engage responsibly in recreation and physical activities, understanding the relationship between participation and well-being.</p>	<p>AS 1: Monitors and evaluates own progress in the achievement of personal fitness and health goals through regular participation in a programme.</p>	<p>Concepts: achievements of goals, value of regular participation</p> <ul style="list-style-type: none"> <li>• Health-related and skills-related fitness norms and performance requirements</li> <li>• Identify components of fitness</li> <li>• Design and evaluate a programme for development of health-related fitness</li> </ul>
	<p>AS 2: Evaluates and participates in various relaxation and recreational activities, sport and games with the view to making a choice about participation and long-term engagement in at least one activity.</p>	<p>Concepts: the value of sporting activities, relaxation / recreational activities and long term engagement</p> <ul style="list-style-type: none"> <li>• Develop criteria for evaluating programmes, sport and games</li> <li>• Factors influencing choices: interests, accessibility, perceived benefits, areas of potential</li> <li>• The different benefits of long term engagement and participation.</li> </ul>
	<p>AS 3: Reports on the opportunities of careers and work in the recreation, fitness and sport industries.</p>	<p>Concepts: Career and work, recreation, fitness and sport industries</p> <ul style="list-style-type: none"> <li>• Learners must be able to do the following with regards to careers in this sector:             <ol style="list-style-type: none"> <li>1. Study trends and demands</li> <li>2. Explore possible routes to the sector – programmes and admission requirements for higher education etc.</li> <li>3. Analyse the different types of jobs in the sector, identify work settings, activities and opportunities in each sector</li> </ol> </li> </ul>
	<p>AS 4: Investigates how ideologies, beliefs and world views influence the</p>	<p>Concepts: recreation and physical activity, how different perspectives influence participation</p> <ul style="list-style-type: none"> <li>• Discuss how beliefs, ideologies and</li> </ul>

	<p>construction of and participation in a recreational and physical activity.</p>	<p>worldviews influence participation in sport and recreational activities across cultures and genders</p> <ul style="list-style-type: none"> <li>• Make comparisons between urban and rural participation in different sporting and recreational activities across cultures and genders</li> <li>• Compare and explain differences in participation trends of westernised societies to more traditional societies across different cultures and genders</li> </ul>
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<p><b>LO 4: Career Guidance</b> The learner is able to demonstrate self-knowledge and the ability to make informed decisions regarding further study, careers fields and career pathing.</p>	<p>AS 1: Commits to a decision taken and applies accordingly for a job or a course in additional or higher education.</p>	<p>Concepts: applications for jobs / study</p> <ul style="list-style-type: none"> <li>• Decision making with regards to studies/ careers</li> <li>• Evaluate letters of application and a CV</li> </ul>
	<p>AS 2: Explores career opportunities within chosen field and investigate other innovative solutions (including entrepreneurship) as ways in which to counteract possible unemployment.</p>	<p>Concepts: Opportunities in career fields, counteracting unemployment, entrepreneurship</p> <ul style="list-style-type: none"> <li>• Awareness of types of jobs and opportunities</li> <li>• Reasons for and impact of unemployment</li> <li>• Entrepreneurship – necessity, skills, opportunities, viability, tax implications etc.</li> <li>• Problem solving and creative thinking</li> </ul>
	<p>AS 3: Investigates and reports on the core elements of a job contract, conditions of service, relevant labour laws and practices, the principles of equity and redress, the value of work the importance of work ethic.</p>	<p>Concepts: Labour issues, work ethic, redress</p> <ul style="list-style-type: none"> <li>• Job contracts:             <ol style="list-style-type: none"> <li>1. Obligations</li> <li>2. Conditions of service</li> <li>3. Core elements (e.g. working hours, remuneration etc.)</li> </ol> </li> <li>• Principles and understanding of Basic Labour Laws:             <ol style="list-style-type: none"> <li>1. Labour Relations Act</li> <li>2. Basic Conditions of Employment Act</li> <li>3. Employment Equity Act (know history of)</li> <li>4. Broad Based Black Empowerment Act</li> <li>5. Skills Development Act</li> </ol> </li> <li>• Recruitment Process</li> <li>• Trade unions</li> <li>• Evaluation of post school options</li> <li>• Analyse job advertisements</li> </ul>

	<p>AS 4: Reflects on the process of assessment and examination writing skills and applies these skills.</p>	<p>Concepts: Examination writing skills, process of assessment</p> <ul style="list-style-type: none"> <li>• Evaluate and reflect on the role of assessment in their development</li> <li>• Adapt and evaluate study skills, strategies and styles of learning</li> <li>• Examination skills (read the question, plan the response, answer the question, time management etc.)</li> </ul>
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**Closing remarks**

Textbooks: Teachers are encouraged to use the DoE approved textbooks that comply with the requirements of the NCS guideline for Life Orientation

Teachers should infuse contemporary Life Orientation issues, newspaper articles etc. in the teaching of the subject.

**2. KEY CONCEPTS(Gr12):**

**The following KEY concepts should be covered with learners:**

**3. INFORMAL ASSESSMENT ACTIVITIES**

**The following activities may be used to prepare learners for more formal activities:**

## TERM 1

### WEEK 1-5

#### Chapter 1 : Development of the self in society

##### Activity 1

Read the following scenario and answer the questions below:

My son was hijacked recently. I have been trying to keep him focused on the fact that he wasn't injured and what he lost was just of material value.

He is becoming more and more irritated with me and is closing down emotionally. What should I be doing?

Nita, Cape Town

The following excerpt comes from the YOU magazine, 29 May 2008:

1.1.1 Why is Nita's son stressed? (1)

1.1.2 How can you identify **that** he is stressed? (2)

1.1.3 Do you think Nita's son is effectively managing his stress? Give a reason for your answer. (2)

1.1.4 Describe 2 symptoms Nita's son may experience as a result of this stress. (2)

(7)

1.1.5 Explain the difference between stress and a stressor. (4)

1.1.6. Do you agree with the following statement? Provide a well formulated reason for your answer.

*Stress only has unhealthy consequences for an individual.* (2)

1.1.7 In table format, distinguish between the following types of stressors:

- a) physical
- b) environmental
- c) personality based
- d) social
- e) emotional

(5 x 2 =10)

1.1.8. Read the following scenario and answer the questions based on it.

Your boss overloads you with tasks that aren't in your work description. At first it starts out with little things, like "Do you mind chairing this afternoon's meeting? / Do you mind completing my monthly report? / Do you mind capturing certain data?" Eventually, you become your **boss' slave**.

Anonymous

1.1.8 (a) Write a short essay to explain how you will deal with the work place stress caused by your boss that is expecting you to do his/her work.

Provide five well explained strategies that relate to the specific scenario.

(5x2)(10)

1.1.9. Explain the difference between interpersonal and intrapersonal conflict. (2)

1.1.10. What are the five steps that can assist you to adapt to the transition between school and your post-school destination ? (5)

1.1.11. What is a life cycle? (2)

Total activity 1: [35]

## WEEK 6-7

### Chapter 2: Study Skills

#### Activity 2

Read the excerpt from the Teenactive article: *Maximizing your Examination Writing Skills* then answer the questions that follow.

Don't talk to your classmates before an exam! On the day of the exam try to isolate yourself and stay focused. I would recommend that if **you** can, you should read the paper and answer the questions that you can answer best first. You should ideally order the questions in order of your ability to answer them. Answer the questions that you know best first, second best second and so on.

2.1 Why do you think that the writer recommends that you don't talk to classmates? (1)

2.2 What is the benefit of answering examination questions in the order that the writer suggests in the extract? (1)

2.3 Discuss TWO examination skills not mentioned in the passage that you apply when writing an exam that you have found to be most valuable. (4)

2.4 In a short essay, explain what you have to keep in mind to present your answer script well when writing a test or examination. (5x2)(10)

2.5 Briefly explain, in your own words, what you have to do when you read the following instruction words in a question paper:

2.2.1. critically analyse

2.2.2. discuss

2.2.3. explain

2.2.4. in your opinion

2.2.5. prove

(5)

2.6 Explain how you can correct the following mistakes commonly made by grade 12 learners.

2.3.1. Failing to read instructions and to scan through questions.

2.3.2. Misinterpreting a question / answering only part of a question.

2.3.3. Panic during a paper.

2.3.4. Cramming information into your memory before the examination.

2.3.5. Not sure how to formulate an answer. (5 x 2 =10)

2.7 Use the following example and create a study plan for the remainder of your grade 12 academic year. Keep the study plan at hand so that you will be able to update it regularly.

S	M	T	W	Th	F	S
do some research for report 1	make report outline 2		Library -report 4	Library -report 5	Pick speech topic 6	
	Study for math 9	Study for math 10	Math Test 11	Library -speech -report 12	Create outline -speech 13	Library -speech -report 14
Library -speech -report 15	Start writing report 16	Work on report 17	Write speech 18	Write speech 19	Finish report rough draft 20	Put speech on index cards 21
Edit report type final draft 22		Report due today! 24	prac-tice speech 25	prac-tice speech 26	Speech 27	

Study the following cartoon and answer the questions below:

**The Back Pew** – Jeff Larson



**Ps 118:25** The Psalm of the unprepared student.

Every learner wants to do well in the exams. Help other learners by explaining how you would apply the following skills:

- Flashcards
- Mnemonics
- Study plan
- Exam writing skills
- Stress prevention

5x3(15)

Total activity 2: [25]

**WEEK 8-10**

**Chapter 3: Careers and career choices**

**Activity 3**

3.1. Read the following article and answer the questions based on it.

**SA YOUTH UNEMPLOYMENT 3RD HIGHEST IN WORLD**

Cape Town - South Africa has the third highest unemployment rate in the world for people between the ages of 15 to 24, according to the World Economic Forum (WEF) Global Risk 2014 report.

The report estimates that more than 50% of young South Africans between 15 and 24 are unemployed. Only Greece and Spain have higher unemployment in this age range

than SA, the report states. The other two countries in the top 5 of most unemployed youth are Portugal and Italy. Both have youth unemployment of more than 30%, but less than 40%.

The report calls the more than 73 million unemployed people between 15 and 24 in the world the "lost generation". At the same time the rising cost of higher education has left a generation with unpayable debt and little chance of finding a job," states the report.

"While in the emerging markets there are more jobs to be had, the workforce does not yet possess the broad based skill-sets necessary to satisfy demand," explained David Cole, group chief risk officer of Swiss Re.

"It's vital we sit down with young people now and begin planning solutions aimed at creating fit-for-purpose educational systems, functional job-markets, efficient skills exchanges and the sustainable future we all depend on."

*(Source : Adapted from [www.fin24.com](http://www.fin24.com), 9 December 2014)*

3.1.1. What is unemployment? (2)

3.1.2. What are the two major reasons for youth unemployment according to the article? (2 x 2 =4)

3.1.3. According to the article the current educational system is failing the youth. Explain why after 12 years of schooling, a large number of young people are not qualified to find a job. (2 x2 =4)

3.1.4. Choose and describe one innovative solution to counteract youth unemployment in South Africa. How will this solution guarantee that you will not become unemployed? (3 + 2 =5)

**Total Activity 3:[15]**

**WEEK 8-10**

**Chapter 3: Careers and career choices**

**Activity 4**

4.1. Study the cartoons below in order to answer the questions that follow.

**Picture A**



**Picture B**



**Picture C**



(Source : [www.nacf.co.za](http://www.nacf.co.za), 9 December 2014)

4.1.1. Which criminal phenomenon (occurrence) is portrayed in all three pictures (2)

4.1.2. In your own words, explain the difference between the people's reactions in picture A and B in comparison to the reaction of the mechanic in picture C. (3)

**4.1.3. If all people react like the man and woman in picture A and B, what could the consequences be for South Africa? (5)**

**4.1.4. How could the phenomenon impact on you as an individual? (2)**

**4.1.5. Judging from the reaction of the man in picture C, what can you as a grade 12 learner do to combat this phenomenon if you are confronted by it in your community ? (3)**

**Total activity 4: [15]**

## TERM 2

### WEEK 1-4

#### Chapter 4: Democracy and human rights

##### Activity 5

5.1. Read the adapted extract from the website, *www.youthaliveghana.org*, of the humanitarian group Youth Alive Ghana, which try to counteract human rights violations amongst for one, the street children of the country.

#### **EXPERIENCES OF A VOLUNTEER**

Due to their inability to go to school, most of the street girls migrate from the northern part of the country to the South in search of non existing jobs. These girls have no rooms to lay their heads after a hot day's suffering.

They work under very harsh conditions. Talk of the scorching sun, the extreme cold, rain, mosquitoes and what have you. Some engage in prostitution just to earn a living. They give themselves out to unscrupulous men who end up impregnating them.

These girls do not only suffer by carrying heavy loads or sleeping under chilling weather conditions but also human injustices. They are verbally abused, assaulted, raped and sometimes have their belongings stolen. Most of them return to the North either with sexually transmitted diseases or unwanted pregnancies. These kinds of pregnancies also produce fatherless children who end up in the street. Thus, continuing the cycle and reinforcing the poverty situation in the family.

Having seen what some children go through due to lack of support, I am more than determined to study hard so that I can become a responsible person in future to be able to help put a stop to this kind of suffering by girls. I will make very good use of the opportunity given me. I have since then vowed to sensitize any young lady or girl I meet who has the intention to travel to the South for such jobs.

5.1.1. By quoting the Bill of Rights, state three human rights that are being violated as reflected in the extract above. (3)

5.1.2. According to the extract, what is the long term effect of the human rights' violations, experienced by these street girls, on the broader community? (2)

5.1.3. In a short essay, discuss five ways in which the youth's participation in projects like Youth Alive Ghana could positively influence their personal values and sense of responsibility towards society, in particular towards the youth.

(5 x 2=10)

Total activity 5: [15]

## WEEK 5-7

### Chapter 5: Social and environmental responsibility

#### Activity 6

6.1. Read the following extract and answer the questions that follow.

#### **MEDIA AND DEMOCRACY**

Democracy, reduced to its most basic, is about citizens' rights to choose the government; about the ordinary people have to participate in society's decision-making processes. The quality of citizens' participation would be greatly enhanced if they are armed with the necessary information and have access to contesting opinions, viewpoints and ideas that will enable them to make up their own minds about their preferences.

In shorthand, an informed public makes for a healthy democracy. In South Africa, 20 years into democracy, the country's media enjoy more freedom now than any other period in its history. But, has the standard and quality of journalism equally improved? Moreover, South Africa's media, like all other institutions face the challenge to transform, to adapt to the country's new democratic ethos. At the same time, there is no consensus over what transformation means.

( Source : Adapted from [www.stanhopecentre.org](http://www.stanhopecentre.org), 9 December 2014)

(Questions adapted from NSC Common Assessment Task, Supplementary 2014)

6.1.1. Discuss three ways in which the media often fails to fulfil their responsibilities to society. (3x2)(6)

6.1.2. Critically evaluate the role of the media in enhancing democratic processes in South Africa. Concentrate in your answer on the fact that the media should be an independent voice informing the citizens about their rights in a democratic society.

(5x2)(10)

6.1.3. Choose one sport personality that was constantly in the news in 2014/2015.

Evaluate whether the media coverage had a positive or negative impact on the person's life. Provide a well formulated reason for your answer. (4)

Total activity 6: [20]

## WEEK 5-7

### Chapter 5: Social and environmental responsibility

#### Activity 7

7.1. A personal mission statement is a description of your values, attitudes, goals and dreams, a tool to assist you to investigate your own identity and to identify your skills and abilities and it will assist you to clarify what you deem as important in life.

Compile your own mission statement in paragraph format by answering the following questions:

- Who am I and which values determine my being?
- Where do I see myself in one, five and ten years from now?
- What am I going to do to achieve my goals?

## WEEK 5-7

### Chapter 5: Social and environmental responsibility

#### Activity 8

8.1. Briefly explain the following concepts:

8.1.1. **Laws**

8.1.2. **Regulations**

(2)

8.2. Who is responsible for the setting of laws and regulations on the following levels:  
:

- 8.2.1. the country as a whole
- 8.2.2. municipal areas
- 8.2.3. provinces

(3)

Total activity 8: [5]

**TERM 3**

**WEEK 1-4**

**Chapter 6 : Development of the self in society**

**Activity 9**

9.1. Match the description in column B with the concept in column A.

Only write the correct letter next to the corresponding number.

Example: 9.1.1. K

COLUMN A		COLUMN B	
9.1.1.	human factors	A	Illness, sickness, a medical condition that makes you unwell
9.1.2.	environmental factors	B	Emergencies, calamities, catastrophes, upheavals, temperatures.
9.1.3.	lifestyle diseases	C	Diseases that are a result of the way you live and affect the way you live.
9.1.4.	natural disasters	D	Tragedies, events that cause adversity or devastation
9.1.5.	hazard	E	Mishaps / misfortunes
9.1.6.	ill-health	F	Factors contributed by human beings e.g. social, religious and cultural practices

9.1.7.	accidents	G	Danger, risks or a threat that is usually caused by man, such as pollution, toxic waste, deforestation etc.
9.1.8.	crises	H	Factors in the environment, the natural world that contribute to ill health, accidents, disasters and crises such as floods, extreme
9.1.9.	disasters	J	A sudden accident or natural catastrophe that causes great damage or loss of life such as fires, floods, tsunamis and earth quakes

Total activity 9: [9]

## WEEK 1-4

### Chapter 6 : Development of the self in society

#### Activity 10

10.1. Read the following adapted article that was published in *Mail and Guardian* on 7 August 2013 and answer the questions posed on it.

#### **CHRONIC DISEASE ON THE RISE IN SA**

Health Minister Aaron Motsoaledi said that the release of the findings of the South African National Health and Nutrition Examination Survey was evidence that there is reason for concern over the prevalence of chronic conditions such as diabetes and hypertension the country. The survey provides a detailed look at the health of South Africans and the underlying factors that determine people's state of health.

In the study, the HSRC warns that "South Africa is heading for a disaster" if the number of people living with "chronic lifestyle diseases" does not change.

Motsoaledi said that, apart from HIV, chronic diseases were becoming the highest cause of death in developing countries. The minister said the increase of people living

with chronic diseases such as hypertension and diabetes was certainly going to put more pressure on the country's health system.

According to the study, obesity and being overweight were major risk factors for the development of chronic diseases. A fitness test found that 28% of men and 45% of women were unfit while people who lived in urban areas had the lowest fitness levels.

There was a higher prevalence of obesity in women than in men. Twenty percent of men and 68% of women had a waist circumference that put them at risk of developing chronic illnesses. This trend was also seen in children between the ages of two and 14 years where obesity and being overweight were higher in than in boys.

10.1.1. Name three possible causes for the increase of chronic diseases such as diabetes and obesity in South Africa. (3)

10.1.2. Keeping the article in mind, briefly discuss three reasons why you think women in today's society are more obese than men. (3x2)(6)

10.1.3. Identify two intervention strategies that have been put in place by the government to address life style diseases. What is the impact of each strategy on society ? (3x2)(6)

Total activity 10: [15]

## WEEK 5-7

### Chapter 6: Careers and career choices

#### Activity 11

11.1. List five workers' rights in South Africa. (5)

11.2. List five obligations employers have towards their workers in South Africa. (5)

11.3. Briefly discuss the content of the Basic Conditions of Employment Act, 1997 (BCEA), by referring to the working conditions such as working time, overtime, meal breaks and rest periods, annual leave, sick leave, maternity leave and family responsibility leave. (7 x +2 =14)

11.4. What is the difference between employment equity and affirmative action? (2 x2 =4)

11.5. Give a short definition for the term work ethics. (2)

Total activity 11: [30]

## **ANSWERS**

### **TERM 1**

#### **WEEK 1-5**

#### **Chapter 1 : Development of the self in society**

##### **Activity 1**

**2.4.1 Why is Nita's son stressed?**

**He was hijacked. (1)**

**2.4.2 How can you identify he is stressed?**

**There is a change in his personality, fluctuating emotions, closing down emotionally (2)**

**2.4.3 Do you think Nita's son is effectively managing his stress? Validate your answer.**

**Yes / No and a relevant validation. (2)**

**2.4.4 Describe 2 symptoms Nita's son may experience as a result of this stress.**

**Any of the following:**

- **Depression and tearfulness**
- **Anxiety**
- **Agitation and constant worrying**
- **Fighting with others**
- **Relationship problems**
- **Feeling overwhelmed and demotivated**
- **Detaching from others**
- **Poor concentration**
- **Memory problems**

**Physical problems – overeating, irritable bowel syndrome, weak immune system, using substances to cope, skin outbreaks.**

**1.1. Stress is what we feel in situations we find difficult, challenging or even frightening. ✓ When we feel we can't cope with the situation. ✓**

**A stressor is anything, event or person that causes stress.✓  
It is the things that trigger stress.✓**

**(4)**

**1.2. No, stress that makes you ready for action as it gives you adrenalin and energy is positive.✓ When you have to stand in front of the class and speak. It is for a short term and you can have sweaty palms and a dry mouthy or butterflies in your tummy.✓**

**(2)**

**1.3.**

<b>Physical</b>	<b>Caused by physical harm, such as violence and sexual abuse.✓✓</b>
<b>Environmental</b>	<b>Caused by factors like extreme weather or pollution. ✓✓</b>
<b>Personality based</b>	<b>People who are more prone to stress than others.✓✓</b>
<b>Social</b>	<b>Caused by the people around you e.g. peer pressure.✓✓</b>
<b>Emotional</b>	<b>Caused by your emotions e.g. frustration because of relationship problems.✓✓</b>

**(5x2)(10)**

**1.4.1. Learners may come up with different strategies but they should be applicable to the scenario. Possible answers may include:**

- **Quality Reference ✓**  
Tell your boss that you fear the quality of your work will suffer because of an overload of projects and responsibilities. Then share how much work you feel you can complete without quality impacts. ✓/
- **Give Examples✓**  
You can give examples of situations in which you've had to work extra hours to tackle an excessive workload. For instance, you might tell your boss that you stayed late four times in the previous week to complete your assignments. ✓/
- **Discuss Deadlines ✓**  
Ask the boss to adjust or stagger the deadlines to allow you to give each project a reasonable amount of attention. ✓/
- **Discuss Delegation✓**

You might discuss delegating some general office tasks, such as typing letters, sorting through mail or filing important documents, to an office assistant or receptionist.✓/

- **Focus on the Positive✓**

Instead of saying no to the work you can't handle, say yes to the tasks you can complete. For example, tell your boss that you can prepare the financial projections for a project but that completing additional tasks would require you to sacrifice your other assignments. ✓/

- **Use the Right Tone✓**

Never approach your boss to complain about your job, and avoid sounding angry, frustrated or despondent. Rather than just complaining about the amount of work you have to do, focus on presenting new solutions for getting work done on time.✓

( Accept any five possible answers for two marks each.) (5x2)(10)

1.5. Interpersonal conflict: Happens between people.✓

Intrapersonal conflict: Happens within yourself.✓ (2)

1.6. Any five :

- Plan what to do ✓/
- Think of previous change and apply experience ✓/
- Talk to somebody you trust ✓/
- List the good effects of change ✓/
- Develop a positive attitude towards change ✓/
- Avoid resisting change ✓/
- Change will influence your need for more education ✓/
- Give yourself time to adjust to change ✓/
- Use your religion / belief system to guide you✓ (5)

1.7. Different stages of development ✓ throughout your life. ✓ (2)

Total activity 1: [35]

## WEEK 6-7

### Chapter 2: Study skills

#### Activity 2

2.1 It is recommended that you **don't** talk to your classmates before an exam because:

- They may distract you.
- They may confuse you.
- They cause you stress.
- They may ask you things that you do not know and therefore make you start to panic.
- They may be in a panic and cause you to feel the same way.

Any ONE relevant response for ONE mark = ✓ (1)

2.2 Answer the questions you can answer best first because:

- It saves time.
- If you answer the questions in this way, you will answer what you know first and will therefore feel more confident to tackle the rest of the paper.
- You ensure that you answer what you know.
- You make sure you don't waste time.
- You can think and plan effectively.

Any ONE relevant responses for ONE mark = ✓ (1)

2.1. Any five of the following suggestions may be accepted. Answer must be in paragraph format.

- Hand Writing ✓ – Keep the hand writing legible. If the examiner cannot read your writing you will lose marks. Do not do too much scratching around on the paper. This really makes the paper look dirty. ✓
- Margins ✓ - Draw margins on both side of the paper. This is generally very important that your answers are in the centre of the answer paper and visible properly. The best time to do it is the time when you get the answer sheets and before you get the question paper, so this does not waste any time of attempting the paper. ✓
- Figures ✓ – Generally you can draw figures with pen. But preferably draw them with pencil. Generally a free hand diagram would do in an engineering paper but when done with a pencil is much easier to correct and change than a one drawn with pen. And it looks much neater. ✓
- Rough Work ✓ – Do not do rough work of any kind just next to the sum. Do the rough work in the margin. Or you could just mark the last page as rough work and do all the rough work there. ✓

- **Sub Questions ✓** – All the sub questions of a question should be attempted in a sequential order. If you do not know a sub question leave appropriate place for it .Do not attempt the sub questions anywhere else. This would be highly irritating for the examiner. He might not even check that answer. ✓ (5x2)(10)

**2.2.1. Critically analyse:** Show approval or disapproval, or find mistakes or faults, and merits or good aspects; give reasons. ✓

**2.2.2. Discuss:** Write about something; compare a number of possible views about an issue or problem. Debate, consider, and argue the issues. Include comparisons and contrasts, look at pros and cons. Say what you think about the topic. Give a full answer in sentences, not just a list in point form. Always give a conclusion. ✓

**2.2.3. Explain:** Give details, describe, make clear, make it understandable. Make something plain or simplify. Describe in detail so that it can be understood. Always give examples when you are asked to explain. ✓

**2.2.4. In your opinion:** This asks you what you think about something or feel about something. For example, in your opinion do the youth do enough to celebrate Youth Day on the 16<sup>th</sup> of June? ✓

**2.2.5. Prove:** Give the facts to support the issue. ✓ (5)

**2.3.1. Read the instructions and make sure of the number of questions you need to answer. Scan through a paper before you begin to write. Proceed to answer the easy questions first. ✓✓**

**2.3.2. Underline the key words in the question. Make sure you just answer what the question requires. ✓✓**

**2.3.3. Prepare well, sleep enough before a paper. Tell yourself it is not the end of the world and only an exam paper. ✓✓**

**2.3.4. Start revising long before the exams in order to be able to cover all the work. Plan your study time. ✓✓**

**2.3.5. Don't waste time by starting over and over again. The emphasis should be on the flow of your ideas. Make sure paragraphs are coherent. ✓✓ (5x2)(10)**

**2.4. The planning for each learner will be different. Assist them to do a proper job of the study plan in order to use it effectively. It should not just be a mere academic exercise.**

## Total activity 2: [25]

To follow are examples of study skills for you to try:-

- **Flashcards:** These are small pieces of paper/cards on which you write key points/words and small bits of information. An A4 piece of paper can be divided into 4 cards – don't write too much on these cards. Write formulas, dates, definitions, key words. These cards let you then glance at them any time. This skill works if you have a physical study style
- **Mnemonics:** is a word / song/ rhyme to help you remember facts or words. Remember how you learnt to spell 'because'? Betty eats cakes and uncle sells eggs. This skill works if you have a musical study style.
- **Study Plan:** is a plan for how you will study. It will include due dates for projects and tasks, tests and exams, exercise and rest and relaxation. Schedule your study times for when you study best, be it in the mornings or evenings. Also ensure that your study area is organised with all that you need to aid studying, like pens paper etc.
- **Exam writing skills:** Read instructions! Quickly read through the whole paper so that you get a feel for it and also which are the questions that are easiest and the ones you know well. Answer these questions first. Look at mark allocation for questions, a 2 mark question does not require a 10 line answer. Underline key words so that you can be sure you are answering the question properly. Plan your response. Write neatly and legibly.
- **Stress Prevention:** Time management is key. There are many ways to manage stress but you have to find one that works for you, You need to identify your stressors, follow a balanced lifestyle, make time for rest and relaxation, deal with emotions, laugh a lot, cultivate good relationships.

## WEEK 8-10

### Chapter 3: Careers and career choices

#### Activity 3

3.1.1. When you are willing to work, ready for work and desperately wanting a job, but cannot get work because there are just not enough jobs around for everyone. ✓ It is when you have no work or career. ✓ (2)

3.1.2. The rising cost of education. ✓✓

A lack of skill-sets to satisfy the demand for skilled workers. ✓✓ (2x2)(4)

3.1.3. The education system does not produce workers that have the necessary skills ✓✓ and are fit for a specific job. ✓✓ (2x2)(4)

3.1.4. Any one of the following solutions should be described and the learner should indicate how it will assist him/her not to become unemployed.

Award three marks for the description and two marks for the application.

- Register on the Department of Labour database as an unemployed work seekers The Department of Labour's work seeker database is a register of all unemployed people seeking work opportunities. To register your details on this database, you will need to visit your local Labour Centre and complete a work seeker application. The Department of Labour will provide you with a reference number and inform you of learner ships and other opportunities that arise. You can get contact details of Labour Centres in your areas from ; <http://www.labour.gov.za/contacts> .
- Start working part time during school holidays and weekends and gain experience.
- Volunteering: Volunteering means you help others. You give of your time and skills to others. You do not expect payment. Volunteering makes you feel good about yourself because you are doing something for somebody else. This builds confidence. It also allows you to explore your interests, abilities and skills. This might make it easier for you to choose a career. Volunteering is not only about helping people. You can also, for example, volunteer to clean up rivers or beaches, or work in an animal shelter. When you volunteer, you usually get a letter or a certificate to state what kind of work you did and for how many hours. You can add this to your CV because now you have work experience, and have shown that you are willing to help make South Africa a better place.

- **Part-time jobs; If you work for a short while or for part of a day or week, you have a part-time job. You can gain a lot of experience through part-time jobs, because you can have more than one job at a time. For example, you may get a job to help with directing spectators to their seats at soccer matches. This job is only on certain days, so it is part time. You will build up good experience, and become skilled in different aspects of work. In addition, you will earn an income, while you build your CV, part-time job**
- **Community work: Community work means you do something to benefit your community or a community in need. It is also a form of volunteering, but you concentrate on the needs of your community. The work is usually paid for by government or an NGO, or a religious-based organisation. For example, you may help to feed orphans or help to make a community peace garden.**
- **Entrepreneurship; To be an entrepreneur you have to see a need and provide a service or goods that people need. This is a great way to earn money while you look for other work opportunities. If your entrepreneurship leads to success, you may turn this into your day-to-day job and also employ others.**
- **Informal jobs are usually short term. For example, you may wash cars, do gardening, sell newspapers, make clothes, or sell fruit or sweets at the taxi rank or next to the school. Some people prefer informal employment due to its flexible hours. This allows them to balance family responsibilities. Others find this is the only work they can do to survive.**
- **Sign up as a temporary employees (or temps). Some managers assume you're happy as a temp, and you need to let them know that you would be happier as a full-time employee.**
- **Contact a job agency (a Google search will reveal several in your area), and set up a profile with them. Don't e-mail them - call them.**
  - **Get a employment, no matter where it is, even if it's just a part time job. Whether you want to be a cashier at the local supermarket or a helper at Home Depot, you'll need to start getting some kind of income while looking for your next full time job! Don't think that you are too smart to any job. You must start somewhere.**

**(3 + 2 =5)**

**Total activity 3: [15]**

## WEEK 8-10

### Chapter 3: Career and career choices

#### Activity 4

4.1.1. corruption / bribery ✓✓ (2)

4.1.2. In picture A the official is accepting the bribe money with a smile. ✓

In picture B the lady who is offered the bribe is considering it, because she is thinking of all the goods she can buy with the R500 she is offered per computer. ✓

The mechanic in picture C is declining the bribe and his feelings about the bribe are mirrored in his body language. ✓ (3)

4.1.3. Use the following as a guideline to assess learners' responses:

Service delivery will not be at its best. ✓/

Unemployment will increase. ✓/

Institutions will not develop. ✓/

Income generation through taxation will be harmed and donors and investors will put their money elsewhere. ✓/

Money that was meant for projects and job creation will be lost due to corruption and social development will not take place. ✓/

Corruption limits economic growth and promotes poverty. ✓ (5)

4.1.4. Use the following as a guideline to assess learners' responses:

The poor individual is affected the most as corruption increases the cost of public services. It reduces poor people's access to housing, electricity, water, health care and documentation. ✓ It makes poor people feel powerless and cheated. ✓

(2)

4.1.5. Refuse the bribe. ✓

Report the corrupt official / business person. ✓

Sort out your financial problems as not to be tempted by corruption. ✓

Accept other relevant responses. (3)

Total activity 4: [15]

## TERM 2

### WEEK 1-4

#### Chapter 4: Democracy and human rights

##### Activity 5

5.1.1. Possible violated rights may include:

- Everybody has the right to have access to housing. ✓/
- You have the right to basic education. ✓/
- You have the right to be treated with dignity. ✓/
- Children under the age of 18 have special rights. ✓ (3)

5.1.2. The cycle of poverty, sexual abuse and fatherless children is repeated over and over again in society. ✓✓ (2)

5.1.3. Participation in such projects could:

- Increase awareness of one's abilities and skills ✓, which could impact on one's goals for the future. ✓/
- Encourage self-expression ✓ to clarify personal views and opinions. ✓/
- Improve one's social and emotional well-being ✓ which impacts on lifestyle choices. ✓/
- Make one aware of the needs of others ✓ which could help one focus on other people in the community. ✓/
- Develop compassion / empathy for others, ✓ which impacts on one's values / beliefs / ethics / morals. ✓/
- Inspire one to start or permanently join a similar project ✓ which could encourage other people to do the same. ✓

( Accept any five of the well formulated ideas.)

(5x2)(10)

Total activity 5: [15]

## WEEK 5-7

### Chapter 5: Social and environmental responsibility

#### Activity 6

6.1.1. The learner may discuss any three of the following:

- Most media make money from advertisements and sponsors. The media therefore aim to satisfy the interests of their advertisers. These may not be the same as the interests of the public. They may withhold information or give biased reports, to satisfy their sponsors. ✓✓/
- News entertains rather than informs. Some media are filled with gossip, scandals, sex and violence rather than facts. ✓✓/
- Political news is often more about personalities, than about politicians' work and contributions. Media publicise the scandalous private lives of politicians and their families, which have nothing to do with their work. ✓✓/
- The lives of famous stars are made difficult by the paparazzi who invade their privacy. The media are like vultures when celebrities are in trouble; they persecute rather than protect them. ✓✓/
- The media sometimes exaggerate dangers and make people afraid for no reason. ✓✓/
- News and interpretations of events may be biased, incomplete or incorrect. ✓✓/
- The information in the printed press, radio and TV has been selected from a large pool of information. Somebody, somewhere, made a decision on what was necessary to tell the public and what not. What is *not told* may be just as important as what is told. ✓✓

(3x2)(6)

6.1.2. The learner should evaluate and form an opinion whether the media in South Africa meet the following requirements. At least five of the requirements should be evaluated.

- The role of the media is to inform society about daily events that are newsworthy.
- In a democracy, the media's communicated, and educate.
- The media play an important role in informing citizens about their government, their rights and freedom and their health and safety.
- expose violations of human rights
- report on unlawful activities, the courts and court cases
- expose corruption and mismanagement
- communicate, inform and educate and entertain
- shape the public's opinion
- give political information that can inform voters

- identify problems in our country and communities
- promote debate and discussion
- promote nation-building, by giving access to diverse viewpoints and world views, as well as sports cover. (5x2)(10)

6.1.3. Learners' answers will differ. Award marks as follows:

- 1 mark for name of sports personality
- 1 mark for evaluation of media coverage
- 2 marks for a well formulated reason (4)

Total activity 6: [20]

## WEEK 5-7

### Chapter 5: Social and environmental responsibility

#### Activity 7

7.1. No marks will be awarded for this activity.

Learners could be divided into small groups and group members could share their mission statements with each other, taking note of the similarities and differences between each other's statements.

## WEEK 5-7

### Chapter 5: Social and environmental responsibility

#### Activity 8

8.1.1. Statutes / Acts / sets of rules ✓

8.1.2. The details necessary to implement laws ✓ (2)

8.2.1. parliament / national government ✓

8.2.2. municipalities / local government ✓

8.2.3. provincial government ✓ (3)

Total activity 8: [5]

**TERM 3**

**WEEK 1-4**

**Chapter 6: Development of the self in society**

**Activity 9**

9.1.1. F ✓

9.1.2. H ✓

9.1.3. C ✓

9.1.4. J ✓

9.1.5. G ✓

9.1.6. A ✓

9.1.7. E ✓

9.1.8. B ✓

9.1.9. D ✓

**Total activity 9: [9]**

## WEEK 1-4

### Chapter 6: Development of the self in society

#### Activity 10

10.1.1. Factors in diet, lifestyle and the environment ✓ are thought to influence susceptibility to lifestyle diseases.

Smoking, alcohol and drug abuse ✓ as well as the lack of exercise ✓ may increase the risk of certain diseases in later life. (3)

10.1.2. Any three of the following factors may be discussed:

- Traditional and cultural practices. ✓ Women are more likely to do household chores and men are more likely to work outside in the garden for example. ✓/
- Stereotypical career choices. ✓ Men are more likely to do jobs that require physical activity and women are more likely to do administrative / office type of jobs. ✓/
- Women's hormones differ from men's. ✓ Menopause, birth control pills, etcetera may influence women's weight. ✓/
- Pregnancy. ✓ Women struggle to lose weight after giving birth. ✓/
- Women's genes and metabolism ✓ could predispose them to weight gain. ✓ (3x2)(6)

10.1.3. Marks should be awarded as follow :

Learners should identify and discuss two intervention strategies.

- 1 mark for the intervention strategy.
- 2 marks for the impact it has on society

Possible intervention strategies are :

- Warning labels on tobacco products
- Provision of free condoms in health clinics
- Inclusion of Physical Education in the Life Orientation curriculum
- Banning the advertising of tobacco products on TV
- Restricting the amount of salt used in manufactured foods

- Restricting the access to alcohol and tobacco to persons over 18 years of age
- Passing a law to provide consumers with food labels on products.
- Passing a law that prohibits smoking in all public places. (3x2)(6)

Total

activity 10: [15]

**WEEK 5-7**

**Chapter 6: Careers and career choices**

**Activity 11**

**11.1. Workers have:**

- The right to choose your own trade, profession or occupation. ✓
- The right to fair labour practise. ✓
- The right to join a union. ✓
- The right to be part of the program and activities arranged by the union. ✓
- The right to strike. ✓ (5)

**11.2. Employers are obligated:**

- To keep to the agreement in the job contract. He cannot change the conditions of employment without consulting the employee. ✓
- Not to engage in unfair labour practice. ✓
- To arrange his business practices according to the labour law of the country. ✓
- To apply Affirmative action. ✓
- To apply the Equity act in the work place. ✓ (5)

**11.3.**

<p><b>Working Time ✓</b></p>	<p><b>A worker must not work more than :</b>  <b>45 hours per week</b>  <b>9 hours a day if a worker works 5 days or less a week</b>  <b>8 hours a day if a worker works more than 5 days a week ✓</b></p>
<p><b>Overtime ✓</b></p>	<p><b>Workers must agree to work overtime</b>  <b>They may not work more than 3 hours overtime a day or 10 hours a week.</b>  <b>Overtime must be paid at 1,5 times the workers' normal pay or by agreement get paid in time off.</b></p>

	<p><b>Workers can also work a compressed week: up to 12 hours a day with less days per week worked. ✓</b></p>
<p><b>Meal breaks and rest periods ✓</b></p>	<p><b>A worker must have a meal break of 60 minutes after 5 hours work.</b>  <b>the meal break can be lowered to 30 minutes after a written agreement</b>  <b>A meal break can be do away with if a worker work less than 6 hours a day.</b>  <b>A worker must have a day rest of 12 continuous hours and a weekly rest after 36 continuous hours of work. ✓</b></p>
<p><b>Leave: Annual leave ✓</b></p>	<p><b>A worker can take 21 continuous days annual leave by agreement.</b>  <b>A worker gets 1 day for every 17 days worked or 1 hour for every 17 hours worked.</b>  <b>An employer can only pay a worker for leave not taken once he leaves the job. ✓</b></p>
<p><b>Sick leave ✓</b></p>	<p><b>A worker can take 6 weeks paid sick leave during a 36 day leave cycle.</b>  <b>During the first 6 months a worker can take one day's paid sick leave for every 26 days worked</b>  <b>A employer can ask for a medical certificate before paying a worker for being sick more than 2 days or more than twice in 8 weeks. ✓</b></p>
<p><b>Maternity leave ✓</b></p>	<p><b>A pregnant worker can take 4 continuous months of maternity leave. Leave can start from 4 weeks before expected date of birth.</b>  <b>A pregnant worker may not work for 6 weeks after giving birth unless declared fit to do so by doctor or midwife. ✓</b></p>
<p><b>Family responsibility leave ✓</b></p>	<p><b>Full time workers who are employed for longer than 4 months can take 3 days paid family responsibility leave per year when:</b>  <b>If the workers child is sick or are born</b>  <b>Death of a spouse, life partner, adoptive parent, grandparent, child, adopted child, grand child or sibling.</b>  <b>Employers are entitled to proof of the need of such leave. ✓</b></p>

(7x2)(14)

**11.4. Affirmative action deals with equal employment opportunities and equal representation ✓ in all occupation groups and levels in the workplace. ✓**

**Employment equity has to do with the numbers of workers from different groups in the workplace. ✓ Equity is achieved through affirmative action. ✓** (2x2)(4)

**11.5. Work ethics demonstrate the decisions you make about what is right and acceptable against what is wrong and unacceptable. ✓ Work ethics come from within a person and give others a picture of your values, culture and upbringing. ✓**  
(2)

**Total activity 11: [30]**

#### **4. Process of assessment and examination writing skills:**

- **What is assessment?**  
It is the continuous planned process of gathering information on achievement.
- **Why assess?**  
It identifies how you cope with new knowledge, content and skills.
- **Different types of assessment?**
  - **Formative assessment:** happens when you are working on something and helps you and your teacher work out how you are coping.
  - **Summative assessment:** this happens at the end of a term, chapter or project. It measures how you manage over a period of time.
  - **Self-assessment:** you assess yourself.
- **Studying methods and planning**
- **The SQ3 method:**

- It stands for Survey, Read, Recall and Review.
- It is a very effective way of studying as it helps to embed the learning material in your memory.
- You begin to survey your learning material in a broader context. You get an overall idea of what the work is about.
- Look at headings and sub-headings.
- The next step is to -read
- You read the chapter
- As you read you recall what you have read by asking and answering questions to yourself
- Review: put what you have read in a mind map
- If you battle start from the beginning or where you got lost.

- **Strategize your study time:**

- Plan your study time
- Where, when and what and how are you going to study?
- Planning is important so that you have enough time to study all the work efficient and effective.
- Prioritizing your daily activities. For example is watching your favourite program going to add value to your life and help you pass examinations.
- Is having sufficient sleep important to concentrate in class.

- **Prepare yourself for an exam**

- Start studying long before the time.
- Make sure you sleep enough
- Practise past papers. It will help you to understand what they expect of you.
- Eat a breakfast before a exam
- Get to the venue on time
- Remember all your equipment like pens, calculators etc.

- **Multiple choice questions:**

- This questions test factual knowledge.
- Often one of the answers is very clearly wrong and you can eliminate it straightaway.
- Work out the answer that is most correct.

- **Essay questions:**

- The key to writing a good essay is to understand the instructions properly. What does the examiner want?

- **Preparing for exams:**

Preparing for exam	.know how many questions you need to answer know what style of questions you will need to answer e.g. essay work through a mock exam to help in your preparation
Night before exam	Get enough sleep – you cannot write if you are tired

	Prepare all the equipment you might need like calculators etc. Check the time and place you will need to write exams again
Day of exam	<ul style="list-style-type: none"> <li>eat a good breakfast or meal-you cannot concentrate on an empty stomach</li> <li>visualise yourself being successful</li> <li>arrive in time and go to the bathroom</li> <li>avoid discussing the work with friends because this will confuse you ore make you nervous</li> </ul>
Exam room	<ul style="list-style-type: none"> <li>think success while you breathe deeply</li> <li>make sure you are handed the right paper especially in language e.g. HL /FAL</li> <li>read and highlight the key words in the instructions</li> <li>complete your details to the front of the exam book</li> <li>read the questions and highlight the key words</li> <li>work out how much time you have for each question</li> </ul>

- Presenting a question paper:**

The following are some points to keep in mind to present the paper well:

- Hand Writing** – Keep the hand writing legible. If the examiner cannot read your writing you will lose marks. Do not do too much scratching around on the paper. This really makes the paper look dirty.
- Margins** - Draw margins on both side of the paper. This is generally very important that your answers are in the centre of the answer paper and visible properly. The best time to do it is the time when you get the answer sheets and before you get the question paper, so this does not waste any time of attempting the paper.
- Figures** – Generally you can draw figures with pen. But preferably draw them with pencil. Generally a free hand diagram would do in an engineering paper but when done with a pencil is much easier to correct and change than a one drawn with pen. And it looks much neater.
- Rough Work** – Do not do rough work of any kind just next to the sum. Do the rough work in the margin. Or you could just mark the last page as rough work and do all the rough work there.
- Sub Question** – All the sub question of a question should be attempted in a sequential order. If you do not know a sub question leave appropriate place for it .Do not attempt the sub question anywhere else. This would be highly irritating for the examiner. He might not even check that answer.

All these small things do not take up a lot of time during the paper but if not done they make the paper untidy. Due to this the examiner might not be able to read exactly what you have written and it might affect your marks drastically. So do keep these tips in mind.

- Key examination question words and their meanings**

Key word	Meaning
analyse	Break up into separate parts and discuss, examine, interpret, explore and investigate each part. Say how each part is important. Explain how the parts are linked or related.

<b>apply</b>	Use in practical way. When you apply you show in a practical way what your understanding is. Use your knowledge and understanding of the topic to make it relevant to a situation, issue or problem.
<b>assess</b>	Judge or estimate the nature, quality or value of something. Make a value judgement that you justify by giving reasons.
<b>calculate</b>	You need to get to an answer by using numbers. You will add, subtract, multiply or divide numbers to reach an answer.
<b>comment</b>	Give your opinion on, explain or criticise. Make a judgement based upon the evidence.
<b>compare</b>	Look at two or more things. Identify similarities and differences. See how they are the same, and how they are different. Focus more on similarities than differences.
<b>complete</b>	Add the missing information.
<b>consider</b>	Think about and give your opinion.
<b>contrast</b>	Focus on the differences between two or more things. Show them in opposition to each other.
<b>create</b>	Put together ideas or parts to develop an original idea; engage in creative thinking; offer a novel or new suggestion or item.
<b>criticise</b>	You need to make judgements to show your own ideas and evaluation.
<b>critically analyse</b>	Show approval or disapproval, or find mistakes or faults, and merits or good aspects; give reasons.
<b>define</b>	You need to give the exact meaning of the term or words. Definitions are short and exact. This is not a discussion.
<b>describe</b>	Give an account of something where you recall what you have learned or state what you observed.
<b>determine</b>	Find out the facts. For example, determine how many learners in Grade 11 do physical exercise more than four times a week.
<b>discuss</b>	Write about something; compare a number of possible views about an issue or problem. Debate, consider, and argue the issues. Include comparisons and contrasts, look at pros and cons. Say what you think about the topic. Give a full answer in sentences, not just a list in point form. Always give a conclusion.
<b>do you think</b>	Give your OWN opinions about an issue or problem. Pay attention to the reason you give and arguments you offer; you will not be given marks just for an opinion. Provide well-reasoned or logical reasons for your opinions, based on facts.
<b>enumerate</b>	This is the same as list. Give a number of points.
<b>evaluate</b>	Give your own opinion and /or the opinions of others. Give evidence to support your evaluation. Give an indication of the amount, quality or value of something. Compare a number of possible views about an issue or problem. Make judgements based on facts.
<b>examine</b>	Carefully look at something and in detail so you can comment on it. Break down an issue or problem into smaller parts to understand it. Then explain what you have learned.

<b>explain</b>	Give details, describe, make clear, make it understandable. Make something plain or simplify. Describe in detail so that it can be understood. Always give examples when you are asked to explain.
<b>give</b>	You supply, provide, present, or offer information.
<b>identify</b>	Recognise and name someone or something; to say who or what they are.
<b>illustrate</b>	Give realistic examples. Explain very clearly. You can use examples and comparisons.
<b>interpret</b>	Show your understanding of the topic, comment on it, give examples. Describe relationships, explain the meaning.
<b>in your opinion</b>	This asks you what you think about something or feel about something. For example, in your opinion do the youth do enough to celebrate Youth Day on the 16 <sup>th</sup> of June?
<b>list</b>	Give a short list of the points. State in the shortest way. Be brief. Do not discuss or write an essay. Usually you write items one below the other in a list.
<b>match</b>	Find things that go together; find things that are similar or connected to each other.
<b>measure</b>	Find the size, quantity, etc. of something. Judge the importance, value or effect of something
<b>mention</b>	Write about something without explaining. There should be no detail; keep it brief.
<b>name</b>	Similar to mention; give a brief answer without long explanations.
<b>outline</b>	Summarise, describe main ideas and core points, concepts or events. Give an overview.
<b>prove</b>	Give the facts to support the issue.
<b>state</b>	Explain exactly and clearly as it is.
<b>suggest</b>	Give possible reasons or ideas. These must be believable; they do not necessarily have to be proven to work.
<b>summarise</b>	Give a very short and brief account. Include a short conclusion. Do not give unnecessary details.



## HOW TO ANSWER A PARAGRAPH/SHORT ESSAY QUESTIONS

- Don't use bullets/numbers.
- Write a topic sentence, supporting sentences and concluding sentences.
- Write short/simple sentences.
- A logical approach is expected.
- Use your own knowledge as well as the relevant information from sources.
- Do not copy word for word from the sources.

- **Top 10 Mistakes**

The top 10 mistakes that most students make when attempting a test or examination paper, and how to overcome them.

<i>MISTAKE</i>	<i>HOW TO CORRECT</i>
1. Spotting only some questions or cramming too much information into your memory	Start revising long before the exams in order to be able to cover all the work. Plan your study time
2. Arriving late/failing to bring necessary stationary	Give yourself enough time to travel to venue. Make a note on the exam time table e.g. remember calculator.
3. Panic before or during paper	Prepare well, sleep enough before a paper. Tell yourself it is not the end of the world and only an exam paper.
4. Failing to read instructions and scan through questions	Read the instructions and make sure of the number of questions you need to answer. Scan through a paper before you begin to write. Proceed to answer the easy questions first.
5. Failing to allocate time for each question/failing to plan your time	Allocate time to each question. Plan your exam time before you go to the exam room. Know how long you should take for the short and long questions. Allocate your time accordingly. If you fail to plan, you plan to fail!
6. Misinterpreting question/producing and incoherent answer/writing too much or too little	Underline the key words in the question. Make sure you just answer what the question requires.
7. Not sure how to start or end question	Don't waste time by starting over and over again. The emphasis should be on the flow of your ideas. Make sure paragraphs are coherent.
8. Writing illegible/failing to	If you're a looks like a u and your v looks like a u you will lose marks as the marker give up because he cannot read your answer. Practice your handwriting

9. Reading and writing too slowly	Practice your reading will increase your reading speed. Practice you writing skills or you can try different types of pens and pencils.
10. Forgetting to write your personal particulars	<p>Always start your exam by writing your personal detail on your exam book</p> <p>Write your name and particulars on the loose pages, as a whole stack of papers may fall apart during transit</p>

**COMPILATION OF A STUDY PLAN**

**A. "PROMOTION REQUIREMENTS FOR THE NATIONAL SENIOR CERTIFICATE"**

**Promotion Requirements for the National Senior Certificate**

<p><b>National Curriculum Statement SUBJECTS MINIMUM REQUIREMENTS FOR PROMOTION AND CERTIFICATION</b></p> <p><b>4 COMPULSORY SUBJECTS</b></p> <ul style="list-style-type: none"> <li>• 2 Languages (<i>one Language at Home Language and other Language at least at First Additional level or home language level</i>) One of these languages should be the language of learning and teaching (LoLT)</li> <li>• Mathematics OR Mathematical Literacy</li> <li>• Life Orientation</li> </ul> <p><b>3 CHOICE SUBJECTS</b></p> <ul style="list-style-type: none"> <li>• Any 3 other National Curriculum Statement subjects (including official and non-official languages at A learner must achieve 40% in three subjects, one of which is an official language at Home Language level, and 30% in three subjects.</li> </ul>
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**B. MINIMUM ADMISSION REQUIREMENTS FOR HIGHER EDUCATION STUDY PROGRAMMES**

When choosing subjects, it is advised that you:

- Consult the minimum admission requirements for programmes offered at higher education institutions from 1 January 2009
- Consult the various higher education institutions for their particular requirements for entry into certificate, diploma and degree programmes from 1 January 2009
- Consider personal career options after school based on own personal strengths
- Consider the trends and demands of the different job sectors
- Consider which work skills are most in demand.

The subjects you choose and your performance in all seven subjects will ultimately determine whether you will gain access to FET Colleges and higher education and what higher education programme you will qualify for. Higher Education Institutions offer three programmes: certificate, diploma and bachelor's degree. While you may meet all the requirements to be awarded a National Senior Certificate at the end of Grade 12 from 2008, those National Senior Certificate candidates wanting to enter higher education must make sure that they meet the minimum admission requirements for Higher Education AND the institutional requirements for the particular programme they wish to pursue.

#### Overview of minimum admission requirements

All three programmes require a National Senior Certificate, but differ in achievement ratings required-

<b>HIGHER CERTIFICATE</b>	<b>DIPLOMA</b>	<b>BACHELOR DEGREE</b>
<p>Appropriate combinations of recognised National Senior Certificate subjects and levels of achievement as required by the Higher Education Institution and programme to be followed.</p> <p>Example: Higher Certificate* in Architectural Design requires a specified level of attainment in Design and an associated recognised subject. Achievement rating of 3 (40-49%) or better in four recognised 20-credit subjects</p>	<p>Appropriate combinations of recognised National Senior Certificate subjects and levels of achievement as required by the Higher Education Institution and programme to be followed.</p> <p>Example: Diploma* in Datametrics might require a pass at a prescribed level in Mathematics or Information Technology.</p>	<p>Achievement of 4 (50-59%) or better in four subjects chosen from recognised 20-credit National Senior Certificate subjects (known as designated subject list). Institution entitled to specify a level of subject achievement and/or subjects required for a particular programme.</p> <p>Example: Degree* in Fine Art or Music – achieve at specified level in National Senior Certificate subject.</p>

NOTE: \* Each higher education institution reserves the right to set the entry requirements additional to the minimum requirements of the subject combination and performance in various subjects for the programmes of study at that particular institution.

<p>The following eighteen NCS subject are included on the designated list for Bachelor's Degree programmes:</p> <ul style="list-style-type: none"><li>• Information Technology</li><li>• Mathematics</li><li>• Mathematical Literacy</li><li>• Physical Sciences</li><li>• Life Sciences</li><li>• Accounting</li><li>• Business Studies</li><li>• Economics recognised languages</li></ul>	<ul style="list-style-type: none"><li>• Geography</li><li>• History</li><li>• Religion Studies</li><li>• Agricultural Sciences</li><li>• Dramatic Arts</li><li>• Visual Arts</li><li>• Music</li><li>• Engineering Graphics and Design</li><li>• Consumer Studies</li><li>• Languages: Language of instruction at the higher education institution and two other</li></ul>
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### **C. DEVELOPING A STUDY PLAN**

A study plan is a plan which covers the period of one academic year. The objective is to help you keep track of all tasks (formal and informal) to ensure that you plan and prepare for your performance and complete tasks in good time. This entails the drawing up of a year plan which covers all activities for your seven National Senior Certificate subjects.

### **STEP 1: IDENTIFY AND RECORD ALL DATES RELEVANT TO THE STUDY OF YOUR SEVEN SUBJECTS**

- Beginning and end dates of school terms
- All exam dates for individual subjects
- All test dates
- All assessment task submission dates

## **STEP 2: DIVIDE THE YEAR ACCORDING TO TEST AND EXAM DATES**

For example: The 40 weeks of the school year is divided into four terms. In the examination subjects, a test is written in terms 1 and 3 and an exam in terms 2 and 4 along with the other required formal assessment tasks

(Life Orientation excluded) – see example provided below.

**Term 1** = 10 weeks, test in last week

**Term 2** = 10 weeks, midyear exams in last two weeks

**Term 3** = 10 weeks, test in last week

**Term 4** = 10 weeks, end-of-year exams in last two weeks

## **STEP 3: APPLY THE 60/30/10 RULE**

Apply the 60/30/10 RULE to each part of the year

- 60% = explore: investigate and acquire information; read through all relevant information

- 30% = consolidate: put facts together in a logical framework; write summaries

- 10% = test: formulate and engage with possible questions

The exploration phase (acquisition of information) will run concurrently for each of the seven subjects and the consolidation phase (putting information together in a logical framework) can be divided to allow for the allocation of a block of time to each subject. During the consolidation phase, intensive studying and memorisation is done. The revision of information takes place during the testing phase.

## **STEP 4: PLAN FOR SUBMISSION OF ASSESSMENT TASKS**

Allow sufficient time for the completion of an assessment task (assignment, project or research report, etc.).

Apply 60/30/10 rule to other assessment tasks:

- 60% of time explore:

- Read up on the topic and gather information from all possible sources
- Draw up basic framework
- Make relevant notes
- 30% of time write:
  - Write up the assessment task
- 10% of time review:
  - Finalise assessment task for submission.

## **STEP 5: DISTRIBUTE TIME ACROSS SUBJECTS**

### **Exploration, Consolidation and Testing Technique (ECT)**

Distribute the time available for the completion of assessment tasks across the seven subjects. Mark each phase of the exploration, consolidation and testing (ECT) study process – see Step 3– on the year plan so that you know exactly what to do during certain times of the term in a year. Divide the time allocated to each of the three ECT phases among the seven subjects. For example, less time should be allocated to Life Orientation than the other 6 subjects and more time to subjects where learners experience challenges.

**NOTE:** Individual learners will allocate time to the seven subjects based on their strengths and weaknesses across the subjects. For example, a learner who is strong in Accounting and weaker at Mathematics will spend less time studying for Accounting than for Mathematics. Learners should be guided to allocate their time accordingly.

Once the year plan is in place, learners can move closer to implementation by breaking the plan down into short-term plans, in other words weekly and daily schedules. They can now provide concrete dates of when they will prepare for:

- Exams
- Tests
- Other formal assessment tasks

## **STEP 6: DEVELOP DAILY AND WEEKLY PLANNING SCHEDULES**

- Convert the year plan into short-term plans, that is, daily and weekly planning schedules.
- Provide a schedule for the week (e.g. Sunday to Saturday):

Indicate routine and fixed activities (including travelling time, relaxation, sport commitments, meals and family time) and their timeframes on a seven-day plan – this gives a good indication of the time available for study each week.

It is important to maintain a healthy balance between studies and other areas of life, although a learner may have to make adaptations during exam times and suspend certain activities for a couple of weeks at a time.

Build the activities indicated on the year plan into a weekly schedule – review the weekly schedule at the beginning of each week (e.g. Sunday evening) to know exactly what needs to be done each week.

Plan for each day:

- Indicate what needs to be done by the end of each day from a studying point of view.

### **SOURCES:**

*Study Management* by WA Van Schoor. JL van Schaik: Pretoria (1994).

*USE BOTH SIDES OF YOUR BRAIN* (3<sup>RD</sup> EDITION) BY TONY BUZAN. PLUME BOOKS: NEW YORK (1989).

## **Examination Writing Skills**

When you are told to start writing, remember to do the following:

1. Scan the questions
2. Mark the questions you can answer first.
3. Carefully read these questions.
4. Check the correct number of questions to answer in each section, for example, the instruction may also read as follows: “Select two questions from Section A and one question from Section B”.
5. Decide on an order in which to answer. Do your best answers first.

6. Look at the mark allocation.
7. Use the mark allocation to decide how long to spend answering each question.
8. Underline the keywords (question type) for each question.
9. Identify the main topic and discussion areas.
10. Plan your answer. (Where necessary make bullet point notes in the margin or on the back of the paper to trigger your memory; put these points into order before you start writing).
11. Stick to the point of the question.
12. Write your answer.
13. Use your plan at every stage of your answer, for example for each paragraph.
14. Leave some time aside to check your answers against your plan or your bulleted notes.
15. Check for mistakes.
16. If you have time, review your answers and make the relevant corrections.

**SOURCE:** Life Orientation Solutions for All, MacMillan (2013).

## Diagnostic Analysis of an Examination

There are several purposes:

- to provide feedback for teachers to modify and include certain learning activities
- to identify and remediate group or individual deficiencies
- it provides opportunities to close the gap between current and desired performance
- it provides information to teachers that can be used to help shape teaching
- Use the results of this Diagnostic Assessment to **check your learners' progress toward meeting the standards; to evaluate, adjust and strengthen their instruction; and to determine whether further diagnosis is needed.**

The Diagnostic Assessments categorize learner performance in one of three ways:

- **Clearly on track:** Learners meet the requirements of the level indicators for a standard. For learners whose scores show them to be clearly on track in terms of the concepts and skills indicated by a specific standard, you may revise your instruction to include activities that **challenge** the learners and extend their learning.
- **Further informal assessment , support or expanded opportunity may be needed:**Learners may be close to meeting the requirements of the grade-level indicators for a standard, but they need to be assessed later to ensure that they remain on track. For learners whose scores place them in the Further Assessment May Be Needed category, you may add opportunities during the day for learners to **practice** applying the concepts and skills indicated by a standard.
- **Needs further assessment, intervention expanded opportunity:**Learners need additional help to meet the requirements of the level indicators for a standard. For learners with scores in the Needs Further Assessment and/or Intervention category, you may need to **strengthen** the concepts and skills. In addition, you may want to explore options for more focused intervention.

### PROCESS:

1. Select 10% of examination scripts (THREE poor performing, THREE medium performing and FOUR well performing scripts):
2. Diagnostically analyse these scripts by answering the following questions so that the school and the district can:
  - Ensure that assessment is, was and will be as fair and reliable as possible and
  - Gauge where learners need assistance before the next examination.

IT IS VITALLY IMPORTANT THAT THIS QUESTIONNAIRE IS FILLED IN ACCURATELY AND HONESTLY.

EXAMINATIONS

**The following applies only to SECTION A:**

- A1. Were the **instructions clear?** (please also indicate if the level of language usage in the paper was good, fair or poor with regards to its appropriateness for the grade):
- A2. Are there learners **who did not understand the questions** even if the instructions were clear? If yes – why do you think this is so?
- A3. Were there any **questions that ALL or many of the learners got incorrect?** Please indicate which question/s and possible reasons for this:
- A4. Were there any **questions that ALL of the learners got correct?** Please indicate which question/s and possible reasons for this:
- A5. Were there any **questions that many learners omitted to answer?** Please indicate which question/s and possible reasons for this:
- A6. Were there any **questions that MOST / ALL learners misunderstood?** Please indicate which question /s and possible reasons for this:
- A7. What **knowledge questions did learners perform** badly in? \_\_\_\_\_
- A8. What **application questions did learners perform badly** in? \_\_\_\_\_
- A9. What **knowledge question did learners perform well** in? \_\_\_\_\_
- A10. What **application question did learners perform well** in? \_\_\_\_\_

**The following applies only to SECTION B:**

- B1. Were the **instructions clear?** (please also indicate if the level of language usage in the paper was good, fair or poor with regards to its appropriateness for the grade):
- B2. Are there **learners who did not understand the questions even if the instructions** were clear and simple? If yes – why do you think this is so?
- B3. Were there any questions **that ALL or many of the learners got incorrect?** Please indicate which question/s and possible reasons for this:
- B4. Were there any questions **that ALL of the learners got correct?** Please indicate which question/s and possible reasons for this:
- B5. Were there any **questions that many learners omitted to answer?** Please indicate which question/s and possible reasons for this:
- B6. Were there any **questions that MOST / ALL learners misunderstood?** Please indicate which question /s and possible reasons for this:
- B7. What **knowledge** questions did learners do badly in? \_\_\_\_\_
- B8. What **application** questions did learners do badly in? \_\_\_\_\_
- B9. What **knowledge** question did learners do well in? \_\_\_\_\_
- B10. What **application** question did learners do badly in? \_\_\_\_\_
- B11. Is there **a source that is not appropriate** or irrelevant in the paper. Please indicate which source and reasons for this?
- B12. Are there any **questions in this section that learners answered well that was not dealt with in detail** in class? Please indicate:
- B12. Are there any **questions in this section that learners answered badly that was dealt with in detail** in class? Please indicate:

- B13. Is any **particular topic that learners answer well and show insight into**? Please indicate which topic and a possible reason for this:
- B14. Is there any particular **topic that learners show lack of insight and answer poorly**? Please indicate which topic and a possible reason for this:
- B15. Which particular skill are learners struggling with the most in Section B?
- Answering directly from the passage e.g. identify, name
  - Advise / suggest
  - Motivate / discuss / explain
  - Predict
  - Interpret

Please indicate the skills and possible reasons for the challenge:

**The following applies only to SECTION C:**

- C1. Were the **instructions clear**? (please also indicate if the level of language usage in the paper was good, fair or poor with regards to its appropriateness for the grade):
- C2. Are there **learners who did not understand the questions** even if the instructions were clear and simple? If yes – why do you think this is so?
- C3. Were there any **questions that ALL or many of the learners got wrong or performed poorly** in? Please indicate which question/s and possible reasons for this:
- C4. Were there any **questions that ALL of the learners got correct**? Please indicate which question/s and possible reasons for this:
- C5. Were there any **questions that many learners omitted to answer**? Please indicate which question/s and possible reasons for this:
- C6. Were there any **questions that MOST / ALL learners misunderstood**? Please indicate which question /s and possible reasons for this:
- C7. What **knowledge** questions did learners do badly in? \_\_\_\_\_
- C8. What **application** questions did learners do badly in? \_\_\_\_\_
- C9. What **knowledge** question did learners do well in? \_\_\_\_\_
- C10. What **application** question did learners do badly in? \_\_\_\_\_
- C11. Is there a **source that is not appropriate** or irrelevant in the paper. Please indicate which source and reasons for this?
- C12. Are there any **questions in this section that learners answered well that was not dealt with in detail** in class? Please indicate:
- C13. Are there any **questions in this section that learners answered badly that was dealt with in detail** in class? Please indicate:
- C14. Is any particular **topic that learners answered well and showed insight into**? Please indicate which topic and a possible reason for this:
- C15. Is there any particular **topic that learners showed lack of insight and answered poorly**? Please indicate which topic and a possible reason for this:
- C16. Which particular skill are learners struggling with the most in the higher order thinking questions? Please comment on how you believe this can be most effectively addressed.
- To write an essay
  - To critically discuss and motivate

- To evaluate or analyse
- To provide solutions
- To logically and systematically present an argument
- To provide an opinion and substantiate answers