NATIONAL CERTIFICATES (VOCATIONAL)

SUBJECT GUIDELINES

LIFE ORIENTATION

NQF LEVEL 2

IMPLEMENTATION: JANUARY 2013

INTRODUCTION

A.   What is the subject *Life Orientation* about?

The National Certificates (Vocational) is qualifications at NQF Level 2 - 4 offered in Further Education and Training Colleges. The Fundamental component of the National Certificates (Vocational) is integral to all vocationally orientated qualifications that allow the student to progress into further learning along a vocational pathway in various fields. Life Orientation is one of three fundamental subjects that enhances students' possibilities to achieve success in their vocational studies as well as in life.

This subject consists of a combination of life skills and information and communication technology (ICT) that covers essential topics such as personal and career development, health and well-being, citizenship, and learning skills, as well as basic computer applications.

The content matter used for application in the ICT component of the subject must be based on the content matter of the first four topics of the life skills component. Assessments should not use unrelated texts and content outside of this curriculum. For example, when creating and editing a word document, the content matter of the text could be the key habits of a healthy lifestyle.

B.   What are the Aims of the subject *Life Orientation*?

This subject aims to equip students with skills, values and knowledge necessary to adapt, survive and succeed in a constantly changing world. Whilst the vocational training is grounded in the South African context, it also incorporates global imperatives.

Life Orientation aims to equip students in a holistic way with the personal, psychological, cognitive, physical, moral, social and cultural skills to live meaningful and successful lives. The subject aims to enable students to respond positively to the challenges of a constantly changing world, to make informed and responsible decisions, realise their potential and make a meaningful contribution to our South African society and economy, as they become vocationally qualified.

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

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

C.   Why is *Life Orientation* important as a Fundamental subject?

The core motivation for the provision of Life Orientation is the holistic development of individuals with the required skills, knowledge and values and the necessary cognitive processes. This is to enable the application of these skills in both the workplace and in life, in a considerate, reflective, informed and thoughtful manner.

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D. What is the link between *Life Orientation* Learning Outcomes and the Critical and Developmental Outcomes?

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

E. Which factors contribute to achieving the *Life Orientation* Learning Outcomes?

- Enabling environment – It is important that Life Orientation is presented within a context of honest enquiry and respect.

- Resources – The student must have access to all the necessary resources required.

- Exposure to particular experiences – The student must be exposed to real community and social issues that will create a real context within which their projects can unfold.

- Suitable qualified lecturers – The Life Orientation lecturer must have a basic knowledge of psychology and of life skills, and study programmes in FET Colleges and be well informed about health and well-being, HIV and AIDS, human rights, career education and the latest developments in various career fields, community issues, accessing community structures and should possess basic research and networking skills.

- The ICT lecturer must be computer literate and have an advanced knowledge of the following programmes: Word processing, Spreadsheets, Presentation and knowledge of the Internet and email.

- The life skills and ICT components could be taught by the same lecturer where possible, or by two different lecturers, depending on the qualifications of the lecturers.

- Creativity – The lecturer should apply creativity to ensure that Life Orientation is offered in an innovative, interactive and exciting way, to enable students' full participation and enjoyment of this subject.

LIFE ORIENTATION – LEVEL 2

CONTENTS

1 DURATION AND TUITION TIME

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

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

The lecturing/contact time will be divided as follows: a minimum of 3 hours per week for the life skills component, and a minimum of 2 hours per week for the ICT component. This means that the fundamental subject Life Orientation has a minimum of 5 hours per week allocated on the timetable.

2 SUBJECT LEVEL OUTCOMES AND FOCUS
SAQA qualification 50440

PART ONE OF THE SUBJECT: LIFE SKILLS COMPONENT

Exit Level Outcome 1:
Create self- awareness to improve relationships and practise proper time management

Associated Assessment Criteria;
- Personal strengths and abilities are profiled to demonstrate self-awareness and promote self-motivation in terms of a chosen career path
- Realistic goals for personal development, studies and career are set
- Time is planned and managed in terms of activities and responsibilities
- Ways to manage emotions and personal relationships intelligently are discovered.

Exit Level Outcome 2:
Discover different learning skills and draw up a study plan

Associated Assessment Criteria;
- The functioning and working of the brain when learning takes place is explained
- A study plan is developed.

Exit Level Outcome 3:
Realise the importance of a healthy balanced lifestyle

Associated Assessment Criteria;
- A balanced lifestyle is described
- The effects of substance abuse on a person and society is described
- Human sexuality within relationships is described
- Fire safety measures are explained.

Exit Level Outcome 4:
Explain proper behaviour and responsibilities of citizens

Associated Assessment Criteria;
- Human rights and responsibilities are explained
- Ethical behaviour at college and in personal life is explained

- A community volunteer project is initiated.

PART TWO OF THE SUBJECT: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Exit Level Outcome 5:
Apply basic computer skills in a Microsoft Office programme.

Range: Word processing, Excel, PowerPoint

Associated Assessment Criteria

- Word documents are created, opened, formatted, saved and printed using basic features

- Excel (Spread sheet) documents are created, opened, formatted, saved and printed using basic features

- PowerPoint (Presentation) Presentation documents are created, opened, formatted, saved and printed using basic features

Exit Level Outcome 6:
- Use the internet as a resource of information and communication

Associated Assessment Criteria

- The Internet is used to create an e-mail address and communicate electronically using basic features

3   ASSESSMENT

Information provided in this document on internal and external assessment aims to inform, assist and guide a lecturer to effectively plan the teaching of the subject.

The *Assessment Guidelines for Life Orientation Level 2,* which compliments this document, provides detailed information to plan and conduct internal and external assessments (and mark allocations)

3.1 Internal assessment (25 percent)
Detailed information regarding internal assessment and moderation is outlined in the current ICASS Guideline document provided by the DHET

3.2 External examination (75 percent)
A national examination is conducted annually in October/November by means of a paper/s set and moderated externally.

Detailed information regarding external assessment and moderation is outlined in the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificate Vocational Gazette number 30287 dated 12 September 2007*

4   WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE	*TEACHING HOURS
1. Personal and Career Development	20	22
2. Learning skills	8	9
3. Health and Well-being	20	22
4. Citizenship	12	13
5. Introductory Theory of Information and Communication Technology (ICT) *Note: Not to be assessed*	-	-

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6. Basic features of Microsoft Word (Word-processing programme)	12	13
7. Basic features of Microsoft Excel (Spreadsheet programme)	12	13
8. Basic features of Microsoft PowerPoint (Presentations)	8	9
9. Introduction to the Internet and e-mail	8	9
	100	**110**
NOTE: Topics 1-4 makes up 60% and Topics 6-9 40% of the weighting in this subject		

Teaching Hours refer to the minimum hours required for face to face instruction and teaching. This number excludes time spent on revision, test series and internal and external examination/assessment. The number of the allocated teaching hours is influenced by the topic weighting, complexity of the subject content and the duration of the academic year.

5   CALCULATION OF FINAL MARK

Continuous assessment   Student's mark/100 x 25/1 = a mark out of 25 (a)
Examination mark: Student's mark/100 x 75/1= a mark out of 75 (b)
Final mark: **(a) + (b) = a mark out of 100**

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

6   PASS REQUIREMENTS

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

7   SUBJECT AND LEARNING OUTCOMES

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

Topic 1: Personal and Career Development
Topic 2: Learning Skills
Topic 3: Health and Well-being
Topic 4: Citizenship
Topic 5: Introductory Theory of Information and Communication Technology (ICT)
Topic 6: Basic features of Microsoft Word (Word-processing programme)
Topic 7: Basic features of Microsoft Excel (Spreadsheet programme)
Topic 8: Basic features of Microsoft PowerPoint (Presentations)
Topic 9: Introduction to the Internet and E-mail

These Subject and Learning Outcomes are the minimum to cover to enable students to sit for the end of the year examination.

Lecturers are however encouraged to allow students, where the need arises, to go beyond the minimum and add/use additional information for enrichment purposes.

Topic 1: Personal and Career Development

Subject Outcome 1.1: Profile personal strengths and abilities to demonstrate self-awareness and to promote self-motivation in terms of choosing a career path
Learning Outcomes:

The student should be able to:
1.1.1   Explain the benefits of being confident and having a positive self image
1.1.2   Identify strengths and abilities in a personal SWOT analysis
1.1.3   Identify factors that detract from self-esteem and suggest how to counter these
1.1.4   Explain the meaning and value of self-motivation
1.1.5   Provide examples of self-motivation
1.1.6   Explore strategies to motivate oneself
1.1.7   Identify sources for own job opportunities and collect information about a range of possible careers

Subject Outcome 1.2: Set realistic goals for personal development, studies and career

Learning Outcomes:

The student should be able to:
1.2.1   Set SMART goals (SMART: specific, measurable, achievable, realistic and time bound) for personal development and studies
1.2.2   Prioritise goals
1.2.3   Identify examples of perseverance in self and others
1.2.4   Explain attitudes, values and skills that impact positively on the achievement of goals in relation to goals set
         Range not limited to but including: self-motivation, perseverance, positive thinking and self image, ambition, responsibility, punctuality,
1.2.5   Identify factors that impact negatively on the achievement of goals and contingency measures to overcome these obstacles
         Range of factors not limited to but include:
         Absenteeism, late coming, laziness, unplanned pregnancy, poverty, taking care of minors, peer pressure, making harmful choices.

Subject Outcome 1.3: Plan and manage time in terms of selected activities and responsibilities

Learning Outcomes:

The student should be able to:
1.3.1   Identify and describe the principles of time management.
1.3.2   Explain the importance of punctuality and due dates(deadlines)
1.3.3   Describe the negative effects of procrastination
1.3.4   Identify common time wasters and suggest ways to counter these
1.3.5   Identify and use time management tools to plan on a short, medium and long term basis.

Subject Outcome 1.4: Discover ways to manage emotions and personal relationships intelligently

Learning Outcomes:

The student should be able to:
1.4.1   Describe the characteristics of a positive relationship
         Range of characteristics include but not limited to: Respect for different opinions, trust, empathy, sharing, listening, and inclusivity and non-discriminative behaviour.
1.4.2   Identify appropriate ways to express emotions in personal relationships and at college
1.4.3   Explain how to deal constructively with emotions such as anger, disappointment and sadness
1.4.4   Explore strategies to establish constructive and beneficial relationships
1.4.5   Describe how to resist negative peer pressure and bullying
1.4.6   Identify strategies to cope with the challenges of being a college student.
         Range for strategies include but not limited to: Resilience, positive attitude,
         decision making skills, coping with independence and choice, coping with change.

Topic 2: Learning Skills

Subject Outcome 2.1: Explain how the brain works during the learning process

Learning Outcomes:

The student should be able to:
2.1.1   Give a basic description of how the brain works when we learn
2.1.2   Explain why sufficient sleep is necessary for good performance
2.1.3   Identify the brain's nutritional needs and identify foods that detract from concentration when studying
2.1.4   Suggest affordable sources of food to ensure optimal brain functioning during study times
2.1.5   List the multiple intelligences and identify own strengths in terms of the intelligences.

Subject Outcome 2.2: Develop a study plan

Learning Outcomes:

The student should be able to:
2.2.1   Compare the advantages and disadvantages of joining a study group
2.2.2   Draft a study time table/plan to allow sufficient time for study
2.2.3   Track academic progress in all subjects and devise an action plan to maintain or improve academic performance.

Topic 3: Health and Wellbeing

Subject Outcome 3.1: Describe a balanced lifestyle

Learning Outcomes:

The student should be able to:
3.1.1   Identify the key habits of a balanced lifestyle, for example, healthy nutrition, regular exercise, avoiding stimulants, and making healthy lifestyle choices
3.1.2   Explain the benefits of regular physical exercise
3.1.3   Measure and record own level of fitness in terms of cardiovascular endurance, muscular strength and flexibility
Note: Use of sophisticated equipment is not required; use basic fitness measures like jogging on the spot or around the building, climbing stairs, rapidly standing up and sitting down and taking heart and pulse rates.
3.1.4   Plan a fitness programme to maintain or improve recorded fitness levels
3.1.5   Identify own nutritional habits and develop an action plan to maintain or improve healthy nutrition.

Subject Outcome 3.2: Describe the effects of substance abuse on a person and society

Learning Outcomes:

The student should be able to:
3.2.1   Define 'addiction'
3.2.2   Discuss different types of addictions and their symptoms/signs, including smoking, alcohol abuse, drug abuse and overuse of OTC and prescription medicines
3.2.3   Discuss the dangers of not following instructions for medication.
3.2.4   Identify and explain the effects of different types of addiction on the person, family and community
3.2.5   Identify available support services and how they can be accessed.

Subject Outcome 3.3: Describe human sexuality within relationships

Learning Outcomes:

The student should be able to:

3.3.1   Describe the biological/physiological differences between females and males
3.3.2   Compare and describe gender roles, responsibilities and behaviour within relationships
3.3.3   Identify situations which are likely to lead to risky sexual encounters and behaviour
         Range: Date rape, unwanted pregnancies and STIs, including HIV
3.3.4   Explain how to avoid these situations and make informed and responsible decisions in terms of
         sexuality and relationships.

Subject Outcome 3.4: Explain fire safety measures

Learning Outcomes:

The student should be able to:
3.4.1   Identify fire risks
3.4.2   Explain how to prevent fires
3.4.3   Describe what to do in a fire emergency
3.4.4   Describe basic first aid for burn victims.

Topic 4: Citizenship

Subject Outcome 4.1: Explain human rights and responsibilities

Learning Outcomes:

The student should be able to:
4.1.1   Identify appropriate responsibilities with each human right as stated in the South African Bill of
         Rights
4.1.2   Describe the attributes of a good South African citizen with reference to role models
4.1.3   Investigate ways to protect the environment at the college.

Subject Outcome 4.2: Explain ethical behaviour at college and in personal life

Learning Outcomes:

The student should be able to:
4.2.1   Explain what ethical and moral behaviour means
4.2.2   Explain responsibilities and duties as a college student with reference to bursaries and other funding,
         for example parental funding
4.2.3   Describe own ethical values and behaviour at the college.

Subject Outcome 4.3 Volunteer in a community project

Learning Outcomes:

The student should be able to:
4.3.1   Explain the need for and importance of volunteering in the community
4.3.2   Work in a group to do a community volunteer project
4.3.3   Report on teamwork and leadership skills.

Topic 5: Introductory Theory of Information and Communication Technology (ICT)
Note: Not to be assessed
Subject Outcome 5.1: Explain what a personal computer is and how it is used
Learning Outcomes
The student should be able to
5.1.1   Identify the basic components of a computer
5.1.2   Identify the purpose and use of the basic components of a computer

Subject Outcome 5.2: **Explore and use the Windows Operating System**

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Learning Outcomes:

The student should be able to:

5.2.1   Understand what the purpose of an Operating System is.
5.2.2   Identify and name components of the Windows desktop
5.2.3   Use the start button on the taskbar to gain access to other functions of Windows;
5.2.4   Open different windows
5.2.5   Use two programs simultaneously in Windows and switch between the two;
5.2.6   Identify the content of disks and folders in the content panel of Windows Explorer;
5.2.7   Identify the file types correctly according to their extensions;
5.2.8   Create folders;
5.2.9   Use the Help function to solve problems

Topic 6: Basic features of Microsoft Word (Word-processing programme)
Subject Outcome 6.1: Demonstrate keyboard proficiency in a Word document.
Learning Outcomes:

The student should be able to:

6.1.1   Identify and use a number of keys and explore their effects in a word document.
          Range: Alphabetical keys; number keys/num lock; Caps Lock; Enter; Backspace; Delete;
          Spacebar; Shift; Tab; Ctrl + Alt; Delete and F keys
6.1.2   Practise using these keys to create and edit a text document, for example using tab key for indenting

Subject Outcome 6.2 Use basic features to create and edit a Word document
Learning Outcomes:

The student should be able to:

6.2.1   Create and save a Word document
6.2.2   Use basic features to format a Word document
          Range to format text: Highlight text; type text in bold, italics and underline; type text in different font
          types and font sizes; use numbers and bullets on first and second levels and use the alignment
          functions - left, right, centre, insert headers and footers
6.2.3   Use basic features to edit a Word document
          Range: Move around in the document, type in it (INS); add text; delete text; start a new paragraph;
          type in capital letters (upper case), lower case and title case and use UNDO and REDO functions
6.2.4   Spell check; preview and print the document

Topic 7: Basic features of Microsoft Excel (Spreadsheet programme)
Subject Outcome 7.1: Use basic features to create and edit a Spreadsheet
Learning Outcomes:

The student should be able to:

7.1.1   Create and save a Spreadsheet
7.1.2   Use basic features to format a Spreadsheet
          Range to format text: Highlight text; type text in bold, italics and underline; type text in different font
          types and font sizes; use different alignment functions - left, right, centre, merge and centre; adjust
          the width of the columns and height of rows and insert borders (horizontal and vertical lines), insert
          headers and footers
7.1.3   Use basic features to edit and change information in a spreadsheet
          Range of editing: Move around in the document; delete text; type in capitals letters (upper case),
          lower case and title case; insert rows and columns and use UNDO and REDO functions
          Range of changes: Change the contents of a cell or part of the contents of a cell, change the formats
          of dates and currency, change number formats and decimal settings

7.1.4   Spell check; preview and print the document

Subject Outcome 7.2 Use formulae to perform basic calculations in a spreadsheet
Learning Outcomes:
The student should be able to:

7.2.1   Perform the basic spreadsheet calculations
         Range: Add, subtract, divide, multiply, autosum
7.2.2   Preview and print the document

Topic 8: Basic features of Microsoft PowerPoint (Presentations)
Subject Outcome 8.1 Use basic features to create and format slides

Learning Outcomes:

The student should be able to:

8.1.1   Create and save slides using different slide layouts and format themes
8.1.2   Use basic features to format the slides
         Range to format text: Highlight text; type text in bold, italics and underline; type text in different font types and font sizes; use numbers and bullets on first level and use the alignment functions - left, right, centre, insert headers and footers
8.1.3   Spell check and save the presentation
8.1.4   Preview and print by selecting different printing options.
         Range: Slides, handouts and notes pages

Topic 9: Introduction to E-Mail and Internet

Subject outcome 9.1: Explore the World Wide Web

Learning Outcomes:

The student should be able to:

9.1.1   Launch the Internet Explorer Browser
9.1.2   Find and explore different websites on the Internet

Subject outcome 9.2: Use the Internet to communicate via e-mail
Learning Outcomes:
The student should be able to:
9.2.1   Create an e-mail address on the Internet
9.2.2   Draft and send e-mails to friends and fellow students
9.2.3   Retrieve e-mails and respond appropriately

8. RESOURCE NEEDS FOR THE TEACHING OF LIFE ORIENTATION – LEVEL 2

8.1 Human resources
The Life Orientation lecturer must have a basic knowledge of psychology and of life skills, and be well informed about health and well-being, HIV and AIDS, human rights, career education and the latest developments in various career fields, community issues, accessing community structures and should possess basic research and networking skills.

The lecturer should apply creativity to ensure that Life Orientation is offered in an innovative, interactive and exciting way, to enable students' full participation and enjoyment of this subject

The ICT lecturer must be computer literate and have an advanced knowledge of the following programmes: Word processing, Spreadsheets, Presentation and knowledge of the Internet and e-mail.

The life skills and ICT components could be taught by the same lecturer where possible, or by two different lecturers, depending on the qualifications of the lecturers.

8.2 Physical resources
- Theory classrooms equipped with notice boards
- Resources/media centres with internet access
- Suitably equipped computer room with internet access

8.4 Consumables
- Files for Portfolios of Evidence (PoE)
- Printing paper and cartridges for printers
- Stationery, for example pens, pencils, crayons, magnets, cardboards and coloured papers

8.5 Learning and teaching materials
- Student Textbooks
- Newspapers, magazines and posters

8.6 Other resources
- Exposure to particular experiences – The student must be exposed to real community and social issues that will create a real context within which their projects can unfold.