education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CURRICULUM STATEMENT
GRADES 10-12

LIFE ORIENTATION

GRADE 12 TEACHER GUIDE

Teacher Guide – Life Orientation

This guide has been developed by the Department of Education for Grade 12 teachers of Life Orientation. The content has been informed by the Grade 12 Life Orientation national moderation process in November 2008.

The examples of Formal Assessment Tasks have been developed from excellent practice observed during the national moderation of Life Orientation. The tasks are a combination of questions from different schools, set at provincial, district and school levels across the country.

Teachers should use this guide in conjunction with:

- Life Orientation Subject Statement (DoE, 2003)
- Subject Assessment Guidelines: Life Orientation (DoE, 2008)
- Learning Programme Guidelines: Life Orientation (DoE, 2008)

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INTRODUCTION

Life Orientation is one of the four fundamental subjects within the seven subject package that learners must offer to qualify for the National Senior Certificate (NSC). Of the 29 subjects of the National Curriculum Statement (NCS), Life Orientation is the only subject that is not externally assessed in Grade 12. It is the only subject that is 100% internally assessed for certification purposes.

From 2 – 20 November 2008 external moderation of learner performance in Grade 12 Life Orientation took place across the nine provinces. A National Moderation Team visited the nine provincial moderation sites to moderate the collection of learner evidence presented by each province. Thirty (30) schools in six provinces (Eastern Cape, Free State, Gauteng, North West, Northern Cape and Western Cape), 31 schools in Mpumalanga and 45 schools in Kwa-Zulu Natal and Limpopo Provinces were sampled for the national moderation process. One teacher portfolio and three collections of learner evidence per school were submitted for moderation of Grade 12 Life Orientation learner performance.

The purpose of the moderation process was to verify learner performance and assess the quality of the five formal Programme of Assessment tasks undertaken in Grade 12 in 2008. As Life Orientation was implemented for the first time in Grade 12 in 2008, there were no standards against which learners' performance in 2008 could be evaluated. Therefore the moderation of Grade 12 Life Orientation learner performance for 2008 focused on determining whether the implementation of Life Orientation at schools:

- was in line with policy, that is, the Protocol on Assessment, National Curriculum Statement: Grades 10-12, Subject Assessment Guidelines (Department of Education, 2008) and Learning Programme Guidelines (Department of Education, 2008);
- gave Grade 12 learners the opportunity to attempt the five formal Life Orientation tasks required for the grade;
- covered the Grade 12 content, that is, tasks should have addressed content dealt with in the four Learning Outcomes.

This Guide makes suggestions for teaching Grade 12 Life Orientation from lessons learnt in the national moderation process.

HOW TO USE THIS GRADE 12 TEACHER GUIDE

The Grade 12 Life Orientation Teacher Guide is intended, primarily, to give feedback on the moderation process to Life Orientation subject advisors and teachers and assist in the setting of standards for Life Orientation for the ensuing three year cycle of implementation (2009 – 2011). It also has been developed to share best practice in the form of good quality assessment tasks and marking memoranda (assessment tools).

Teachers should use this Teacher Guide in conjunction with the textbook used in the Life Orientation classroom. The Guide provides suggestions for the formal assessment tasks prescribed in the Programme of Assessment for Life Orientation for Grade 12. Teachers should view these as examples and adapt them for use in their particular school.

TEACHING AND ASSESSMENT IN GRADE 12 LIFE ORIENTATION

TIME ALLOCATION IN GRADE 12

There are 60 hours (30 weeks x 2 hours per week) available for the teaching of Life Orientation in Grade 12.

The following broad time allocation is suggested:

Learning Outcome	Grade 12
1: Personal-Well Being	10hours
2: Citizenship	10 hours
3: Recreation and Physical Well-being	30 hours
4: Careers	10 hours
TOTAL	60 hours

GRADE 12 LESSON PLANS

The Lesson Plans and Assessment Plans should be drawn directly from the Grade 12 Work Schedule that the teacher is using.

The Lesson Plans, each containing their own coherent series of activities, should aim to develop the knowledge, skills and values that enable learners to set goals and realise these goals with respect to personal lifestyles, civic responsibilities, physical well-being and career choices. They should prepare and equip learners with knowledge and skills that will assist them to successfully attempt the formal tasks for each term.

To achieve regular and continuous participation in Physical Education, each lesson plan must include planning for the movement activities that appear on the Work Schedule for that date. While these movement activities focus primarily on Learning Outcome 3 (Physical Education), the knowledge, skills and values to be addressed in the movement activities should link with the content of Learning Outcomes 1, 2 and 4.

GRADE 12 ASSESSMENT PLANS

The minimum promotion requirement for Life Orientation is 30%.

All Grade 12 learners are expected to complete five formal Programme of Assessment tasks which are internally set, assessed and moderated. Of the five formal tasks, two must be internal examinations/ tests, one must be a Physical Education Task and the remaining two tasks can take any form suitable to the teaching, learning and assessment of Life Orientation. See Section 3 of the Subject Assessment Guidelines for Life Orientation (DoE, January 2008) for further information.

The five formal tasks for Grade 12 should be spread across the three school terms as follows:

SUBJECT	SPREAD OF FORMAL TASKS			TOTAL
	Term 1	Term 2	Term 3	
Life Orientation	1	2	2	5

It is suggested that the two internal examinations/ tests take place in terms 2 and 3. They should coincide with the internal examinations for other Grade 12 subjects and make it possible for Life Orientation teachers to administer them as part of the school examination timetable instead of during Life Orientation contact time.

The Physical Education Task (PET) constitutes the fifth task and is administered across the first three school terms. Learner participation and performance is assessed and reported on in each term. The marks obtained per term are added up to give a total mark out of 100 for the Physical Education Task (PET) at the end of Grade 12.

Life Orientation teachers are also strongly encouraged to expose Grade 12 learners to optional Certificate Tasks (participation- and/or performance-based) where it is practically possible. Such experience will enhance learners earning and learning potential. See Section 4 of the Subject Assessment Guidelines for Life Orientation (DoE, January 2008) for further guidance.

The mark allocation for the five formal Programme of Assessment tasks is as follows:

TASKS	MARKS (%)
2 X Exams/ Tests • Mid-year (75 marks) • September (75 marks)	150 (37.5%)
1 X Physical Education Task (PET) • Term 1 (25 marks) • Term 2 (50 marks) • Term 3 (25 marks)	100 (25%)
2 X Other tasks • Term 1 (75 marks) • Term 2 (75 marks)	150 (37.5%)
TOTAL	400 (100%)

When reporting on learner performance the following marks are applicable per term in Grade 12:

Term 1	Term 2	Term 3	TOTAL
Task 1- Other: 75 PET: 25	Task 2- Other: 75 Task 3- Exam/ Test: 75 PET: (25 X 2) 50	Task 4- Exam/ Test: 75 PET: 25	Tasks 1-4: 300 Task 5 (PET): 100
100	200	100	400/4 = 100

GUIDELINES FOR TEACHING AND ASSESSMENT OF GRADE 12 LIFE ORIENTATION

1. WORK SCHEDULES

A good Work Schedule must always:

- Include the core content for Life Orientation in Grade 12;
- Place the content in a coherent sequence;
- Allocate a time frame to each set of content;
- List the informal assessment tasks that can be used to facilitate the teaching and learning of each set of content;
- Indicate the formal tasks to be completed during a term; and
- List resources that can be considered when presenting content.

The Learning Programme Guidelines (LPG): 2008 published by the Department of Education provide an example of a full Work Schedule including all 16 Assessment Standards (content) for Grade 12 for the implementation of Life Orientation in Grade 12.

If Life Orientation teachers choose to use the example of the Work Schedule provided in the LPG, they should make adjustments to the Work Schedule example to suit their local circumstances/ contexts. The Physical Education component of the Life Orientation curriculum should be planned and reflected in the Work Schedule. This provides the basis for the weekly Physical Education period.

2. PROGRAMME OF ASSESSMENT (POA)

In Life Orientation a Programme of Assessment must be aligned to the Protocol on Assessment and Subject Assessment Guidelines: DoE, 2008 regarding the number, spread and nature of the tasks. The Life Orientation teacher must provide the Programme of Assessment plan to the school management in order to inform the school assessment plan, and should be provided to parents and learners at the beginning of the school year.

In order to assist learners to prepare for the formal assessment tasks, the following important elements should be indicated on the Programme of Assessment:

- Form of assessment per term;
- Content to be assessed for each task;
- Assessment tool for each task;
- Mark allocation and submission date for each task; and
- Spread of Physical Education across the three terms.

Planning for assessment in Grade 12 should be done to allow for completion of the five formal Programme of Assessment tasks within the first three terms of the school year. The five formal tasks in Grade 12 Life Orientation will be externally moderated at the beginning of the fourth term before the Grade 12 learners sit for their NSC examinations. An example of a Programme of Assessment in Grade 12 Life Orientation is provided in Table 1 and should not be longer than an A4 page.

Table 1 An example of a Programme of Assessment

Term 1	Term 2	Term 3	TOTAL
Task 1 -: Source-based 75 Content – Preparation for the Grade 12 exams and life style choices Assessment Tool – Marking Guideline and Matrix Submission Date - 04 March 2009	Task 2 -: Portfolio 75 Content: Preparation for NSC and life after school – Personal Mission Statement Assessment Tool – Marking Guideline and Rubric Submission Date- 15 May 2009 Task 3 -: Test/ Exam: 75 Content - all content dealt with to date (all classroom and formal activities) Assessment Tool – Memorandum & Matrix/ Rubric Date - Midyear Examinations timetable	Task 4 -:Test/ Exam: 75 Content - all content dealt with to date (all classroom and formal activities) Assessment Tool – Memorandum & Matrix/ Rubric Date - Trial Examinations timetable	Tasks 1-4: 300
PET: 25 Logbook: Relaxation and recreational activities Assessment Tool - Checklist	PET: (25 X 2) 50 Logbook: Fitness Programme Assessment Tool - Checklist	PET: 25 Logbook: Sports and Games activities Assessment Tool - Checklist	Task 5 (PET): 100
100	200	100	400/4 = 100%

3. ASSESSMENT TASKS AND ASSESSMENT TOOLS

The instructions of all the five formal assessment tasks (exams, other tasks and Physical Education task) should be clear. Learners must understand what is expected of them and the marks allocated. The scope and depth of the tasks should be of Grade 12 level. The assessment tools, that is, memoranda, rubrics, checklists and matrices of the tasks must provide clarity on what is expected.

The examination papers, source-based task, portfolio task and Physical Education activities and their marking memoranda, rubrics and matrices in this Guide are examples of good practice that were observed during the November 2008 Grade 12 Life Orientation national moderation process in 9 provinces. Life Orientation teachers could use these examples as guidelines when they set their own assessment tasks.

4. INTERNAL EXAMINATIONS

Examinations/ tests in Grade 12 Life Orientation should be administered twice a year (June and September) and should be at least 60 minutes in length. They should comprehensively address the knowledge, skills and values covered in Grade 12 Learning Outcomes (content) addressed by the time the exam is written.

Examinations/ tests should incorporate more than one type of question, cater for different cognitive levels and focus more on the *application of knowledge* in an integrated manner than on factual recall. The Life Orientation teacher can use an assessment tool such as a memorandum and/or criteria checklist, rubric or matrix to assess an examination paper. The nature of the questions in each section of the paper and the skills, knowledge and values that are to be assessed will determine the assessment tool(s) to be used.

(See pages 22 and 28 for examples of examination/ test question papers and marking memoranda)

5. OTHER TASKS

The following are examples of other tasks that can be used to assess Life Orientation: source-based tasks, projects, portfolios/exhibitions, practical application and case studies. These tasks should focus predominantly on Learning Outcome 1 (Personal well-being), Learning Outcome 2 (Citizenship Education) and Learning Outcome 4 (Careers and career choices) and can address the Assessment Standards independently or in an integrated manner. Each task should require reading and writing on the part of the learner.

Teachers should ensure that learners are exposed to different forms of assessment in Grade 12 and the tasks should not address the same content. The Life Orientation teacher can use an assessment tool such as a memorandum and/or criteria checklist, rubric or matrix to assess a task. The nature of the task and the skills, knowledge and values that are to be assessed in the task will determine the assessment tool to be used.

(See pages 11 and 19 for an example of a source-based task, a portfolio and marking memoranda)

6. PHYSICAL EDUCATION TASK

The Physical Education Task (PET) constitutes the fifth task and is administered across the first three school terms in Grade 12. Learners are expected to participate in a weekly Physical Education period. Learner participation and performance in the PET is, therefore, to be assessed and reported in each term. The marks obtained per learner per term are added up to give a total mark out of 100 for the PET at the end of the third term. The Physical Education Task focuses on the Physical Education component (Learning Outcome 3) which comprises three different movement sections: 1) Fitness; 2) Games and Sport; and 3) Recreation. The activities that the learners engage in should cover the physical activities relevant to the three movement sections. The purpose is to help learners select the type of activity they most enjoy / are most competent at so

that they can pursue it as part of their lifestyle. The order in which the three movement sections are presented is not prescribed, but they should follow the sequence set out in the Work Schedule of a school.

The Life Orientation teacher can record assessment of learner performance directly on a class list for the Physical Education periods and should indicate the movement section which learners engaged in per term. This class list can then be used to generate a mark out of 15 for participation and a mark out of 10 for movement performance at the end of each term, irrespective of the movement section(s) being presented in a school term. The mark for terms 1 and 3 will be 25 and the mark for term 2 should be doubled to arrive at a PET mark of 50. The marks for all three terms will then add up to 100 for the PET.

(See pages 34 to 38 for an example of instructions for each movement section)

7. LEARNER EVIDENCE

Evidence of learner performance in the five formal Life Orientation tasks completed in Grade 12 must be kept for external moderation purposes at the start of the fourth term. It is suggested that each Grade 12 learner be issued with an exercise book that is used for the recording and collection of all written tasks, including formal tasks, across the year. The formal assessment tasks should be clearly distinguishable from the informal tasks in the learner's collection of evidence for Grade 12.

Tasks that cannot be placed or recorded in the exercise book can be filed by the teacher. This means that for moderation purposes a teacher only needs to have one set of exercise books and one file per class available as evidence of learner performance of a Grade 12 Life Orientation class. For the Physical Education Task, learners must develop a logbook reflecting progress on different movement activities. If the learners are required to plan for a physical activity, this plan must be included as evidence of learner performance.

8. RECORD SHEET

A Grade 12 record sheet should reflect marks for the five formal tasks across the three school terms as per the weighting provided in the Subject Assessment Guidelines: 2008 and Protocol on Assessment. (See the recording and reporting guideline and an example of a Programme of Assessment above for the correct distribution of marks across the three terms). Life Orientation teachers could use the example of a recording sheet provided on page 43 in this Guide. For moderation purposes, it is suggested that each school should compile a composite record sheet that includes the names of all learners at the school listed alphabetically.

9. INTERNAL MODERATION

Internal moderation of Life Orientation should be conducted at school and cluster/district/provincial level using a checklist which includes an indication of the evidence required to ascertain that teaching, learning and assessment has taken place in Life Orientation. This evidence should include instructions for the task, the accompanying assessment tool and evidence of learner performance in the stipulated Programme of Assessment tasks. Evidence of learner performance should be provided for the following tasks: two exams/ tests, two other tasks and one Physical Education Task for moderation.

Internal moderation of teacher portfolios and collections of learner evidence should be developmental. It should be conducted during the course of the year and not at the beginning of the fourth term only. This way, Life Orientation teachers can be given support and guidance with the implementation of the subject. Checklists which provide space for the recording of additional comments should be used to capture moderation findings. The comments should not only be limited to the findings, but should also include reference to standards, good examples and support where relevant. The moderation instrument should not only be viewed as a report card on the process and filed away for submission to the next level in the

moderation process. Instead the moderation instrument should also be used as a means of providing feedback to teachers and provincial officials and supporting curriculum implementation in Life Orientation.

For the Physical Education Task, provinces should provide reliable evidence that the learners participated in movement activities. It is therefore advisable that schools should allocate a fixed period dedicated to Physical Education (PE) every week and this period is called Physical Education in the school timetable. This will allow subject advisors to plan their visits to schools taking into account the PE periods at schools they are visiting. In this way, the moderation of PE activities could be done throughout the year during support visits to schools. A checklist, which includes an indication of the evidence required to ascertain that movement activities have taken place in Life Orientation, signed by the subject advisor should be placed in the Life Orientation teacher portfolio as evidence of moderation of PE at a school.

Grade 12 Life Orientation national moderation takes place at the beginning of the fourth term, when all formal assessment has been completed.

EXAMPLES OF GRADE 12 LIFE ORIENTATION FORMAL ASSESSMENT TASKS

TASK 1: SOURCE-BASED TASK

GRADE 12 LIFE ORIENTATION

TERM 1 **TASK 1: SOURCE-BASED**
TASK TOTAL MARKS: 75 **DUE DATE: 04 MARCH 2009**

Source-based Questions: Preparation for the Grade 12 exams

This task could be administered in a number of ways. Either learners read the sources in preparation for completing the assessment task under controlled conditions or the sources could be read in class over two or three periods and discussed before the administration of the assessment task under controlled conditions.

Read the three texts at Appendices 1 – 3 before answering the questions that follow:

QUESTIONS

Appendix 1 – The National Curriculum Statement and
Appendix 2 – National Senior Certificate

1. What do the abbreviations NCS and NSC stand for? (2)
2. What are the minimum requirements to be awarded the NSC? (3)
3. List five pieces of advice the writer gives schools and parents in respect of implementing the NCS. Use your own words. (10)
4. Which piece of advice do you find most useful? Give reasons for your answer. (5)
5. What two types of assessment are proposed for grades 10 –12? What is the difference between the two types of assessment? (6)

[26]

Appendix 3 – Youth Risk Behaviour

1. Study the trends across the male and female groups regarding the abuse of different substances:
   - 1.1 Which gender is the greater abuser of substances? Quote statistics to support your answer. What do you think may be the reason for this trend? (5)
   - 1.2 Which substance is least abused by South African youth? Quote statistics to support your answer. What do you think may be the reason for this trend? (5)
   - 1.3 Which substance is most abused by South African youth? Quote statistics to support your answer. What do you think may be the reason for this trend? (5)
2. Why do you think young people engage in substance abuse? Provide 4 possible reasons. (4)
3. Study the effects of one of the types of substance abuse on human functioning and human development by finding out what impact the particular substance has on the cognitive, physical, emotional, social and spiritual domains of development. (20)
   HINT: Teachers should have relevant texts available in class to allow learners free and easy access to this information. An example is provided on pages 15 and 16 – Appendix 4
4. You have been requested to give a talk to young people who are trying to give up the use and abuse of the particular substance you researched in question 3. Write a short speech of encouragement – 75 words. (10)

[49]

TOTAL = 75 Marks

APPENDICES: SOURCE-BASED TASK

Appendix 1 – The National Curriculum Statement (NCS)

There has been considerable media coverage of the new curriculum introduced into South African schools in recent years. The new curriculum, known as the National Curriculum Statement (Grades R – 12), was introduced into South African schools incrementally from 2004. The implementation dates are shown in the table below.

The NCS for Grades R – 3 consists of three learning programmes and for Grades 4 to 9 of eight learning areas. In Grades 10 to 12 learners offer a minimum of seven subjects chosen from a list of 29 approved subjects.

The NCS is generally regarded to be more cognitively demanding than previous curricula. It requires extensive reading and extended writing. It requires that all learners study some form of mathematics; that learners solve problems and apply their knowledge in known and unknown situations. In short school is going to tougher. How should schools approach the teaching of the NCS?

Schools should ensure that teachers develop an understanding of the new content areas and new standards of the subjects they teach. In most subjects much of the content remains the same but there are new concepts and knowledge in all subjects and the standards are more demanding.

Schools and parents must ensure that learners have a textbook for each subject. Textbooks are a great guide to coverage of the curriculum. Good textbooks provide increasingly difficult examples of assessment tasks to test learners' understanding and progress.

Schools and parents should ensure that the minimum hours of tuition are respected. While the curriculum is demanding, it is possible to cover the curriculum in the allotted time but this time must be sacred and dedicated to conceptual development. Schools and parents should ensure that each hour of each school day is dedicated to conceptual development, to the development of reading, writing and calculating skills. These do not come easily. They require systematic practice and structured, disciplined learning experiences.

Schools and parents should ensure that learners have one to three hours of homework every day and that this is dedicated to the above skills and not to low-level, unchallenging activities.

Teachers and parents should ensure that there is regular informal and formal assessment of learners. Assessment in the National Curriculum Statement focuses on regular assessment to improve teaching and learning. Assessment consists of two different but related activities: informal daily assessment tasks, which are not recorded or reported, and a formal Programme of Assessment. The Programme of Assessment specifies the number of tasks for each subject and grade. The results of these tasks are used for promotion purposes in Grades 10 and 11 and for the internal year mark for Grade 12.

It is important however that assessment is not an undue burden on teachers and learners. For this reason the number of formal assessment tasks for the year has been specified and it is only the results of these tasks that should be recorded and reported and used for promotion.

Appendix 2 – National Senior Certificate (NSC)

In order to obtain a National Senior Certificate, learners in South African schools must offer a minimum of seven subjects. Four of the subjects are compulsory.

<table>
<tr><th colspan="2">NATIONAL SENIOR CERTIFICATE REQUIREMENTS</th></tr>
<tr><th>7 National Curriculum Statement SUBJECTS</th><th>MINIMUM REQUIREMENTS Per SUBJECT</th></tr>
<tr><td rowspan="3">4 COMPULSORY SUBJECTS

• 2 Languages (one Language at Home Language and other Language at least at First Additional level or home language level) One of these languages should be the language of learning and teaching (LoLT)

• Mathematics OR Mathematical Literacy

• Life Orientation

+

3 CHOICE SUBJECTS

• Any 3 other National Curriculum Statement subjects (including 2 official and non-official languages at home, first and second additional language levels)</td><td>• Obtain at least 40% in the required official language on Home Language level

• Obtain at least 40% in two other subjects

• Obtain at least 30% in three other subjects</td></tr>
<tr><td>ASSESSMENT REQUIREMENTS
School Based Assessment (SBA) + External Assessment (End of year Exam) + Practical Assessment Task (Not all subjects) = 100%</td></tr>
<tr><td>• Subjects with Practical Assessment Task (PAT):
o 25% SBA + 50% Examination mark + 25% PAT = 100%

• Subjects without a PAT:
o 25% SBA + 75% Examination mark = 100%

• Life Orientation: 100% Internally assessed</td></tr>
</table>

Appendix 3 – Youth Risk Behaviour

The Department of Health commissioned a Youth Risk Behaviour Survey in 2002. It is the first national survey of a cluster of behaviours conducted since the emergence of a single school system in South Africa. A sample of 10 699 (4 929 Males – 46%; 5 620 Females – 54%) grade 8 to 11 learners participated in the survey which collected data on substance abuse amongst other risk behaviours.

SUBSTANCE ABUSE STATISTICS

Used tobacco, alcohol and dagga

	% Ever smoked			% Ever used alcohol			% Ever used dagga		
Gr.	Male	Female	National	Male	Female	National	Male	Female	National
8	35,1	20,8	27,6	42,9	36,1	39,3	16,1	4,6	10,1
9	37,3	25,0	30,8	54,0	40,7	47,0	16,5	7,6	11,8
10	41,1	20,5	28,0	66,7	47,4	54,5	23,4	7,7	13,4
11	53,2	29,2	40,1	72,1	54,1	62,2	30,8	9,1	16,9

Used inhalants, mandrax and cocaine

	% Ever used inhalants			% Ever used mandrax			% Ever used cocaine		
Gr.	Male	Female	National	Male	Female	National	Male	Female	National
8	12,5	7,6	10,0	10,1	6,7	8,3	10,2	7,8	8,9
9	12,6	10,6	11,6	7,3	5,4	6,3	6,8	4,8	5,7
10	13,3	9,8	11,1	5,5	3,5	4,2	5,9	5,8	5,8
11	14,7	10,7	12,5	6,0	2,6	4,2	4,3	2,8	3,5

Used heroin, club drugs (e.g. ecstasy, LSD, speed) and over-the-counter prescription drugs (e.g. painkillers, cough mixtures, diet pills)

	% Ever used heroin			% Ever used club drugs			% Ever used over-the-counter prescription drugs		
Gr.	Male	Female	National	Male	Female	National	Male	Female	National
8	15,9	13,6	14,7	10,1	4,7	7,3	17,3	17,3	17,3
9	12,7	12,1	12,4	6,9	6,1	6,5	16,3	14,7	15,5
10	8,2	11,7	10,4	6,5	3,3	4,5	15,3	12,0	13,2
11	6,9	4,6	5,7	5,6	3,1	4,2	16,2	15,8	16,0

SOURCE: *The 1st South African National Youth Risk Behaviour Survey 2002* (Department of Health, 2003)

Appendix 4 – Texts on substance abuse

Prescription Drugs

Use and Abuse

A girl named Angie overheard her parents saying that her brother's medicine curbed his appetite. Because Angie was concerned about her weight, she started stealing her brother's pills, taking one every few days. To reduce the risk of her parents' finding out, she asked a friend who was using the same medication to give her some of his pills.*

Why the fascination with prescription drugs? One reason is availability – they may be right there in the home. Second, many young people wrongly assume that they are not doing anything illegal when they take medicinal drugs without a prescription. And third, prescription drugs seem less toxic than their illicit counterparts. 'After all,' some youth reason, 'if a child can take certain prescribed products, the products must be safe.'

Granted, when properly used, prescribed medication may improve health and the quality of life and even save lives. But misused, it can be as unsafe as street drugs. For example, when a person abuses certain prescription stimulants, he may bring on heart failure or seizures. Other products can lower a person's breathing rate and ultimately cause death. A drug may also have a harmful effect if it is taken with certain other drugs or alcohol.

Early in 2008, a popular actor died "from a deadly mix of six tranquilizers, sleeping pills and painkillers," said the *Arizona Republic* newspaper.

Another potential danger is addiction. When taken in excessive amounts or for the wrong reason, some substances act like street drugs – they stimulate pleasure centers in the brain, which can lead to craving for the substance. But instead of providing ongoing excitement or helping people cope with life, drug abuse only makes matters worse. It may heighten stress, deepen depression, ruin health and the ability to function normally, lead to addiction, or do all these things. Inevitably, victims have problems at home, at school, or at work. Where, then, is the line between the proper use of prescribed products and their wrongful use?

Use or Abuse

Simply put, you use a prescription drug properly when you take it according to the directions of a physician who is fully aware of your medical history. That would include taking the correct dosage at the right times, in the proper manner, and for the right medical reason. Even so, undesirable or unexpected symptoms may appear. If that happens, tell your doctor immediately. He or she may change your prescription or cancel it altogether. The same principles apply to over-the-counter products: Use them only when you have a legitimate need, and carefully follow the instructions on the label.

People step into dangerous territory when they take medication for the wrong reason, take liberties with the dosage, use products meant for someone else, or take the drug in the wrong way. For example, some pills have to be swallowed whole so that the active ingredient is released into the system slowly. Abusers often disrupt the process by crushing or chewing pills, by crushing and sniffing them, or by dissolving them in water and injecting them. The result may be a high, but it could also be a first step toward addiction. Worse still, it could be lethal.

On the other hand, if someone is taking a prescribed drug in the proper manner but suspects that he may be developing an addiction, he should inform his doctor without delay. The doctor should know the safest way to address the matter without neglecting the original health problem.

The pandemic of drug abuse – in all its forms – is a reflection of our times. The family, which should be a haven of love and a refuge from daily stress, is in trouble. Wholesome moral and spiritual values are on the wane, as is respect for life. Another factor is a lack of hope for a better future. Many people see nothing but gloom and doom on the horizon. Hence, they live for the moment and pursue whatever pleasures they can, sometimes recklessly.

From Teens Health Web site.

Awake! May 2009: www.watchtower.org

Tobacco

What is tobacco:	It is a plant dried to produce cigarettes, cigars, pipe tobacco and snuff.
Classification:	It is a mild stimulant.
Method of use:	It is smoked, orally ingested, or inhaled.
Tobacco contains:	Gases, nicotine and carbon monoxide.
Nicotine:	Is found only in tobacco, it is a mild stimulant to the central nervous system. Makes blood vessels constrict, increases heart rate and decreases appetite. Reaches the brain in six seconds.
Large doses:	Lead to tremors, quickened breathing and decreased urine production.
Carbon monoxide:	Impairs the oxygen carrying capacity of the blood. The heart works harder and promotes cholesterol.
Smoking:	Is the single largest preventable cause of premature death in the USA - Experiences 390 000 deaths each year. Smoke attacks the tissues of the mouth, tongue, throat, oesophagus, air passages and lungs. Releases epinephrine, a hormone which creates stress.
Passive Smoking:	It is second-hand smoking – the involuntary inhaling of tobacco smoke by non-smokers. This smoke contains much higher percent of tar nicotine and noxious gases than smoke inhaled by a smoker.
Long term effects:	Cancer of mouth, larynx, pharynx and oesophagus. Gasping for breath – lung cancer. 25 % of heart attacks are caused by smoking. Adverse effects of stillbirths and premature births. Dependency and withdrawal.

Tobacco is addictive.

Research shows there is **NO SAFE** cigarette.

Harry Lane – Substance abuse

ASSESSMENT TOOL FOR TASK 1 –

Marking Guideline for Appendices 1 and 2

1. National Curriculum Statement and National Senior Certificate. (2)
2. 40% in three subjects, one of which is an official language at Home Language Level and 30% in three subjects. (3)
3. Schools and parents should ensure that: (10)
   a. teachers are trained and understand the NCS.
   b. learners have a textbook for each subject.
   c. the minimum hours of tuition are respected.
   d. each hour of each school day is dedicated to conceptual development, to the development of reading, writing and calculating skills.
   e. learners have one to three hours of homework every day.
   f. there is regular informal and formal assessment of learners.
4. Learners' responses will vary – any piece of advice chosen should be justified to receive full marks. (5)
5. One mark for type of assessment and two marks for explanation. (6)
   a. Informal daily assessment tasks – not recorded or reported
   b. Formal Programme of Assessment – used for promotion purposes in Grades 10 and 11 and for the internal year mark for Grade 12.

[26]

Marking Guideline for Appendix 3

1.

1.1 Male – Alcohol abuse, male 42.9 % and female 36.1% Mandrax abuse, male 10.1% and female 6.7%. Heroin abuse, male 15.9% and female 13.6%. Males are more risk takers than females. (5)

1.2 Club drugs –National Grade 8 - 7.3%, Gr. 9 - 6.5%, Grade 10 - 4.5% and Grade 11 - 4.2% as opposed to alcohol abuse 39.3%, 47%, 54.5% and 62.2% respectively. The reason is the high price; only available at clubs, not all over. (5)

1.3 Alcohol –National Grade 8 - 39.3%, Grade 9 - 47%, Grade 10 - 54.5% and Grade 11 - 62.2% low price compared to other substances; freely available, including in the home; has faster and more direct effect on user than smoking of cigarettes, for example. (5)

2.

- Experimentation
- Peer pressure
- Pressures and anxieties – looking for an escape
- Commercialisation and perceived lifestyle reflected in mass media, e.g. advertisements
- Role models provided in the home, e.g. parents who abuse substances
- *Any other relevant responses* (4)

3. Prescription Drugs

DOMAIN OF DEVELOPMENT	EFFECT ON HUMAN DEVELOPMENT	EFFECT ON HUMAN FUNCTIONING
Cognitive	They stimulate pleasure centres in the brain (2)	Heighten stress (2)
Physical	Ruin ability to function normally (2)	Heart failure or seizures – lower person's breathing (2)
Emotional	Dependency and withdrawal (2)	Addictive, deepen depression (2)
Social	Have problems at home, school or work (2)	Moral and spiritual values are on the wane – the use is illegal (2)
Spiritual	No respect for life (2)	Lack of hope for a better future (2)

[20]

NB. Learners will do a study on the effects of different types of substance abuse, their responses will differ. These are examples of responses that learners could provide.

4.

MATRIX		APPLICATION OF KNOWLEDGE			
CONTENT		D	C	B	A
		Applies limited/ no knowledge and insight in encouraging the substance abuser	Applies moderate knowledge and insight in encouraging the substance abuser	Applies considerable knowledge and insight in encouraging the substance abuser	Applies comprehensive (high level) knowledge and insight in encouraging the substance abuser
1	Irrelevant, limited or no examples provided for the particular substance.	0-2 (10)	3 (10)		
2	Provides partial examples relevant to the particular substance.	3 (10)	4(10)	5 (10)	
3	Provides sufficient examples relevant to the particular substance		5 (10)	6-7 (10)	8 (10)
4	Provides comprehensive examples relevant to the particular substance			8 (10)	9-10 (10)

(10)
[49]

TOTAL = 75 Marks

TASK 2: LIFE MISSION PORTFOLIO

Life Orientation
Life Mission Portfolio
Grade 12 ; Task 2 ; 75 marks ; Term 2
Due Date: 15 May 2009

Portfolio Assessment – Preparation for NSC and life after school

Instructions

Read the following and then develop a portfolio that you can add to in your Grade 12 year.

In Grade 12 you should begin to prepare for your life after school. You may decide you want to continue your studies or you may decide you want to enter the labour market. Your career interests, your strengths, skills, abilities, and personal qualities should inform these decisions.

As you prepare for your life after school you should develop a portfolio during your grade 12 year that will assist you in making decisions and setting and achieving goals. Many Grade 12 learners in previous years were disappointed that they did not achieve the results required for further study. Do not be disappointed. Plan your final school year carefully so that you are successful and achieve your goals. Your plan should include goals for your studies, keeping healthy and participating in important festivals and events with your family, friends and school.

Here are some important steps in your plan:

1. Make sure that you achieve the highest possible marks in the National Senior Certificate

    - Study the NSC Examinations Timetable and develop your personal timetable – the dates and times for the subjects you will write.
    - Find out the minimum requirements to achieve the National Senior Certificate and additional requirements for diploma and degree study.
    - Read the tips for success provided in Study Mate Issue 1 and talk to teachers and successful grade 12 learners from 2008. Develop your plan for preparing for the NSC Examinations.

2. Consider the opportunities available to you for further study and employment. You may wish to go to a University, University of Technology, Further Education and Training College or take up a learnership.

All these courses of study have minimum requirements for entry. However, many of these courses are over-subscribed and so it is important that you ensure that you achieve much more than the minimum requirements if you want to be admitted to the institution of learning of your choice. Also make sure that you are well-informed about the courses offered, the entrance requirements, the fees, the language of instruction, the bursaries and financial aid on offer.

The portfolio that you will develop during Term 2 will be a valuable record of your plans and progress towards those plans. Here are the minimum components of the portfolio:

1. Study the final examination timetable for 2009 exams and develop your personal timetable (only the subjects you will write with dates and times). (5)
2. Study the Tips for Success in 2009 Examinations on page 42 (Appendix 7) in this guide and complete the questionnaire. What does your score tell you about your level of readiness for Grade 12 exams? Write five sentences in which you set targets for your preparation for NSC. (5)
3. Find out what the minimum requirements are for degree, diploma and higher certificate study. Write these up in a clear format and place in your portfolio. Using your subjects indicate the results you will aim to achieve in the National Senior Certificate examinations. (10)
4. Find out the details of FET Colleges and Universities in your province and/or province of choice (at least four institutions) and develop a table, which shows the province of the institution, names, campuses, location of campuses and contact details. Place the table in your portfolio. (5)
5. Write a letter to one of the education institutions listed in number 4 above and ask for information on courses you are interested in; the entry requirements for these courses; fees charged for courses and bursaries or financial aid offered. Place a copy of the letter and the reply in your portfolio. (20)
6. Develop a short CV, which you may use for application for part-time or full-time employment or for a bursary. (10)
7. Reflect on your plans, that is, the information you have gathered about and for yourself in steps 1 to 6 above. Write your mission statement based on goals for your studies, keeping healthy and participating in important festivals and events in your community or province or country with your family, friends and school. Indicate this in a one page report titled:
   My plans to prepare for the NSC and life after school. (20)

Keep in mind: Vision without action is daydreaming. Action without vision is a nightmare. Japanese proverb

TOTAL = 75 Marks

ASSESSMENT TOOL FOR TASK 2 –

Marking Guideline

1. One mark should be awarded for: the table itself, seven subjects, dates, time and intervals for relaxation activities. (5)
2. Learners will set different targets for themselves, consider five realistic ones. (5)
3. Refer to page 39 in this guide.
   a. Allocate two marks for each requirement mentioned for degree, diploma and higher certificate. (8)
   b. Two marks for indicating the marks that are aimed to be achieved for seven subjects. (2)
4. One mark should be allocated for: names of four institutions, the province, campus, location and contact details of each institution. (5)

[25]

Rubric

CRITERIA	Inadequate (0 - 29%)	Partial (30 – 49%)	Satisfactory (50 – 74%)	Excellent (75 – 100%)
Letter of Application (20 marks)	Incorrect format of formal letter. Applies limited/ no knowledge and skills when enquiring about courses, entry requirements, fees and financial aid offered. (0 – 5 marks)	Partially correct format of formal letter. Applies moderate knowledge and skills when enquiring about courses, entry requirements, fees and financial aid offered. (6 – 9 marks)	Correct format of a formal letter. Applies considerable knowledge and skills when enquiring about courses, entry requirements, fees and financial aid offered (10 – 14 marks)	Correct format of a formal letter. Applies comprehensive knowledge and skills when enquiring about courses, entry requirements, fees and financial aid offered. (15 – 20 marks)
Curriculum Vitae (10 marks)	No/ limited logical arrangement of information, structure, appropriateness and clarity on purpose and vision. (0 – 2 marks)	Partial logical arrangement of information, structure, appropriateness and clarity on purpose and vision. (3 – 4 marks)	Considerable logical arrangement of information, structure, appropriateness and clarity on purpose and vision. (5 – 7 marks)	Comprehensive logical arrangement of information, structure, appropriateness and clarity on purpose and vision. (8 – 10 marks)
Mission Statement and future plans (20 marks)	Poor description of mission statement. Provides irrelevant, limited or no information on goals and plans for studies, keeping healthy and participating in important events. (0 – 5 marks)	Partial description of mission statement. Provides partial information on goals and plans for studies, keeping healthy and participating in important events. (6 – 9 marks)	Satisfactory description of mission statement. Provides sufficient information on goals and plans for studies, keeping healthy and participating in important events. (10 – 14 marks)	Excellent description of mission statement. Provides comprehensive information on goals and plans for studies, keeping healthy and participating in important events. (15 – 20 marks)

[50]

TOTAL = 75 Marks

TASK 3: TEST / EXAMINATION

Example Number 1

GRADE 12 LIFE ORIENTATION

MARKS: 75
TIME: 1½ HOUR

INSTRUCTIONS:

1. Write your answers in the answer book provided.

2. Do not tear out pages from the answer book.

3. Answer the questions as follows: SIX questions MUST be answered.
   - Section A (25 marks) and B (30 marks) are COMPULSORY.
   - Section C (20 marks) consists of 3 questions – answer Question 5 and choose only ONE between Question 6 and 7.

4. Leave a line open between the subsections answered. Write clearly and legibly.

5. Read all instructions carefully before answering the questions.

NB. THIS QUESTION PAPER CONSISTS OF 7 QUESTIONS.

SECTION	TOTAL MARK	LEARNER'S MARK
A	25	
B	30	
C	20	
GRAND TOTAL	75	

SECTION A

QUESTION 1

1.1 Explain what lifestyle diseases are and give one example of a lifestyle disease (3)
1.2 List at least two factors that could lead to the disease you quoted in your example? (2)
[5]

QUESTION 2

Read the newspaper article that appeared in *The Star; 28 August 2008:* ***Call for return of physical education, corporal punishment*** and answer the questions that follow:

Call for return of physical education, corporal punishment

The government must review its legislation regarding physical education and corporal punishment at schools, according to the National Democratic Convention.
Nadeco's Gauteng spokesperson, Siphiwe Gamede, said yesterday a scene similar to the one where a school pupil killed another pupil with a sword in Krugersdorp last week could happen at any school.
The reasons that such violent incidents could happen at schools were two-fold, he said.
Firstly, physical education at schools had been stopped, including morning playing sessions. Gamede called on the government to do research on the effects of the termination of these physical education classes and playing sessions for young children.
Secondly, children never had to fear corporal punishment from either teachers or parents. Children therefore held no fear of punishment when carrying dangerous objects into school with them. The power in relationships had moved to the children, who cannot be disciplined due to the prevailing legislation.
Gamede called on the government to do research on the effects of the removal of corporal punishment from schools.
He said these two pieces of legislation were part of the problem that was "killing" South Africa's schools. — Sapa

Questions

2.1 What two reasons does the Nadeco give for violent incidents at schools in South Africa? (4)
2.2 What is 'corporal punishment'? (2)
2.3 What legislation makes corporal punishment illegal in South African schools? (2)
2.4 What is your school's policy on (i) physical education (ii) carrying dangerous weapons on school property (iii) corporal punishment? (6)
2.5 What approach to discipline is taken by your school? Do learners in your school 'have no fear of punishment'? (6)
[20]

Total = 25 Marks

SECTION B

QUESTION 3

3.1 Provide 10 tips to fellow Grade 12 learners for preparing for the Grade 12 examinations. Your answer should be in point form.

(10)

3.2 Read the extract below and answer the questions that follow.

Pane is 18 and is in Grade 12. He has little energy at school to try new things. Pane battles to concentrate during lessons. He has put on weight and so has given up on joining the soccer team at school. He weighs 86kg and is 1.8m tall. His Body Mass Index is 26,5.

3.2.1 In a short paragraph, discuss reasons which could have led to Pane's weight and give him suggestions on ways to combat obesity. (5)

[15]

QUESTION 4

Study the Statement of Results in Appendix 5 and answer the following questions.

4.1 What are the compulsory subjects offered by the learner? (4)

4.2 The Statement of Results indicates that the learner qualifies for degree study. Why does the student qualify for degree study? (6)

4.3 On the basis of the subjects offered what advice would you give to the learner in respect of post-school study and career opportunities? (5)

[15]

Total = 30 Marks

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STATEMENT OF RESULTS / STAAT VAN UITSLAE NATIONAL SENIOR CERTIFICATE / NASIONALE SENIOR SERTIFIKAAT

NSC Final Examination 2008-11 Grade 12

Appendix 5

EXAMINATION NUMBER / EKSAMEN NOMMER: 12345

ID NUMBER /ID NOM MER: 90102012345678

CENTRE / SENTRUM: (555555) High School ABCDE

PROVINCE: In SA

Code / Kode	Subjects / Vakke	Percentage /. Persentasie	Achievement level/ Prestasie Vlak
AFRFA	Afrikaans First Additional Language	78	6
ENGHL	English Home Language	68	5
MATH	Mathematics	79	6
LIFE	Life Orientation	74	6
ACCN	Accounting	81	7
CATN	Computer Applications Technology	90	7
PHSC	Physical Sciences	64	5

The candidate qualifies for the National Senior Certificate and has met the minimum requirements for admission to bachelors' degree, diploma or higher certificate study as gazetted for admission to higher education

29/04/2009
.....
DATE/DATUM

.....
Superintendent General/ Superintendent-Generaal

ACHIEVEMENT LEVEL PRESTASIEVLAK	ACHIEVEMENT DESCRIPTION PRESTASIEBESKRYWING	MARKS "/. PUNTE "/.
7	Outstanding achievement / Uilmunlende preSlasie	80-100
6	Meritorious achievemenll Verdienslelike preslasie	70.79
5	ubslanlial achievement / Beduidende preslasie	60-69
4	Adequate achievement' Voldoende preslasie	50-59
3	llAoderate achievement' Matige prestasie	40-49
2	lementary achievement' Basiese preslasie	30- 39
1	01 achieved' Ontoereikende preslasie	0-29

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A NATIONAL SENIOR CERTIFICATE WILL BE FORWARDED TO THE SCHOOL

SECTION C

NB. Answer two questions only from this section. Question 5 must be answered and you have to choose between Question 6 and Question 7.

QUESTION 5

5.1 Provide a one-page report on your participation and successes in Physical Education in the second school term. Describe the number of periods you attended and what you did in each of these periods. Describe what skills, knowledge and values you acquired and the successes achieved. (10)

AND

QUESTION 6

Study the cartoon below and answer the questions that follow.

6.1 Explain the message in the first frame. Why did the character demand the right to vote? (3)
6.2 Why does the cartoonist suggest that South Africa has moved from apartheid to "apathetic"? (4)
6.3 Why is a low voter turnout bad for democracy? (3)
[10]

OR

QUESTION 7

Read the extract below and answer the questions that follow.

ACTIVE CITIZENSHIP

After 1989, in Romania, an important number of projects and NGOs were trying to stimulate civic participation. A project was undertaken to determine how citizenship is constructed in the country. The project included answering the following two questions, amongst others: *What is the main dimension of civic participation in Romania? Is it dominated by collective or individual action?*

Findings related to the above question:

The estimation of teenagers' associative life in Romania

ASSOCIATION				
NGOs	All types of associations	Occasional association	Not any association	Stable peer group / gang
8,0%	8,3%	10,0%	20,9%	52,3%

In conclusion:

The development of citizenship must be seen as a means to create active citizens who participate in the society at different levels and who feel a responsibility towards the community. Thus, active citizenship is both individual and collective action. Individual because it presupposes competencies that enable individuals to act in relation with the others and collective both because it is a goal of a democratic society to develop citizenship and because it is based on shared responsibility and is implemented through collective action.

SOURCE: Nicoleta E. Chioncel and Adrian Hatos, The construction of the active citizenship in Romania: Realities and perspectives.

QUESTIONS

7.1 What role do relationships play in encouraging a sense of citizenship? (1)

7.2 Why, in your opinion, did the majority of the teenagers in the Romanian study choose to associate with a stable peer group or gang instead of joining other associations? (5)

7.3 What is the difference between individual and collective civic action? Provide an example of each. (4)

[10]

Total = 20 Marks

GRAND TOTAL: 75 MARKS

MEMORANDUM/SUGGESTED ANSWERS FOR TASK 3: EXAMPLE 1

SECTION A

QUESTION 1

Suggested answers:

1.1 Diseases which are potentially preventable through changes in diet, lifestyle and environment, (2)
e.g. cancer, diseases of the heart, hypertension, sexually transmitted infections, etc. (1)

1.2 Two reasons/ factors associated with the example. (2)

[5]

QUESTION 2

2.1

2.1.1 Physical education at schools had been stopped

2.1.2 Children do not fear corporal punishment from either teachers or parents

(4)

2.2 Punishment that inflicts physical pain (2)

2.3 Right to human dignity in the Bill of Rights (2)

2.4 School policy on:

2.4.1 physical education

2.4.2 carrying dangerous weapons

2.4.3 corporal punishment

(6)

2.5 School's approach to discipline and learners' attitude to punishment (6)

NB. Learners' responses to question 2.4 and 2.5 will differ; look for realistic ones and consider them [20]

Total = 25 marks

SECTION B

QUESTION 3

3.1 Suggested answers: See page 42 in this guide. (10)

3.2 Suggested answers (open ended):

3.2.1 Reasons could include: Stress – caused by unhappiness, negatively criticised by friends, unable to concentrate during lessons, not understood by friends. Lack of exercise – ashamed of going out and being teased by his friends because he is overweight, not having friends to encourage him to exercise, feels not accepted and appreciated. He should exercise regularly and eat healthy food. (5)

[15]

QUESTION 4

Appendix 5

4.1 Afrikaans First Additional Language, English Home Language, Mathematics and Life Orientation. (4)

4.2 The minimum requirement to qualify for a degree study is rating of 4 (50 - 59%) in four subjects on the designated list. The student has achieved rating above 4 (50 – 59%) in all subjects and five of his/ her subjects are on the designated list. (6)

4.3 He/ she could study a degree course in Languages, Sciences, Information Technology, Teaching or Accounting at any University of his/ her choice or a diploma at a University of Technology. (5)

[15]

Total = 30 Marks

SECTION C

QUESTION 5

Marking guideline – One page report should include:

- Number of periods (1)
- Description of the activities in each period (2)
- Skills, knowledge and values acquired (5)
- Successes achieved (2)

[10]

For examples of learner responses look at the example activities of Physical Education on pages 34 and 38 in this guide. Learners' responses will be different. Consider realistic ones.

QUESTION 6

Suggested answers – open ended

6.1 Some citizens of the country were not given the right to vote and have a say in the government of the day. (3)

6.2 Now that all citizens have the right to vote, some are no longer interested in voting. They choose not to participate in the democracy they fought for. (4)

6.3 South Africa would not be a democratic society if people do not choose the government they want, if they do not make their voices heard. (3)

[10]

QUESTION 7

7.1 The sense of citizenship is formed through relationships with others – Associations have an influence on an individual's attitudes and choices. (1)

7.2 There could be no attraction for them or they might not have interest in other associations. They might not know about these organizations. They could claim not to have time or there could be lack of trust in these organisations because of lack of knowledge. (5)

7.3

7.3.1 Individual competencies that enable an individual to act in relation with the others – one person (2)

7.3.2 Action based on shared responsibility – group (2)

[10]

Learners will provide different reasons/ examples. Look for realistic ones and consider them.

Total = 20 Marks

GRAND TOTAL = 75 MARKS

TASK 4: TEST/ EXAMINATION

Example Number 2

GRADE 12 LIFE ORIENTATION

MARKS: 75
TIME: 1 HOUR

INSTRUCTIONS:

1. Write your answers in the answer book provided.
2. Do not tear out pages from the answer book.
3. Answer the questions as follows: ALL (four) questions MUST be answered.
   - Section A (25 marks) consists of one question, Section B (30 marks) two questions and Section C (20 marks) one question.
4. Leave a line open between the subsections answered. Write clearly and legibly.
5. Read all instructions carefully before answering the questions.

NB. THIS QUESTION PAPER CONSISTS OF 6 QUESTIONS.

SECTION	TOTAL MARK	LEARNER'S MARK
A	25	
B	30	
C	20	
GRAND TOTAL	75	

SECTION A

QUESTION 1

Study the Statement of Results in Appendix 6 and answer the following questions.

1.1 What are the compulsory subjects offered by the student? (2)
1.2 What are the choice subjects offered by the student? (2)
1.3 The Statement of Results indicates that the learner qualifies for the National Senior Certificate. What are the minimum requirements to obtain a National Senior Certificate? (6)
1.4 Describe the achievement levels needed to qualify for degree study? (2)
1.5 Why does the student not qualify for degree study? (2)
1.6 On the basis of the subjects offered what advice would you give to the learner in respect of post-school study and career opportunities (4)
1.7 What is your examination number? (1)
1.8 Give 6 tips to Grade 12 learners on how to approach examination papers in the examination room. (6)

Total = 25 Marks

SECTION B

QUESTION 2

"Assume that you have considered all post-school and career options available and have arrived at a decision to be an entrepreneur after matric. Your parents do not trust that you have done research on entrepreneurship and are afraid that you might not succeed."

2.1 Convince your parents that you understand what it means to be an entrepreneur by explaining to them the factors that contribute to being a successful entrepreneur. Refer to your personality, knowledge and skills and mention at least one challenge that a business owner might experience. (6)

2.2 Give an explanation of the skills that are required to initiate, build and sustain positive human relationships. Mention at least two. (4)
[10]

QUESTION 3

3.1 Write a letter to your local municipality and ask for a bursary for degree study at a University in South Africa. Provide the following information:

- the university where you want to study
- course you wish to study
- the subjects you are studying at school and your expected levels of achievement at the end of Grade 12.

3.2 Enquire about:

- the nature of bursaries offered
- the requirements to acquire a bursary

(20)

Total = 30 Marks

SECTION C

NB. Answer question 4. Redraw the table and fill in Columns B and C.

QUESTION 4

4.1 During the physical education periods, you should have participated in physical fitness programme which includes the activities illustrated under 'component' (column A) in the table below. You are required to complete the health-related fitness template by following the instructions provided under each column.

TEST FOR HEALTH-RELATED FITNESS

A	B	C
COMPONENT	TEST Provide the type of test you administered in each case	DESCRIPTION
Body Mass Index	(1)	Give a formula and calculate your current BMI (3)
Flexibility	(1)	Describe how you administered the test (3)
Muscular Endurance	(1)	Describe how you administered the test (3)
Muscular Strength	(1)	Describe how you administered the test (3)
Cardiovascular Endurance	(1)	Describe how you administered the test (3)

Total = 20 Marks

GRAND TOTAL: 75 MARKS

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STATEMENT OF RESULTS / STAAT VAN UITSLAE NATIONAL SENIOR CERTIFICATE / NASIONALE SENIOR SERTIFIKAAT

NSC Final Examination 2008-11 Grade 12

Appendix 6

EXAMINATION NUMBER / EKSAMEN NOMMER: 12345

ID NUMBER /ID NOM MER: 9101011234567

CENTRE / SENTRUM: (1234567) Secondary School

PROVINCE: (1) Region

Code / Kode	Subjects / Vakke	Percentage /. Persentasie	Achievement level/ Prestasie Vlak
ENGFA	English First Additional Language	42	3
SEPHL	Sepedi Home Language	65	5
MLIT	Mathematical Literacy	38	2
LIFE	Life Orientation	54	4
AGRS	Agricultural Sciences	32	2
AFRSA	Afrikaans Second Additional Language	30	2
GEOG	Geography	31	2
TRSM	Tourism	41	3

The candidate qualifies for the National Senior Certificate and has met the minimum requirements for admission to higher certificate study as gazetted for admission to higher education

05/05/2009
.....
DATE/DATUM

.....
Superintendent General/ Superintendent-Generaal

ACHIEVEMENT LEVEL PRESTASIEVLAK	ACHIEVEMENT DESCRIPTION PRESTASIEBESKRYWING	MARKS "/. PUNTE "/.
7	Outstanding achievement / Uilmunlende preSlasie	80-100
6	Meritorious achievemenll Verdienslelike preslasie	70.79
5	ubslanlial achievement / Beduidende preslasie	60-69
4	Adequate achievement' Voldoende preslasie	50-59
3	llAoderate achievement' Matige prestasie	40-49
2	lementary achievement' Basiese preslasie	30- 39
1	01 achieved' Ontoereikende preslasie	0-29

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MEMORANDUM/SUGGESTED ANSWERS FOR TASK 4: EXAMPLE 2

SECTION A

QUESTION 1

Appendix 6

1.1 English First Additional Language, Sepedi Home Language, Mathematical Literacy and Life Orientation. (4)

1.2 Agricultural Science, Afrikaans Second language, Geography and Tourism (4)

1.3 The minimum requirements to obtain NSC are: At least 40% in three subjects including the Home Language and at least 30% in three other subjects. The student has obtained above 40% in four subjects and 30 – 39% in the other four subjects. (6)

1.4 An achievement rating of 4 (50 – 59%) or better in four subjects on the designated list. (2)

1.5 The student achieved above 50% in two subjects only instead of at least four subjects. (2)

1.6 The learner could study a certificate course in Languages or Tourism at an FET College. (4)

1.7 Exam Number (1)

1.8 Any 6 tips to Grade 12 learners: (6)

- Read the question carefully.
- Read through the entire paper before starting to answer questions.
- Use the mark allocation to guide the time spent per question.
- Start by answering the questions you feel really confident about.
- Do not take notes into the exam room.
- Check that you have answered all the required questions.
- Make sure you number each question correctly, especially if you answer them in a different order.
- Read the instructions carefully.

Total = 25 Marks

SECTION B

QUESTION 2

2.1 Creative-thinking skills, problem solving skills, initiative, energy, hard working, determined what my interests and special skills are, researched ideas and potential market thoroughly, ability to create a business plan, researched who will be my potential customers and competitors, predicted my cash flow, income and expenditure and assessed where I will need assistance, if necessary, finding start-up funding, etc. (6)
Two marks for personality/ skills, three marks for research and one mark for a challenge

2.2 Suggested answers: Communication skills, Skills to deal with conflict, Respect for rights and responsibilities. (4)
[10]

Learners will provide different answers. Look for realistic ones and consider them.

QUESTION 3

3.1 Application for a bursary

MATRIX		APPLICATION OF KNOWLEDGE			
		D	C	B	A
	CONTENT	Applies comprehensive (high level) knowledge and skills in decision-making and stating a position	Applies considerable knowledge and skills in decision-making and stating a position	Applies moderate knowledge and skills in decision-making/ and stating a position	Applies limited/ no knowledge and skills in decision-making and stating a position
D	Provides comprehensive details and motivation regarding the university and course chosen, nature and requirements of bursary, subjects being studied and expected levels of achievement.	18-20	16-17		
C	Provides sufficient details and motivation regarding the university and course chosen, nature and requirements of bursary, subjects being studied and expected levels of achievement.	16-17	14-15	12-13	
B	Provides partial details and motivation regarding the university and course chosen, nature and requirements of bursary, subjects being studied and expected levels of achievement.		12-13	10-11	8-9
A	Irrelevant, limited or no details and motivation regarding the university and course chosen, nature and requirements of bursary, subjects being studied and expected levels of achievement.			8-9	0-7

(20)

Total = 30 Marks

SECTION C

QUESTION 4

4.1 Marking guideline: An example of a test for health-related fitness components is provided on page 36 in this guide.

- One mark for relevant type of a test provided for each component (Column B). (5)
- Three marks for relevant response/ description of a test administered for each component (Column C). [15]

Total = 20 Marks

TASK 5: PHYSICAL EDUCATION TASK (PET)

EQUIPMENT REQUIRED FOR THE PRESENTATION OF THE PHYSICAL EDUCATION TASK:

- reference material on dance steps, exercise / fitness routines and sports rules
- wall charts/ task cards/ station cards for exercises, games and dance steps
- even playing area, free of glass and stones to perform exercises, games and dance activities
- markers to mark off playing areas
- clothing for learners to participate in and changing facilities and water
- improvised weights for those learners needing to increase the intensity of the walking / running or exercise programme, for example:
    - cooldrink tins and plastic 500ml cooldrink bottles filled with sand and sealed
    - plastic bags, sand, broad tape and broad strips of cloth
- CD/ Cassette player and CD/ cassette
- DVD, DVD player and TV
- stopwatches/ watches which mark off seconds, scales to weigh learners, tape measures to measure height of learners, 30cm benches/ boxes, 30cm rulers
- improvised and other basic equipment for fitness, games and recreational activities

Suggested assessment tool for Physical Education Task: Terms 1-3

LEVEL	Limited (0-29%)	Adequate (30-49%)	Proficient (50-74%)	Excellent (75-100%)
CRITERIA 1: FREQUENCY OF PARTICIPATION DURING PHYSICAL EDUCATION PERIODS (15 marks)	Participated in 0-29% of all periods: =0% (0 marks) – did not participate at all <10% (1 mark) <20% (2 marks) =20% (3 marks) <30% (4 marks)	Participated in 30-50% of all periods: <40% (5 marks) =40% (6 marks) <50% (7 marks)	Participated in 50-74% of all periods: <60% (8 marks) =60% (9 marks) <70% (10 marks) <75% (12 marks)	Participated in 75-100% of all periods: =80% (12 marks) =90% (13 marks) =100% (15 marks)
CRITERIA 2: OUTCOME OF MOVEMENT PERFORMANCE (10 marks)	Ineffective – movements do not produce the desired outcome at all (0-2 marks)	Requires further attention and refinement – lapses in movements which do not always produce the desired outcome (3-4 marks)	Efficient, effective and appropriate – movements mostly produce the correct desired outcome (5-7 marks)	Exceptional level of skill – movements always produce the desired outcome (8-10 marks)

While only two criteria are provided on the assessment tool for the PET for terms 1-3, you may expand on the performance criterion and introduce additional criteria.

Term 1: Relaxation and recreational activities
Duration: ± 9 weeks

- Activity: Dance (9 weeks)

Assessment criteria:

- Frequency of participation (15 marks)
- Performance of movements/ motor skills (10 marks)

PREPARATION:

- The purpose is for learners to participate in a recreational activity for the health benefits that can be derived from such activities. Dancing has become a popular recreational activity with the regular screening of "Strictly Come Dancing" over the past couple of years and "So You Think You Can Dance" on South African TV.
- Source a dance CD / DVD with an accompanying guideline for ballroom and dances from different cultural groups. Study the dances, teach yourself the steps and prepare relevant cues with which to teach the dances.
- Where there is a talented dancer(s) who has the ability to lead a dance class, allow this learner(s) to teach the class.

PERIODS 1 – 9: RECREATIONAL DANCE

Suggested structure for each dance period:

A. WARM-UP / INTRODUCTORY ACTIVITY (3-5 minutes)
Provide a brief introduction on the origin and meaning of the particular dance. Play the music and lead the class by following the rhythm and beat by getting the learners to clap and count along with you, followed by basic walking steps while keeping to the rhythm and beat.

B. SKILLS DEVELOPMENT (10-15 minutes)
Teach the basic pattern of the dance step(s) without any variations or turns with the learners spaced out in rows so that they can see and follow your actions. Use cues like "step forward" and "step together" to teach the class. Next, put learners in pairs / groups and postures to practise the dance steps in the correct formation. Where a particular dance is made up of a sequence of different dance steps, teach each of the steps separately before putting them together in the sequence. Repetition of dance steps should be allowed to refine the movements.

C. SKILLS APPLICATION (15-20 minutes)
Learners perform the dance step(s) learnt in the correct sequence and using the correct rhythm and beat independently of the teacher. Pairs / groups that show proficiency can be guided to work out and perform variations of the dance step(s) and formations. Learner performance can be observed at this time for assessment.

D. WARM-DOWN / CONCLUDING ACTIVITY (3-5 minutes)
End the session by getting a few pairs / a group to demonstrate their skill / variation to the class or return to the rows formation and get learners to perform the basic dance step(s) in unison and independently of the teacher.

Total = 25 Marks

Term 2: Physical fitness
Duration: ± 9 weeks

- Assessment of personal fitness against health-related components (1 week)
- Personal fitness programme based on range of choices offered – both in and out of school (7 weeks)
- Re-assessment of personal fitness against health-related components (1 week)

Assessment criteria:

- Frequency of participation (15 marks x 2)
- Performance of movements/ motor skills (10 marks x 2)

PREPARATION:

- The purpose is for learners to select and commit to a particular fitness activity.
- Set up markers for a training circuit, an obstacle course and a walking / running route that can remain in place for 9 weeks on the school grounds.
- Find an exercise CD / DVD for aerobics and kickboxing. Book the CD player / DVD player and TV in advance to ensure availability.

PERIOD 1: PRE-ASSESSMENT & PERIOD 9: POST-ASSESSMENT

Lead the class through a warm-up using a gentle run followed by a stretching routine. Guide learners through the FIVE HEALTH-RELATED FITNESS TESTS explained below:

- Test 1: Body Mass Index (BMI)
- Test 2: Cardiovascular fitness
- Test 3: Flexibility
- Test 4: Muscular endurance
- Test 5: Muscular strength

Learners record their performance in each test on a table in their exercise books. See TEMPLATE FOR RECORDING HEALTH-RELATED FITNESS TEST RESULTS on page 36.

Note: The difference in results between the pre- and the post-test will be used to assess improvement in health-related fitness.

PERIODS 2 – 8: PARTICIPATION IN AND COMMITMENT TO PHYSICAL FITNESS PROGRAMME

Suggested structure for each physical fitness period:

A. WARM-UP (5-7 minutes)
Move at a gentle, but constant pace for 3 minutes, picking up the pace in the second minute; then in a gentle stretching routine which includes the major muscle groups.

B. EXERTION (20-25 minutes)
Complete the exercise routine at a moderate to brisk pace.

C. WARM-DOWN (5-7 minutes)
Move at a gentle pace for 3 minutes, slowing down the pace in the second minute – complete stretching routine if one was not completed during the warm-up.

TESTS FOR HEALTH-RELATED FITNESS COMPONENTS

COMPONENT	TEST	DESCRIPTION
Body Mass Index (BMI)	Calculation	The formula for calculating BMI is: $\text{BMI} = \frac{\text{weight } (kg)}{(\text{height } (m)^2)}$ Examples • The BMI of an adult who weighs 86kg and who is 1,80m tall is 86kg divided by $(1{,}8m)^2$: $\text{BMI} = \frac{86}{(1{,}80)^2} = 26{,}5 = \text{overweight}$ • The BMI of an adult who weighs 58kg and who is 1,63m tall is 58kg divided by $(1.63m)^2$: BMI = = 21,8 = healthy weight range
Flexibility	Sit and reach	• Sit on floor with legs together and feet flat against a bench/ block • Reach forward with your arms fully extended • Get a partner to measure the distance your fingertips reach on the ruler fixed on the bench – the 15cm mark on the ruler should be flush with the end of the bench
Muscular Endurance	Sitting tucks	• Sit on the ground with your back and feet off the floor • Interlock your fingers on top of your head • Draw your legs to your chest and extend them away (= 1 tuck) keeping your back and feet off the floor • Repeat as many times as possible
Muscular Strength	Standing long jump	• Lie flat on ground and partner marks your body length from head to toe on the ground • Perform a standing long jump from the one mark to the other if possible • Try the jump twice and record the better of the two jumps
Cardiovascular Endurance	Step test	STEP TEST • Measure resting HR* • Step up and down on a 30cm step/ bench for 3 minutes at rate of 24 steps per minute • One step = 4 counts – up with L foot, up with R foot, down with L foot, down with R foot • Measure exercise HR* for 15 seconds immediately on stopping the stepping exercise, then multiply by 4 to get heart rate per minute
	OR	
	12-Minute Run	12-MINUTE RUN • Choose an area where a specific distance is already marked or measure and mark specific distances • Measure resting HR* • Warm-up and run for 12 minutes at a steady pace • Measure exercise HR* for 15 seconds immediately on stopping the stepping exercise, then multiply by 4 to get heart rate per minute • Warm-down and record distance covered in 12 minutes

*HR = heart rate

How to measure resting heart rate:

- Lie flat on the ground for 2 minutes
- Find the carotid pulse by pressing lightly on the carotid artery (next to the Adam's apple on the front side of the neck) with the forefinger and middle finger
- Count the number of pulses in 15 seconds and multiply the number by 4. This is the 1-minute pulse rate.

TEMPLATE FOR RECORDING HEALTH-RELATED FITNESS TEST RESULTS

PRE-TEST **DATE:**

COMPONENT	TEST	PRE-TEST DATE:	POST-TEST DATE:
Body Mass Index	Calculation		
Flexibility	Sit and reach		
Muscular Endurance	Sitting tuck		
Muscular Strength	Standing long jump		
Cardiovascular Endurance	Step test OR 12-minute run	Resting HR: Exercise HR:	Resting HR: Exercise HR:

POST-TEST **DATE:**

COMPONENT	TEST	PRE-TEST DATE:	POST-TEST DATE:
Body Mass Index	Calculation		
Flexibility	Sit and reach		
Muscular Endurance	Sitting tuck		
Muscular Strength	Standing long jump		
Cardiovascular Endurance	Step test OR 12-minute run	Resting HR: Exercise HR:	Resting HR: Exercise HR:

Total = 25 x 2 = 50 Marks

Term 3: Sports and games
Duration: ± 9 weeks

- Participation in attacking and defending sports (3 weeks)
- Participation in batting and fielding sports (3 weeks)
- Participation in net/ wall sports (3 weeks)

Assessment criteria:

- Frequency of participation (15 marks)
- Performance of movements/ motor skills (10 marks)

PREPARATION:

- The purpose is for learners to participate in the full version of a sport while applying the correct rules, techniques and tactics.
- Select team sports where minimal and fairly unsophisticated equipment is required or equipment can be improvised without compromising the rules, techniques and tactics of the sport. For example, offer handball as the attacking and defending sport, softball as the batting and fielding sport and volleyball as the net / wall sport.
- Source a coaching manual / DVD for the sports selected and study the basic rules, techniques and tactics.

Suggested structure for each games and sport period:

A. WARM-UP / INTRODUCTORY ACTIVITY (3-5 minutes)
Lead the class through a warm-up using 1-2 basic skills relevant to the sport. The activity should prepare the body for what is to come - could involve moving the body about vigorously; stretching; experimenting with different movements or revising previous movements. This section is important for communicating expectations by naming the expected outcomes for the session.

B. SKILLS DEVELOPMENT (10-15 minutes)
Individual and group skills could be developed by practising of sport-specific skills at different stations in different contexts. Repetition of skills should be allowed to refine the skills.

C. SKILLS APPLICATION (15-20 minutes)
Group learners in teams and apply skills in a full game situation using the full set of official rules. Allow proficient groups to devise their own tactics. Learners should rotate turns as umpire and scorer so that all members of a team get a chance to fulfill these roles. Observe learner performance for assessment.

D. WARM-DOWN / CONCLUDING ACTIVITY (3-5 minutes)
Get learners to collect equipment. Review 1-2 skills specific to the sport which require further attention and reflect on the success of the game tactics used by each team during the period.

Total = 25 Marks

BACKGROUND INFORMATION FOR GRADE 12 LEARNERS

Grade 12 learners should know the following requirements for obtaining a National Senior Certificate and admission to Higher Education:

TO OBTAIN THE NATIONAL SENIOR CERTIFICATE A LEARNER MUST ACHIEVE:

- 40% in three subjects, one of which is an official language at Home Language Level.
- 30% in three subjects, provided that a complete portfolio of evidence in the school-based assessment component is submitted in the subject failed.

AN ENDORSED NATIONAL SENIOR CERTIFICATE:

- Can be offered by a candidate who experiences special educational needs and offers the approved subjects for the National Senior Certificate with the concession of offering five subjects.
- The five subjects are:
  - First Additional Language, Mathematics or Mathematical literacy, Life Orientation and two subjects.
- Such a candidate will be awarded the endorsed National Senior Certificate if she/ he has achieved 30% in five subjects.

THE NATIONAL SENIOR CERTIFICATE (NSC) WILL INDICATE THE KIND OF ADMISSION THAT A CANDIDATE QUALIFIES FOR IN TERMS OF HIGHER EDUCATION

Higher Education require different subjects and pass rates for different fields of study. It is important that learners:

1. Aim to achieve the highest possible score in each subject.
2. Study the requirements of Higher Education Institutions of choice.

The detailed requirements for admission to Higher Certificate, Diploma and Bachelors degree are as follows:

REQUIREMENTS FOR ENTRY	HIGHER CERTIFICATE	DIPLOMA	BACHELOR'S DEGREE
Minimum admission requirement	▪ NSC ▪ Minimum of 30% in the language of learning and teaching of the higher education institution. ▪ Institutions may require appropriate combinations of recognised NSC subjects and level of achievement.	▪ NSC ▪ Minimum of 30% in the language of learning and teaching of the higher education institution. ▪ An achievement rating of 3 (40-49%) or better in four recognised NSC subjects. ▪ Institutions may require appropriate combinations of recognised NSC subjects and level of achievement.	▪ NSC ▪ Minimum of 30% in the language of learning and teaching of the higher education institution. ▪ An achievement rating of 4 (50-59%) or better in four subjects on the designated list. ▪ An institution is entitled to specify subject requirements and/or an appropriate level of subject achievement for a particular programme.

DESIGNATED LIST OF SUBJECTS FOR DEGREE ENTRY IS AS FOLLOWS:

SCIENCES	Information Technology	Physical Sciences	Mathematics
	Mathematical Literacy	Life Sciences	
BCM	Accounting	Business Studies	Economics
HSS	Geography	History	Religion Studies
AGRICULTURE	Agricultural Sciences		
ARTS	Dramatic Arts	Visual Arts	Music
TECHNOLOGY	Engineering Graphics and Design		
SERVICES	Consumer Studies		
LANGUAGES	One Language of Learning and Teaching at a Higher Education Institution and two other recognised language subjects		

PLANNING FOR THE FUTURE

Some decisions that Grade 12 learners have to make are:

- What do I want to do after Grade 12?
- Do I go to university, university of technology or FET College?
- How will I get funding for my studies?
- Am I going to earn while I learn (study part-time)?
- Am I going to take some time out from studying and work for a year or so?
- Am I going to start my own business?
- Can I volunteer my time?

In an effort to make informed decisions learners require information on how to go about getting answers to each of these questions. There are a number of sources of finance available to learners who want to further their studies.

OPPORTUNITIES OF FINANCIAL AID:

1.	Financial assistance	Is awarded by different organisations and institutions to learners according to their level of need, taking into account the financial circumstances of the family. This could be in a form of a loan or a bursary or part loan /part bursary.
2.	Bursaries	Are given to selected learners according to criteria set by the donors; these usually include academic performance and financial need. They are offered by the State, universities, industries, other organisations and even private persons. If the grant is a bursary loan, it is repayable either through service or actual repayment.
3.	Incentives	Are offered by institutions in order to attract learners with high academic marks, sport and leadership potential.
4.	Scholarships	Are granted to a learner on the basis of outstanding academic achievement in Grade 12 results or a defined field of study. They do not normally require the recipient to repay them and have no employment conditions.
5.	Learnerships	Is a structured learning programme which includes practical work experience. Takes the form of in-house learning and is offered by various employers with the aim of providing the learner with practical experience, skills and the possibility of increased future employment. It leads to an occupationally related qualification registered on the National Qualifications Framework (NQF).
6.	Loans	Are offered to students by banking institutions. The amount granted is directly related to the cost of

		the study. They must be paid back with interest and can only be signed by a person over the age of 21. ▪ Full time students will start repaying the loan on completion of their studies. However, they will be required to pay the monthly interest during the time of the study. ▪ Part-time students will repay their loan while they are studying.
7.	Information on these sources can be obtained from the Department of Labour, National Student Financial Aid Scheme (NSFAS), banking institutions, universities, FET Colleges, public libraries and schools. Life Orientation teachers should assist learners in this regard.	

NB. Apply to more than one institution to increase your chances of finding financial aid and ensure that you have a wide range of options to choose from.

Always make sure that the qualifications you are studying towards are registered on the NQF, accredited by the relevant Education and Training Quality Assurance (ETQA) body and that the provider offering it is accredited and registered. To check whether your qualification and education and training provider are accredited, ask for their registration certificate or visit:

- List of ETQAs: www.saqa.org.za
- Register of FET Colleges: www.education.gov.za (click on "FET Register" on the sidebar)
- Register of HE Institutions: www.edcation.gov.za (click on Register of Private Higher Education Institutions under What's New)

AN ENTREPRENEUR OR A SMALL BUSINESS OWNER

Entrepreneurial skills have become a necessity in a country like South Africa where more and more people are without a job. Some of the secrets behind successful small business owners are:

- A broad range of business, management and administrative skills.
- Basic bookkeeping, customer service, financial planning, marketing, negotiating and selling skills.
- Ability to draw up a business plan, and identify their own strengths, weaknesses and interests in order to develop themselves.
- Good financial backing and knowledge of the industry they intend to work in.
- Willingness to work long and unsociable hours and have high activity potential with strong levels of persistence.
- Enjoying a challenge and with a sense of adventure and risk taking.
- Are highly creative, analytical, social types, highly ambitious; organised and practical.
- Knowledge of the legal requirements for business owners including health, safety, employment and government regulations.
- An interest in and knowledge of business and willingness to acquire a wide range of business skills.

Studying a business or project management or a business degree, diploma or certificate will be useful for a business owner.

VOLUNTEERING

Many young people complain that employers require experience they do not have. Volunteering your time, knowledge and skills will provide you with the experience you require, opportunity to interact with people who could identify your potential and decide to hire you. Instead of sitting home doing nothing, volunteer work will benefit you greatly. You won't give laziness of mind and body opportunity in your life. Most importantly keep in mind that the more you make yourself available the more you create opportunities of being employed.

Appendix 7 –

TIPS FOR SUCCESS IN 2009 EXAMINATIONS

10 things to do to succeed in Grade 12 examinations	
The final matric timetable is out. Study it and start to plan now. There are sometimes two exams on one day so you will have to be super sharp and alert. Develop your own personal examination timetable.	Textbooks are an essential student companion. Have you got a textbook for each subject? Make sure you do and that you work systematically through your textbooks. Don't wait for your teacher to explain it all. Look at what you have to cover for the year and plan accordingly.
There are only 200 days to the start of final exams. This includes all weekends and holidays. Start today and work everyday. Set targets for achievement.	Your BMI can help you in matric. Your Body Mass Index (BMI) is an indication of how healthy you are. Calculate your BMI and then exercise and eat healthily throughout the year to keep an optimum BMI.
Do not miss one day of school between now and your exams. Keep healthy and alert. Listen to your teachers. They have done this before and will help you succeed.	Academic work requires concentration and focus. Every day you should be engaged in intensive, focused, individual academic work. Turn off iPods, music centres, the TV, the cellphone and have an intensive and rewarding academic workout everyday. Build your brain cells and be the envy of all your friends.
Reading is a hot skill. Reading will change your life. Read at least 1 000 words everyday. Read everything you can get your hands on. Read accurately and quickly.	Good vibes are good for success. Surround yourself with positive, happy people who want you to succeed. Your family and friends will be important in supporting you in the next 200 days. Be grateful for their support.
Writing is power, but it requires practice. We are all judged, every day, on our writing – we can inspire, impress, persuade, congratulate and express love with writing. Write at least 400 words every day – carefully, accurately and beautifully.	Matric success requires planning and hard work. Start planning and working today. Attend school every day. Do homework every day. Read every day. Write and calculate every day. Stick to your year plan.
HOW DID YOU DO?	
1–2: Get help urgently. 3–4: Start planning today. 5–6: You are on your way. Intensify your efforts. 7–8: You're well organised and nearly ready for success. 9–10: You're doing fantastically. Help someone else to get organised for success.	
Study Mate Issue 1, April 2009	

GRADE 12 LIFE ORIENTATION

EXAMPLE OF A RECORD SHEET

CODE	RATING	%
7	Outstanding	80 - 100
6	Meritorious	70 - 79
5	Substantial	60 - 69
4	Adequate	50 - 59
3	Moderate	40 - 49
2	Elementary	30 - 39
1	Not Achieved	0 - 29

Class: …….. **School: ……**

		TERM 1			TERM 2				TERM 3			FINAL MARK		
	NAME OF TASK	SOURCE-BASED	PET	TOT	PORTFOLIO	EXAM/ TEST	PET	TOT	EXAM/ TEST	PET	TOT	TOTAL		
	DATE OF ASSESSMENT													
	LEARNERS' NAMES	75	25	100	75	75	50	200	75	25	100	400	%	1-7
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
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