Teacher Development Workshop
Senior Phase

Life Orientation
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<td>23</td>
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</tr>
</tbody>
</table>
INTRODUCTION TO CAPS

This section is an introductory section to the Senior Phase CAPS. Use your Survival Guide to the Senior Phase CAPS as a resource.

Activity A:

Topics to be covered:
- Generic CAPS information
- Assessment
- Generic planning

Instructions:
- Participants should complete this activity in groups of 3.
- Use the Survival Guide to the Senior Phase CAPS as a resource to look up the answers.
- Read the statement / question and discuss the answer in your group.
- Write down the answer in the space that has been left for discussion notes.

The questions have been developed to stimulate discussion. The facilitator will discuss the questions at the end and clarify any uncertainties.

<table>
<thead>
<tr>
<th>1. What does CAPS stand for?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2. CAPS is not a new curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>State whether the above statement is true or false.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. The Senior Phase CAPS will be implemented in 2014.</th>
</tr>
</thead>
<tbody>
<tr>
<td>State whether the above statement is true or false.</td>
</tr>
</tbody>
</table>
4. *There are no more Learning Areas in the Senior Phase.*
   
   State whether the above statement is true or false.

5. *The number of subjects in Senior Phase has decreased.*
   
   State whether the above statement is true or false.

6. *The number of assessments in the Senior Phase has increased.*
   
   State whether the above statement is true or false.

7. Which changes in the Senior Phase will have the greatest impact on planning?
   
   Hint: Look at the time allocation in the Survival Guide.
LIFE ORIENTATION INTRODUCTION TO CAPS

This section of the workshop focuses on Life Orientation Grades 7-9. It provides a taste of what to expect in the Spot on Life Orientation and Life Orientation Today textbooks and how they support teaching CAPS.

Activity B: Life Orientation textbooks

Topics to be covered:
- Generic CAPS information
- Criteria for choosing a textbook
- Timetabling and planning in Life Orientation
- Assessment in Life Orientation

Instructions:
- Study the list provided. The list consists of 9 criteria that are considered important to most teachers when choosing a textbook.
- Rank the importance of the criteria by placing numbers 1 to 9 in the spaces provided.

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Sequencing of content according to the CAPS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Relevant and up to date content</td>
</tr>
<tr>
<td></td>
<td>Specific tasks required for Programme of Assessment e.g. tests, projects etc.</td>
</tr>
<tr>
<td></td>
<td>Annual teaching plan according to the CAPS with term by term overview</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide which provides guidance and answers for Programme of Assessment</td>
</tr>
<tr>
<td></td>
<td>Variety of revision activities</td>
</tr>
<tr>
<td></td>
<td>Diagrams and Pictures to explain content</td>
</tr>
<tr>
<td></td>
<td>Remedial activities to support those learners that may need extra support</td>
</tr>
<tr>
<td></td>
<td>Extension activities to support those learners that need expanded opportunities</td>
</tr>
</tbody>
</table>
Activity C: Life Orientation Senior Phase (Grade 7)

This activity is taken from a Grade 7 Life Orientation Topic. The examples are from Spot on Life Orientation Grade 7 and Life Orientation Today Grade 7.

Topics to be covered:
- Grade 7 Life Orientation: Development of the Self in Society
- Completion of tasks

Instructions:
- Participants should complete this activity in pairs.
- Study the activities taken from Spot on Life Orientation Grade 7 and Life Orientation Today Grade 7.
- Answer the questions that follow.

Questions:
1. How can you ensure that every learner completes these tasks and learns the appropriate skills?
2. How do you encourage shy learners to participate in the activities?
3. Which Life Orientation topic do these activities cover?

### Annual Teaching Plan Grade 7 Life Orientation

<table>
<thead>
<tr>
<th>Topic</th>
<th>Grade 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of the self in society</td>
<td>- Concept: self-image</td>
</tr>
<tr>
<td></td>
<td>- Changes in boys and girls: puberty</td>
</tr>
<tr>
<td></td>
<td>- Peer pressure</td>
</tr>
<tr>
<td></td>
<td>- Concepts: personal diet and nutrition</td>
</tr>
<tr>
<td>Health, social and environmental responsibility</td>
<td>- Substance abuse</td>
</tr>
<tr>
<td></td>
<td>- Concept: environmental health</td>
</tr>
<tr>
<td></td>
<td>- Common diseases: TB, diabetes, epilepsy, obesity, anorexia, HIV and AIDS</td>
</tr>
<tr>
<td>Constitutional rights and responsibilities</td>
<td>- Human rights as stipulated in the South African Constitution</td>
</tr>
<tr>
<td></td>
<td>- Fair play in a variety of sport activities</td>
</tr>
<tr>
<td></td>
<td>- Dealing with abuse</td>
</tr>
<tr>
<td></td>
<td>- Role of oral traditions and scriptures of major religions</td>
</tr>
<tr>
<td>World of work</td>
<td>- Importance of reading and studying</td>
</tr>
<tr>
<td></td>
<td>- Career fields</td>
</tr>
<tr>
<td></td>
<td>- Simulation of career related activities</td>
</tr>
<tr>
<td></td>
<td>- Value and importance of work in fulfilling personal needs and potential</td>
</tr>
<tr>
<td>Physical Education</td>
<td>- Participates in fitness programme</td>
</tr>
<tr>
<td></td>
<td>- Plays community or indigenous games that include the concept of invasion</td>
</tr>
<tr>
<td></td>
<td>- Performs a sequence of physical activities</td>
</tr>
<tr>
<td></td>
<td>- Participates in an outdoor recreational programme</td>
</tr>
<tr>
<td></td>
<td>- Safety issues</td>
</tr>
</tbody>
</table>
Unit 6 The effects of peer pressure

Peer pressure is when a person feels that they have to change their behaviour, attitudes or values so that they fit in and feel accepted. Most people want to fit in and be part of a group. People often give in to peer pressure because they don’t want to seem “un-cool” or they don’t know how to get out of a situation.

How peer pressure can influence an individual
Our peers influence us. Sometimes, this is a positive influence, for example encouraging us to study or take part in sport. Other peers can have a negative influence, for example encouraging us to drink, smoke, have sex, bully others or disrespect our elders.

Activity 21 The influences of peer pressure
1. In groups, look at the drawings below. Discuss whether each scenario is a positive or a negative form of peer pressure.
2. In each picture, how do the people who are being pressured feel?

Scenario 1

Scenario 2

Taken from Life Orientation Today Grade 7 (page 20)
We now understand that peer pressure can have a positive influence like encouraging us to study, take part in sport or become involved in helping our community. However, it can also have negative influence like encouraging us to drink, smoke, have sex, bully others, disrespect our elders.

We give in to peer pressure because we:
- want to fit in and be part of the group
- want our peers to like us
- do not want others’ to think we are un-cool
- are curious
- believe that everyone else is doing it
- do not know how to get out of the situation.

### Activity 22 How peer pressure affects teenagers

Read the article below and answer the following questions.
1. Why is Dlamini under constant pressure?
2. What does she say she and other young people are under pressure to do?
3. What do you understand to be the results of being pressured to have sex?
4. Name five reasons why young people give in to peer pressure?

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**Teen peer pressure compromises South Africa Aids fight**

Teens risky sexual behaviour is making South Africa’s fight against Aids an uphill struggle, say experts.

The country is struggling to deal with six million people who are HIV-positive, and the prevention message is alarmingly slow in getting through to teenagers. Nearly 14 per cent of pregnant teenage girls in South Africa are testing positive for HIV.

Dlamini, 14, says she is under constant pressure to fit in. “Being a virgin is not cool at all,” she said to journalists. “Having the latest cell phone or wearing designer clothes doesn’t make you cool anymore,” she said. “You need that extra little something that will make people take notice. And often that has to do with sex.”

Only 31 per cent of sexually active students said they regularly used condoms, and nearly one in five had been pregnant or made someone pregnant, found a survey released this year by the Medical Research Council. Yet 65 per cent say they have been taught about HIV and Aids.

Dlamini (not her real name) said condoms are difficult for teenagers to get hold of. “Most people are shy of going to the garage and buying condoms and at the clinic nurses humiliate you. So people rely on older friends,” she said.

Peer pressure has “a huge role to play” in young people’s decisions about sex, said Botha Swarts, at Johannesburg prevention group, loveLife. “Seventy per cent of calls to our call centre are from young people pressured into doing things they are not ready to do, and casual sex is one of them. What is often sexy to adolescents is the idea of risk itself. The power of casual sexual encounters is promoted perpetually by the mass media. This is very difficult for safe sex campaigns to counter.”

*Adapted from an article by Hayley Jarvis for SOS Children*

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Taken from Life Orientation Today Grade 7 (page 21)
Coping skills

If you are in a situation where you are feeling pressured, there are a few skills that you can practise that can help you.

1. You can make a joke. A joke can help change the atmosphere.
2. You can give a reason why you cannot do what they are asking you to do.
3. Just say no in an assertive way. Be firm and polite to show you are not interested.
4. You can suggest something else to do instead.
5. You can ignore what the person has said. Talk about something else.
6. You may have to repeat yourself. Carry on saying no. Do not give in.
7. Get away from the situation. If you don’t like what is happening, leave.
8. Make an agreement with friends to stick together and support each other.
   If you know your friends will support you, you will have confidence to deal with peer pressure.
9. Be clear on what you believe is right and wrong. This can give you confidence and help you to say no to peer pressure.
10. Talk to an adult you can trust or a friend who can give you advice.

<table>
<thead>
<tr>
<th>Activity 24</th>
<th>Deal with difficult situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Study the situation in the picture. Decide how you would cope with it.</td>
<td></td>
</tr>
<tr>
<td>2. Work with a partner to role play your coping skills. Take turns to show your different ways of coping.</td>
<td></td>
</tr>
</tbody>
</table>

Taken from Life Orientation Today Grade 7 (page 23)
Topic: Development of the self in society

Crime

Some teenagers are persuaded to commit crimes like shoplifting. They may be challenged by their peers to commit the crime and, because they don’t want to let their peers down, they go through with the crime and have to suffer the consequences.

Unhealthy sexual behaviour

Studies have shown that teenagers who become sexually active often do so because they think it will impress their peers. Some are found to have unprotected sex with more than one partner because they think that “everyone is doing it”. Unhealthy sexual behaviour can result in STIs (like AIDS), unwanted pregnancy and feeling emotionally hurt.

Bullying

One example of bullying is when a group picks on an individual. Some teenagers accept the behaviour of bullies or even join in acts of bullying because they are scared of being bullied themselves. Others do it to avoid being left out of the group. Generally, the cause of bullying can be traced to a bully with a negative self-image.

Rebellious behaviour

Teenagers often spend more time with their peers than with their families. They naturally begin to adopt the views and behaviour of their peers, sometimes without even realising it. This causes them to go against their parents and other people in authority, such as teachers.

Activity 1.1 Influence of peer pressure

Give a speech on the effects of peer pressure to the class. Prepare the speech in your exercise book. Use the guide below:

- Paragraph 1: Introduction – explain what peer pressure is. (3)
- Paragraph 2: Explain why teenagers want to follow their peers and do what they do. (10)
- Paragraph 3: Describe the negative effects of peer pressure. (7)
- Paragraph 4: Conclusion – explain how strong the influence of peer pressure is. Include the need to understand the consequences of your actions. (5)

Total: 25 marks

Taken from Spot on Life Orientation Grade 7 (page 29)
Activity D: Life Orientation Senior Phase (Grade 8)

This activity is taken from a Grade 8 Physical Education topic in Life Orientation. These examples are from Spot on Life Orientation Grade 8 and Life Orientation Today Grade 8.

Topics to be covered:
- Grade 8 Life Orientation: Physical Education
- Assessment

Instructions:
- Study the assessment tasks taken from Spot on Life Orientation Grade 8 and Life Orientation Today Grade 8.
- Discuss and answer the questions that follow.

Questions:

1. Discuss the additional skills, values and attitudes that the learners will gain from the activities below.

2. Which Life Orientation topic do these activities cover?

### Annual Teaching Plan Grade 8 Life Orientation

<table>
<thead>
<tr>
<th>Topic</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of the self in society</td>
<td>• Concepts: self-concept formation and self motivation</td>
</tr>
<tr>
<td></td>
<td>• Concept: sexuality</td>
</tr>
<tr>
<td></td>
<td>• Relationships and friendships</td>
</tr>
<tr>
<td>Health, social and environmental</td>
<td>• Social factors that contribute to substance abuse</td>
</tr>
<tr>
<td>responsibility</td>
<td>• Environmental health issues</td>
</tr>
<tr>
<td></td>
<td>• Decision-making about health and safety: HIV and AIDS</td>
</tr>
<tr>
<td>Constitutional rights and</td>
<td>• Nation building</td>
</tr>
<tr>
<td>responsibilities</td>
<td>• Concept: human rights violations</td>
</tr>
<tr>
<td></td>
<td>• Concept: gender equity</td>
</tr>
<tr>
<td></td>
<td>• Concept: cultural diversity in South Africa</td>
</tr>
<tr>
<td></td>
<td>• Contributions of organisations from various religions to social</td>
</tr>
<tr>
<td></td>
<td>development</td>
</tr>
<tr>
<td>World of work</td>
<td>• Different learning styles</td>
</tr>
<tr>
<td></td>
<td>• Six career categories</td>
</tr>
<tr>
<td></td>
<td>• Relationship between performance in school subjects and interests and</td>
</tr>
<tr>
<td></td>
<td>abilities</td>
</tr>
<tr>
<td></td>
<td>• Decision-making process</td>
</tr>
<tr>
<td>Physical Education</td>
<td>• Participates in physical activities that promote components of fitness</td>
</tr>
<tr>
<td></td>
<td>• Plays target games</td>
</tr>
<tr>
<td></td>
<td>• Programme to improve movement techniques</td>
</tr>
<tr>
<td></td>
<td>• Participates in an outdoor recreational activity</td>
</tr>
<tr>
<td></td>
<td>• Safety issues</td>
</tr>
</tbody>
</table>
Unit 3 Keeping yourself safe outdoors

Safety in the water
You need to be very careful if you swim or play in dams, pools or the sea. Over 500 people drown in South Africa every year, and over 200 of those are your age or younger. Most of these drownings take place in pools and dams.

If you can’t swim well, remember these golden rules when you play in W A T E R:
Waist deep Don’t go in deeper than your waist. This is very important in the sea where currents or backwash can drag you out to sea.
All together Don’t play alone in water. Always go with friends.
Tread water Even if you can’t swim, learn how to tread water to keep afloat.
Easy does it Don’t panic. If you find yourself in deep water, keep calm. Remember to tread water to keep afloat.
Rescue each other Look after each other. If a friend is going too deep, stop him or her. If a friend is in trouble, hold out a branch or a towel or pair of pants for her to grab onto. But don’t go in too deep if you can’t swim yourself!

Activity 9 Learn to doggie-paddle
1. Last year you learnt how to stay afloat. Let’s remind ourselves how to do it.
2. Lie face down over a desk or small table:
   • Lift your head.
   • Put your fingers and thumb together and bend them slightly inwards, as if you are making a very shallow bowl with each hand.
   • Push your arms out like a spear in front of you, one at a time, and pull the water towards and under you.
   • At the same time, point your toes and kick the water with the top of your feet.
   • Your upper body will look a bit like a dog when it is swimming. This is why it is called doggie-paddle.
3. Next time you are playing in a dam or pool of water with friends, find a shallow part no deeper than your knees. Lie tummy down, head up and move yourself along by ‘walking’ your hands along the bottom. Kick your feet. When you’re comfortable doing this, try keeping your upper body afloat by doing doggie-paddle with your arms and hands. Practise this until you can keep yourself afloat.

Taken from Life Orientation Today Grade 8 (page 124)
Be careful in nature
Do you remember what you learnt about bees and snakes last year? Here’s a quick reminder of the most important points:

Bees
1. Keep away from bees.
2. Don’t try to hit them away from you.
3. Remove the bee sting as quickly as possible.

Snakes
1. Keep away from snakes.
2. Don’t put your hands in dark holes.
3. If you are bitten:
   • Don’t panic.
   • Keep the bitten part lower than your heart.
   • Slowly walk to get help.

Be careful when you are bleeding
If you cut yourself or hurt yourself and are bleeding:
1. Press a clean piece of cloth over the gash to stop the bleeding. Use a shirt if necessary.
2. Hold it there for at least 20 minutes.
3. Walk home or to a hospital slowly. If possible, keep the bleeding part higher than your heart.

Activity 10  Take care of each other, trust each other
1. Divide yourselves into groups of nine learners.
2. Stand in a tight circle of about 2 m diameter.
3. One person stands in the middle, feet together, arms folded across the chest and eyes closed. Keeping your body straight, overbalance in any direction.
4. Your classmates gently stop you from falling by pushing you with their hands back to an upright position.
5. Overbalance again and trust your friends to save you from falling.
6. Everybody has a turn to be in the middle.
7. Now one person in the group stands on a desk or rubbish-bin. Arms are folded across the chest and eyes are closed.
8. The rest of the group stands in two lines behind the learner on the desk. Face each other and hold the opposite person’s arms as in the picture. Stand close together so that you can all catch the person when they fall into your arms.
9. Now the person stands on the desk or bin, keep straight up and fall backwards into the safe arms of your friends!
Physical Education: Flexibility and sport

All sports require flexibility.

- In baseball and cricket, the pitchers or bowlers (throwers) need to have flexible shoulders in order to pitch or bowl (throw) the ball without injuring themselves. Fielders need flexibility to catch the ball.
- Soccer players need to be able to move sideways quickly.
- Hockey players need to be able to stop and change direction quickly.
- Basketball players need flexibility to jump.
- Swimmers need good movement around the shoulder joints.
- Gymnasts, ice skaters and dancers need to perform a range of different movements.

Even walking requires flexibility!

Activity 1.3 Be flexible for sport

Lunge with knee lift to strengthen your upper leg muscles for better running. Do both steps 10 times each side.

Upper and lower body strength exercises will help you to cycle better. It will also increase your spine flexibility to help you in the bent-over position for uphill cycling. Repeat all the steps eight times each side.

Total body strengthener for your back and stomach muscles which will help keep you afloat in the water. The arm and leg work will give you more strength to push through the water. Do this to the count of 30 while breathing in and out. Repeat all the steps eight times each side.

Twisting bicycle exercise for your back, stomach, waist and stomach muscles. Repeat this eight times on each side.

Taken from Spot on Life Orientation Grade 8 (page 20)
Activity E: Life Orientation Senior Phase (Grade 9)

This activity is taken from a Grade 9 topic in Life Orientation. These examples are from Spot on Life Orientation Grade 9 and Life Orientation Today Grade 9.

Topics to be covered:
- Grade 9 Life Orientation
- Teacher’s knowledge, abilities and skills
- Access to information

Instructions:
- Study the extracts taken from Spot on Life Orientation Grade 9 and Life Orientation Today Grade 9.
- Discuss and answer the questions that follow.

Questions:

The practical activities in this topic require certain knowledge from the teachers and access to knowledge.

1. Discuss how the detailed instructions assist and direct the teachers to teach this topic.

2. Discuss how the types of activities make use of information readily available to most learners in most schools.

Annual Teaching Plan Grade 9 Life Orientation

<table>
<thead>
<tr>
<th>Topic</th>
<th>Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of the self in society</td>
<td>• Goal-setting skills: personal lifestyle choices</td>
</tr>
<tr>
<td></td>
<td>• Sexual behaviour and sexual health</td>
</tr>
<tr>
<td></td>
<td>• Challenging situations: depression, grief, loss, trauma and crisis</td>
</tr>
<tr>
<td>Health, social and environmental</td>
<td>• Concept: volunteerism</td>
</tr>
<tr>
<td>responsibility</td>
<td>• Health and safety issues related to violence</td>
</tr>
<tr>
<td>Constitutional rights and responsibilities</td>
<td>• Issues relating to citizens’ rights and responsibilities</td>
</tr>
<tr>
<td></td>
<td>• Constitutional values</td>
</tr>
<tr>
<td></td>
<td>• Contributions of various religions in promoting peace</td>
</tr>
<tr>
<td></td>
<td>• Sport ethics</td>
</tr>
<tr>
<td>World of work</td>
<td>• Time-management skills</td>
</tr>
<tr>
<td></td>
<td>• Reading and writing for different purposes</td>
</tr>
<tr>
<td></td>
<td>• Options available after completing Grade 9</td>
</tr>
<tr>
<td></td>
<td>• Knowledge of the world of work</td>
</tr>
<tr>
<td></td>
<td>• Career and subject choices</td>
</tr>
<tr>
<td></td>
<td>• Study and career funding providers</td>
</tr>
<tr>
<td></td>
<td>• Plan for own lifelong learning</td>
</tr>
<tr>
<td>Physical Education</td>
<td>• Improves own physical wellness level</td>
</tr>
<tr>
<td></td>
<td>• Executes a game plan for individual or team sport</td>
</tr>
<tr>
<td></td>
<td>• Refines own and peer performance in movement activities</td>
</tr>
<tr>
<td></td>
<td>• Refines own performance in an outdoor recreational activity</td>
</tr>
<tr>
<td></td>
<td>• Safety issues</td>
</tr>
</tbody>
</table>
Unit 1 Career and subject choice

It is important to think about what kind of work you will do one day. It is part of planning for your future. Although you will probably change your mind several times between now and when you actually choose a final career, you need to find out as much as you can in order to get that job one day.

Activity 1  What will I be one day?
1. For this activity, you or your teacher will bring the section of the newspaper that advertises jobs to school.
2. In a group, read this section and choose one job that appeals to you.
3. Answer these questions about the job:
   a) Do you need a specific qualification to be able to apply for this job?
   b) If yes, what is the qualification?
   c) Where would you study to qualify?
   d) What school subjects would you need to take in Grades 10 to 12 to be able to study or train for this job?

You will see from this activity that planning and preparing your future needs to start now. The world of work is changing every day. You will need to be well-informed to keep up with new jobs and careers which are available.

Careers related to different subjects
A subject studied at school level could lead to a career in that subject area. Some careers would require further studying at tertiary level before you would be able to work. Some school subjects, especially those with a large practical component may prepare you for the world of work straight after Grade 12.

Activity 2  Match jobs and subjects
1. In the table on the opposite page, you will see which careers are available for certain subject choices. Read through the list with a partner.
2. If there any subjects that you have never heard of, discuss what you will learn in this subject with your partner and, if you are not sure, check with your teacher.
3. If there are some jobs that you have never heard of, discuss with your partner what you think this work entails and then check with your teacher.
4. Look at the subjects required for the careers that you discussed, and think about how these subjects relate to the work.

Taken from Life Orientation Today Grade 9 (page 74)
<table>
<thead>
<tr>
<th>NSC Subjects</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting, Business Studies, Computer Applications Technology, Economics, Information Technology, Maritime Economics, Mathematics</td>
<td>accountant, businessperson, estate agent, salesperson, teller, auctioneer, marketer, financial advisor, bank teller, bookkeeper, cashier, mathematician, quantity surveyor, statistician, actuarial scientist, economist, appraiser (assessor), auctioneer, auditor, retail buyer cashier, chartered accountant, chartered secretary, project manager, computer systems analyst, credit controller, garage manager, human resources manager, market researcher, public relations practitioner, switchboard operator</td>
</tr>
<tr>
<td>Agricultural Management Practices, Agricultural Science, Agricultural Technology</td>
<td>farmer, agricultural manager, agricultural consultant, agricultural product salesman, forester, gardener, geologist, grounds man, horticulturist, surveyor, marine biologist, winemaker, ecologist, wildlife conservationist, game ranger, agricultural researcher, soil scientist</td>
</tr>
<tr>
<td>Civil Technology, Electrical Technology, Engineering Graphics and Design, Information Technology Mathematics, Mechanical Technology, Nautical Science</td>
<td>blacksmith, carpenter, jeweller, locksmith, mechanic, plumber, welder, engineer, electrician, architect, computer programmer, ship builder, aeronautical engineer, cellular phone technician, architect, computer technician</td>
</tr>
<tr>
<td>Consumer Studies, Hospitality Studies Tourism</td>
<td>chef, guest house manager, hotel manager, waitress, tour guide, travel agent, travel writer, food writer, photographer, recipe developer, dietician, nutritionist, caterer, child-minder, receptionist, sales assistant, social worker, teacher, public relations officer, dress designer, dressmaker, interior designer, decorator, housekeeper</td>
</tr>
<tr>
<td>Dance Studies, Design, Dramatic Arts, Languages, Music, Visual Arts</td>
<td>animator, architect, artist, fashion designer, film maker, graphic artist, hairdresser, interior decorator, jeweller, make-up artist, photographer, broadcaster, editor, language teacher, librarian, journalist, poet, reporter, lawyer, translator, writer, book shop salesperson, speech therapist, actor, comedian, dancer, disc jockey, mime artist, musician, opera singer, pianist, rock singer, sound engineer, voice coach, music teacher, colour consultant</td>
</tr>
<tr>
<td>Equine Studies, Life Sciences, Physical Sciences, Sport and Exercise Science</td>
<td>jockey, horse trainer, race track manager, stud manager, environmental consultant, physiotherapist, occupational therapist, chemist, dentist, detective, engineer, microbiologist, pharmacist, doctor, jockey, inventor, scientist, fireman, game ranger, gardener, lifeguard, policeman, referee, sailor, soldier, sports coach, physical education/life orientation teacher, adventure sports instructor, doctor, HIV and Aids counsellor, nurse, psychologist, biomedical engineer, dermatologist</td>
</tr>
<tr>
<td>Geography, History, Life Orientation, Religion Studies</td>
<td>geologist, meteorologist, fire-fighter, game ranger, gardener, policeman, referee, sports coach, physical education/life orientation teacher, adventure sports instructor, HIV and Aids counsellor, lawyer, nurse, psychologist, astronomer, map maker</td>
</tr>
</tbody>
</table>

Taken from Life Orientation Today Grade 9 (page 75)
Subjects in Grades 10, 11 and 12

It is impossible to predict fully what your career path will be in four years’ time. Even if you are sure that you have chosen the right path now, you could change your mind. You might also need to change career direction as the job market changes.

It is sensible to choose subjects that will allow you to follow several career fields or study a wide range of courses at the tertiary level.

<table>
<thead>
<tr>
<th>Degree / area of study</th>
<th>Subjects needed for university admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting, Business, Commerce, Economics</td>
<td>Mathematics is the general requirement. Courses like Business Science or Actuarial Science require high levels of achievement in Mathematics.</td>
</tr>
<tr>
<td>Agriculture, Dietetics, Sciences</td>
<td>Mathematics, Physical Sciences and Life Sciences OR Mathematics and Physical Science, OR Mathematics and Life Sciences depending on specialisation fields.</td>
</tr>
<tr>
<td>Architecture</td>
<td>Mathematics or Mathematics and Physical Science</td>
</tr>
<tr>
<td>Art, Dance, Drama, Film and Media, Journalism, Law, Music, Politics, Psychology, Social Work, Teaching, Theology, Translation</td>
<td>No specific subjects are required. Performance studies will require an audition. Portfolio of work and/or an evaluation test are sometimes required. Language achievement must be at least level 4 and 5 for some courses.</td>
</tr>
<tr>
<td>Dentistry, Medicine, Nursing, Occupational Therapy, Optometry, Pharmacy, Physiotherapy, Speech-Language &amp; Hearing Therapy, Veterinary Science</td>
<td>Mathematics, Physical Sciences and Life Sciences OR Mathematics and Physical Science, OR Mathematics and Life Sciences depending on the course. Levels of competition are high. It is best to take all three subjects: Mathematics, Physical Sciences and Life Sciences and score level 7s, especially for medicine and physiotherapy.</td>
</tr>
<tr>
<td>Engineering</td>
<td>Mathematics and Physical Sciences</td>
</tr>
</tbody>
</table>

There are 32 different subjects and 25 languages: 57 subjects in total. No school could ever offer all of the National Senior Certificate subjects. To keep your options open, it is best to have the correct combination of subjects for admission to study a degree at a university. You need to pass at least four subjects at a rating of 4 (adequate achievement, 50-59%) or better, from the designated list of subjects.

**Designated subjects:**

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Agricultural Sciences</th>
<th>Business Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dramatic Arts</td>
<td>Economics</td>
<td>Engineering</td>
</tr>
<tr>
<td>Graphics and Design</td>
<td>Geography</td>
<td>History</td>
</tr>
<tr>
<td>Consumer Studies</td>
<td>Information Technology</td>
<td>Language</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>Mathematics</td>
<td>Mathematical Literacy</td>
</tr>
<tr>
<td>Music</td>
<td>Physical Sciences</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>Visual Arts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You also need to achieve a rating of at least 2 (elementary achievement, 30-40%) or better at Home Language or First Additional Language level. The bigger universities require you to have a language rating of level 4 (50% – 59%) and sometimes level 5 (60% – 69%).

Taken from Life Orientation Today Grade 9 (page 76)
Unit 2 Careers related to different subjects

Different careers are related to different subjects. If you are planning to study for a specific career, it is important to contact tertiary institutions to confirm entrance requirements. Some qualifications and training institutions require specific school subjects. These are usually the sciences and engineering, but there are also many other rewarding qualifications that do not require specific school subjects.

For example, you have to choose between Mathematics and Mathematical Literacy. This is an important choice, as it can influence the options available to you after Grade 12. If you are unsure of which career you intend following, then you should continue with Mathematics so that you do not limit your potential career options later. Remember that Mathematical Literacy will also allow you entrance into certain courses at universities. Remember to stress the fact that you should research as many possible career choices to reduce your chances of regret later.

Read the letters below:

Dear Career Counsellor
I would like to follow a career in Accounting. Do I have to take Mathematics, or can I take Mathematical Literacy as a subject in Grades 10, 11 and 12? My Mathematics mark is usually below 50% and I spend a lot of time studying for it. What advice can you give me?
Regards
Riaz

Dear Riaz
Accountants usually study a BCom degree and Mathematics is a requirement for this degree. I do not think it makes sense to continue with Mathematics if your marks in Grade 9 are already below 50%.
I want to suggest that you investigate other options. Have you considered the National Diploma admission requirements for studying accounting? For example, Unisa offers the following diploma courses: National Diploma (Accounting), National Diploma (Internal Auditing) and National Diploma (Taxation).
Kind regards,
Career Counsellor

Dear Career Counsellor
I am a Grade 9 learner at a school in the Western Cape and am considering studying medicine at the University of Stellenbosch. I realise that it is highly competitive to gain admission to this course and want to know what else I could do should I not be accepted. Also, which subjects would be compulsory to take in Grades 10, 11 and 12?
Warm regards,
Fezile

Dear Fezile
You are quite correct — it is very difficult to gain admission to medicine. However, our country needs young, well-qualified doctors. I would encourage you to work hard, do your best and apply in advance. I also want to suggest that you not only apply at the University of Stellenbosch, but also apply at other universities.

Mathematics, Physical Science and Life Sciences are compulsory subjects to study an MBChB at the University of Stellenbosch (US). Other degree study options with these subject requirements are BSc Physiotherapy (Stellenbosch) and BSc in Earth Sciences (Stellenbosch).

Kind regards,
Career counsellor

Taken from Spot on Life Orientation Grade 9 (page 112)
Activity 2.1 Subjects and careers

1. a) Read the letters on page 112 again.
   b) Are you considering taking Mathematics or Mathematical Literacy, in Grades 10, 11 and 12? Justify your choice. (2)

2. Study the example of the link between a career and its compulsory and recommended subjects.

<table>
<thead>
<tr>
<th>Career choice</th>
<th>Qualifications</th>
<th>Compulsory school subjects</th>
<th>Recommended school subjects</th>
</tr>
</thead>
</table>
| Computer hardware engineer  | Degree: BEng Computer Engineering at University of Pretoria (UP) or North West University (NWU)  
Electronic engineering at most universities, for example (NWU), UP, University of Johannesburg (UJ), University of Stellenbosch (US) and the University of KwaZulu-Natal (UKZN) | Mathematics, Physical Sciences | Information Technology, Computer Applications Technology |

a) What do the following abbreviations stand for?
   i) UP  
   ii) NWU  
   iii) UJ  
   iv) US  
   v) UKZN  (5)

b) Would you consider a career as a computer hardware engineer as a possible option? Explain why or why not. (2)

3. Your teacher will provide you with Resource 25. Select careers from the table in Resource 25 that will be suitable for you and identify the recommended or required subjects for each. (2)

Total: 11 marks

Extension

1. Research qualifications, compulsory and recommended subjects required for at least three possible career options for yourself.
2. Summarise the information you have obtained in a table like the one in Activity 2.1.

Taken from Spot on Life Orientation Grade 9 (page 113)
Case study

Reafilwe

Qualities relating to different careers and subjects

Strengths and weaknesses; interests and abilities

Reafilwe is currently in Grade 12 and has always been conscientious and keen to learn. Her mother is a Mathematics teacher and often assists at the local orphanage. Her father coaches the local soccer team. She has neither her mother’s ability to care for people nor her father’s ball skills, but she knows how to solve a complicated mathematical problem. She is an independent thinker and can visualise abstract concepts. She also has a strong creative ability and a good imagination. She loves to take things like radios and computers apart to investigate the electronic parts. On her last report, her teacher wrote, “Reafilwe is innovative, has perseverance and is motivated to achieve.”

Decision-making skills

Steps in choosing subjects relating to interests and abilities

When Reafilwe had to choose subjects in Grade 9, her parents immediately encouraged her to take Mathematics rather than Mathematical Literacy, as she clearly not only has an aptitude (ability) for Mathematics, but also enjoys it. It was therefore quite easy for her to choose her compulsory subjects:

- English Home Language – also the language of teaching and learning
- isiZulu First Additional Language
- Mathematics
- Life Orientation.

She agreed with their suggestion and was also keen to take Physical Science. Her Physical Sciences teacher is strict. She pushes her classes hard to achieve good marks; Reafilwe loves the competition and can work under intense pressure. So far, she had chosen her subjects according to her interests and abilities, but she still had to choose another two. She was, however, not sure what to choose.

Steps in choosing subjects relating to career of interest

According to what Reafilwe had learnt in Life Orientation up until Grade 9, she knew she had not only to consider her strengths, weaknesses, interests and abilities, but also investigate possible career options. She consulted many career books and Internet sites about careers in Mathematics and Natural Sciences.

Taken from Spot on Life Orientation Grade 9 (page 116)
### Case study  

The books and Internet sites had lists of careers, many of which she knew little about. She decided to take her time and read as much as she could about the different careers before making her decision.

In Grade 8, Reafilwe had learnt about John Holland’s theory to match a personality type to possible career options. She was clearly part of the investigative group of personalities and focused on those careers that required an interest in, and ability for, Mathematics and Natural Sciences.

One of the careers that particularly interested her was electronic engineering. She read that electronic engineers use computers to solve complicated problems and work with electronic systems to control mechanical and chemical processes. This definitely interested her! She needed a National Senior Certificate meeting degree requirements for a degree course and Mathematics and Physical Sciences as compulsory subjects. Recommended subjects were Information Technology and Engineering and Technology.

What excited her even more was the fact that she could study for a degree at a university (four-year BEng degree in electronic engineering), a diploma at a university of technology (three-year NDip in electronic engineering) or a national diploma at an FET college (NDip in engineering). She also read that some universities of technology offer four-year degrees in collaboration with some universities. There were so many options available to her! She decided to follow the recommendations to do the subjects Information Technology and Engineering and Technology. She was happy that her school offered all these subjects and that she was able to make her final subject choices:

- Physical Sciences, Information Technology, and Engineering and Technology.

Reafilwe thought to herself, “I have learnt an important lesson – good decisions take time to make!”

### Activity 3.1 Skills for good decision making

30 minutes

1. Read the case study again. Use the case study to design a checklist that you can use when making decisions about subject choices. (5)

2. Complete your checklist to see how far you are with your decision-making process. (2)

3. What do you think Reafilwe could have done if her school did not offer the subjects Information Technology and Engineering and Technology? Write a short paragraph giving her advice. (5)

4. Your teacher will provide you with a table to summarise the following information concerning your own situation:
   - subjects offered by your school.
   - compulsory and recommended subject requirements for the career you are interested in.
   - minimum entry requirements for the career you are interested in. (Specify different mark requirements at different institutions.)
   - other similar careers you may be suited for. (20)

Total: 40 marks

Taken from Spot on Life Orientation Grade 9 (page 117)
How Spot On and Today Life Orientation books can help your teaching

At the beginning of the workshop, you were required to rank the importance of the criteria that are considered important to most teachers when choosing a textbook.

The Spot On and Today Life Orientation books cover all of these criteria.

**Sequencing of content according to the CAPS**

The books follow the exact sequence of the CAPS. Teachers are able to follow the sequence of the textbook and be confident that they have covered everything required by CAPS and in the correct order.

** Relevant and up to date content**

The authors have ensured that the latest CAPS requirements are covered as well as the latest content required by the subject. Assessment tasks are all relevant to the ages of the learners.

**Specific tasks required for Programme of Assessment e.g. tests, projects etc.**

The books include all the required tasks for the Programme of Assessment and the Teacher's Guide includes all of the guidelines and answers. These can also be used for revision, extension and expanded opportunities.

**Annual teaching plan according to the CAPS with term-by-term overview**

The books follow the exact sequence of the CAPS. They also provide a term planning tool which assists in annual and quarterly planning.

**Teacher’s Guide which provides guidance and answers for Programme of Assessment**

The books have a Teacher’s Guide that provides guidelines on how to use the assessments and how to mark them. Rubrics, memoranda and checklists are also provided where appropriate.
Variety of revision activities

The books provide many different activities, which test knowledge and understanding on a variety of levels. Teachers are able to see the learners' understanding of the content matter straight away. These activities are very practical and assess the content in the CAPS.

Diagrams and pictures to explain content

The books have many supporting diagrams and pictures to support the content. They are colourful with eye-catching photographs.

Remedial activities to support those learners that may need extra support

The books have many activities in the chapters as well as revision sections at the end of every topic.

Extension activities to support those learners that need expanded opportunities

The books have many activities in the chapters as well as revision sections at the end of every topic.

<table>
<thead>
<tr>
<th>Spot On components</th>
<th>Today components</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learner's Book</td>
<td>• Learner’s Book</td>
</tr>
<tr>
<td>• Teacher’s Guide with 16 free full-colour posters</td>
<td>• Teacher's Guide with free book of photocopiable worksheets</td>
</tr>
</tbody>
</table>