

LIFE ORIENTATION

GRADE 11

REVISION

NOTES

TERM 1

WEEK 1-3

Chapter 1 : Development of the self in society

1. Plan and achieve life goals

1.1. Types of goals

- **What are goals?**

- Goals are the things we want to achieve in life. It is our plans and aims. They are different from dreams and wishes in that we can take active steps to achieve goals. We can turn our wish into a goal.
- When we have goals we know where we are going. Goals are important because they help you to take charge of your life and make decisions.

- You must set **SMART goals**.

S	SPECIFIC	What do I want to achieve? You must say exactly what you want to achieve. Who is involved?/What do I need to be able to do this.
M	MEASURABLE	You must be able to measure if your make progress and achieve
A	ACHIEVABLE	What do I need to achieve it? Money, skills, abilities.
R	REALISTIC	You must be able to achieve it and must be willing to work towards achieving the goals.
T	TIME BASED	You must set a time limit to achieve your goals

- **Types of goals:**

1. **Short-term goals:** we achieve it in a short space of time e.g. a project you want to finish the weekend. You achieve them in a week or month.
2. **Medium-term goals:** Something you want to achieve in the next 6 months.
3. **Long-term goals.** These goals you want to achieve in a few years.
Like becoming a doctor or engineer.

1.2. Five-step method for planning and goal-setting

Step 1 : Write down your goal.

Step 2 : Check to see if it is a smart goal.

Step 3 : Make an action plan to achieve your goal.

Step 4 : Do it. Carry out your action plan.

Step 5 : Evaluate if you have achieved your goal.

1.3. Problem-solving skills

Step 1 : Explain the problem. Define the problem and say what it means.

Step 2 : Gather information about the problem.

Step 3 : List as many possible solutions as you can

Step 4 : Make a table and write down your problems and solutions.

Step 5 : Think of the effects / consequences of each solution.

Step 6 : Choose the best solution.

A problem-solving model can look like this :

1. Explain the problem. Define the problem and say what it means.	
2. Gather information about the problem. What information can help you to solve the problem ? What do you need to know ?	
3. Possible solutions.	4. Possible effect of each solution.
5. Write down the best solution. Reason why this is the best solution.	

1.4. Relationship between personal values, choices and goal-setting

- **What are values?**

- It is the principals you think are important in life.
It helps you to make decisions on how you want to live your life.
- You values will influence the decisions you make.
- It will influence the kind of goals you set in your life. Your values will shape your mission statement.
- Things that will influence your values are your environment, your school, important people in your life etc.
- Values help you to choose what is important to you - it helps you to set your priorities.

2. Relationships and their influence on your well-being

Throughout our lives we depend on relationships for well-being. If you have good relationship with members of your family and friends and colleagues you feel happy and confident. When there is conflict in any of these relationships it can affect your well-being and also threaten your ability to form new relationships

2.1. Types of relationships with different people or groups

Family <ul style="list-style-type: none"> - People who are related to you through blood or marriage. - Probably closest to you - Will receive the most love, care and support from them. 	Casual <ul style="list-style-type: none"> - Relationships with people you see often, but are not close to like friends and family.
Friends <ul style="list-style-type: none"> - A person you know well, like, trust and respect and who supports you - Good friends will have a positive effect on your well-being. - Harmful friends can lead you to risky behaviour and you can get hurt. 	Formal <ul style="list-style-type: none"> - Relationships with people who are usually in a more senior position than yourself. - Example teachers and elders.
	Romantic <p>Close relationship with another person, based on love. With this person you can be yourself, without demands to change.</p>

2.2. Changing relationships

- Life changes and with every change, relationships change as well. Some develop fast as life opens new opportunities. Others develop slow and steadily. Some people are forced to change quickly because of unexpected events in their lives.

Natural developments that change relationships	Unexpected events that change relationships
<ul style="list-style-type: none">- Moving to another area- Meeting new people- Health changes- New interest- Getting older- Earning money	<ul style="list-style-type: none">- Accidents- Job loss- Losing money- Violent crime- War- Death of a family member- Death of a close friend- Separation and divorce

- Your family is where your first relationships are formed and where you are going to see the greatest changes in your relationships.
- Your parents and family are aware of the changes you are going through. They need time to get used to the new you. Take time to talk to your family. Your family prepares you for the world. You learn the importance of sharing and accepting responsibilities and the need for order and routine. You absorb attitudes, values and ways of behaviour from your family. As you grow older and form new relationships you can decide which attitudes and values you want to keep and what you want to change.

2.3. Skills and qualities which make good relationships

- Unselfish
- Caring
- Mutual respect
- Ability to communicate
- Accepting people as they are
- Sympathetic
- Good listener
- Supportive
- Able to work as team

2.4. Power and gender in relationships

• The role of power in relationships

Having power means having control over something or someone. In relationships one person may have power over another. We call these relationships power relations.

• Gender roles and stereotyping

Gender stereotyping is when people think that someone behaves or will behave in a certain way because of their gender. For example, thinking that all girls like to cook, Men earn the money and women spend it.

• Gender roles

In society there are traditional gender roles. Men and women have different biological roles which have influenced their roles in society. Women bear children and in the past they stayed

at home to raise the children. Men went out to work and earn the money. Men had financial power and could decide how the money was used. Women were dependent on men, tied down by family responsibilities. This is changing and many women today who have children also work.

In traditional gender roles, being masculine means being dominant while being feminine means being submissive. We live in a society that has expectations of people based on their gender. For example, men are supposed to be strong and powerful, while women and children can be weak and submissive. Women are expected to be emotional, whereas men are rational.

More examples:

- Women are emotional and let emotions rule their lives
- Men are more interested in sex than women
- Women are more mature than men
- Engineering is not a career for women
- Men are insensitive
-

• **The effect of gender roles on men and women:**

<i>MEN</i>	<i>WOMEN</i>
<ul style="list-style-type: none"> - Prevent them from showing feelings. - Forced to be one of the boys - Treat women inferior when with friends - Boys sporting events are more important than girls 	<ul style="list-style-type: none"> - Views are not taken seriously - Taken for granted and is not allowed to develop as individual - Have little say in decisions that are made

WEEK 4-6

Chapter 2 : Careers and career choices

1. Requirements for admission to additional and higher education courses

1.1. Types of qualifications

<i>HIGHER CERTIFICATE</i>	<i>DIPLOMA</i>	<i>BACHELOR'S DEGREE</i>
<ul style="list-style-type: none"> - Enables you to work in a specific industry, for example tourism - Provides you with specific introductory knowledge and practical skills - Focus on application in the workplace - Allows you to get credits for further studies 	<ul style="list-style-type: none"> - Enables you to work in a specific industry/profession for example management - Focus on general principles of knowledge application - Provides comprehensive and specialist knowledge - Usually includes practical experience - Allows you to study further to obtain a degree. 	<ul style="list-style-type: none"> - Provides you with a broad education - Focuses on principles, theory and research - Enables you to follow a career as a professional - Enables you to study further for a post graduate degree

1.2. Requirements for admission to additional courses : FET colleges

- **Everything you need to know about FET colleges**

An FET college is an institution that has registered with *the Department of higher Education (DHET)*, in order to provide vocational or occupational training in a specific field.

FET stands for *Further Education and Training*. This effectively means that, once registered with the college, you have a wide choice of courses to choose from that best suit your skills and direction.

Should a student wish to continue studying in a related field at a university, the college could have provided the background education and training required for entrance.

- **A little background information about FET colleges may be helpful to know here...**

The education system in South Africa consists of three broad bands.

- General Education (GE)
- Further Education and Training (FET)
- Higher Education (HE)

General education consists of the first nine years of your school education. *Further Education and Training* consists of the final three years of schooling OR completing a related certificate or diploma at a technical college or educational institution. Higher education involves university level studies, which are usually theoretical in nature.

For adult students, who simply want to complete or achieve their senior certificate, there are *Adult Education and Training courses available (AET)*. However these types of training are not vocational or occupationally skills based, which means you have to study a set curriculum.

With FET colleges you can make sure you get the kind of education you need by selecting only the courses and subjects you want. These courses and skills will prepare you when entering the career field of your choice.

- **What are the entrance requirements for FET colleges?**

FET colleges have very few entrance requirements. This is due to the fact that the colleges aim to provide further education to as many people as possible.

FET training can only be completed by people over the age of sixteen. This form of training is designed to provide the resources for students, young or old, to learn marketable skills in order to progress in the field of their choice.

- **What is the difference between public and private FET colleges?**

Public FET colleges are created and operate under the authority of the *Department of Higher Education*. Each year public FET colleges are subsidized by the state in the amount of roughly four billion rand.

Under the prescriptions of chapter 6 of the *Further Education and Training colleges' act 16 of 2006*, private colleges can register with the department of higher education in order to offer accredited FET courses.

It is very important to always check on the accreditation status of a college offering Further Education and Training courses, as there are many fraudulent companies who claim to offer FET courses but fail to register with the *Department of Higher education*. Make sure the course you are looking to study is accredited by the relevant professional body.

- **Which type of courses do FET colleges offer?**

- Both private and public FET colleges offer a wide range of courses. These courses can range from a few hours to a full three year diploma. The courses offered at FET colleges are tailored to meet the needs of the potential employer, which makes finding the specific course you need in your field much easier.
- Perhaps it would be better to study a Short Course in Cost and Management Accounting, which can be completed in 7 – 9 months, rather than studying a full Diploma in Accounting which could take around 3 years to complete.
- These decisions help you choose a course that may fill the specific gap in your training, rather than forcing you to complete a whole qualification, some of which you may already have training in.

- **Which industry fields are supported by FET colleges?**

Various FET colleges offer training and courses in a wide variety of fields.

These include (but are not limited to):

- Agriculture
- Business
- Commerce
- Management
- Education
- Training and development
- Engineering
- Manufacturing and technology
- Services
- Building construction
- Security

If you are unsure about which field or career path to follow, most colleges have resources which can help you find a college that best suits your needs.

- **Can I complete a course at a FET college through correspondence or distance learning?**

- With a distance learning FET institution, like **College SA**, you are able to choose from a very broad range of courses in various fields, due to the fact that there are no lecturers or campus classes required. Whether you are looking to study at a college in Cape Town, or any college across South Africa, distance learning could provide the training you need, irrespective of where you are in the country. This means that you have more freedom to study what you want to study, and by making use of options like distance learning, you can stay employed while you study.
- Studying through supported distance learning can be a difficult process for students. There are many benefits to studying through correspondence; however, there are also a few disadvantages. In order to make this process easier, find out about the services the college offers to help you study.

1.3. Admission point score (APS)

- The APS system gives possible points for the marks that you get in your NSC examinations. Admission to higher learning institutions depends on the total number of points you obtain.

NSC rating APS		
Level achieved	Percentage	Possible score
8	(90 - 100%)	8
7	(80 - 89%)	7
6	(70 - 79%)	6
5	(60 - 69%)	5
4	(50 - 59%)	4
3	(40 - 49%)	3
2	(30 - 39%)	2
1	(0 - 29%)	1

1.4. NSC subjects

- Learners study at least 7 subjects - 4 compulsory and at least 3 electives.
- All subjects are written on one grade only and are no longer written on Higher or Standard Grade.
- Not all schools offer the full range of Elective subjects listed here. Each school may offer subjects specific to its academic orientation. For example, Agriculture Schools offer the agriculture-orientated subjects whereas technical Schools offer the practical and mechanical-orientated subjects.

- **Group A: Fundamentals (Compulsory)**

- Two official languages: Home Language and First Additional Language
- Mathematics or Mathematical Literacy
- Life Orientation
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- **Group B: Elective (Choice)**

At least 3 subjects from the following:

Accounting	Design	Mathematics: "Paper 3"
Agricultural Management Practices	Dramatic Arts	(geometry, probability);
Agricultural Sciences	Economics	"Advanced Programme
Agricultural Technology	Electrical Technology	Mathematics" (calculus,
Art	Engineering Graphics	further algebra, and
Business Studies	&	one of: matrices,
Civil Technology	Design	statistics, mathematical
Computer Applications	Geography	modelling)
Technology (previously	History	Mechanical Technology
Computer	Hospitality Studies	Music
Studies <i>Standard</i>	(previously Home	Physical Science
<i>Grade - Literacy</i>)	Economics)	Religion Studies
Consumer Studies	Information Technology	Second Additional
Dance Studies	(previously Computer	Language
	Studies <i>Higher Grade -</i>	Third Additional
	Programming)	Language
	Life Sciences	Tourism
	(previously Biology)	Visual Arts

1.5. Minimum requirements for admission to study for higher certificate, diploma or bachelor's degree.

- In order to qualify for a **National Senior Certificate**, a learner must achieve:
 - A minimum rating of 3 i.e. 40% or more, in 3 subjects. One of the 3 subjects must be an official language at Home Language level.
 - A minimum rating of 2 i.e. 30% or more, in 3 other subjects.

Note:

It is compulsory for a learner to pass an official language at home language level i.e. at 40% or above.

If a learner offers more than the minimum number of 7 subjects, passes in the additional subjects will be taken into account when determining whether a learner has met the minimum requirements.

- In order to qualify for entry into **further study at the Higher Certificate** level, a learner must:
 - Pass the NSC
 - Meet the language requirement for further study at a South African institution, namely, one of the two official languages offered by learner must be either English or Afrikaans. To meet the language criterion to qualify for entry to study at a tertiary education institution, the learner must pass either English or Afrikaans at least at the 1st additional level i.e. at 30% or more.

- In order to qualify for entry into **further study at the Diploma level**, a learner must:
 - Pass the NSC as follows:
 - One official language at home language level at 40%
 - 3 other subjects at 40%
 - 2 subjects at 30%
 - Meet the language requirement for further study at a South African institution, namely, one of the two official languages offered by learner must be either English or Afrikaans. To meet the language criterion to qualify for entry to study at a tertiary education institution, the learner must pass either English or Afrikaans at least at the 1st additional level i.e. at 30% or more.
 - The key difference between qualifying for entry to diploma study rather than higher certificate study is that the learner must achieve 40% or more in 4 subjects (incl. the official language at home language level) rather than just 3 subjects.
- In order to qualify for entry into **further study at the Bachelor Degree level**, a learner must:
 - Pass the NSC as follows:
 - One official language at home language level at 40% or more
 - 4 subjects from the **designated** list of subjects at 50% or more
 - 2 subjects at a minimum of 30%
 - Meet the language requirement for further study at a South African institution, namely, one of the two official languages offered by learner must be either English or Afrikaans. To meet the language criterion to qualify for entry to study at a tertiary education institution, the learner must pass either English or Afrikaans at least at the 1st additional level i.e. at 30% or more.

The list of designated subjects which will be in place for 3 years from 2008 is as follows:

Accounting	Languages (one language of learning and teaching at a higher education institution and two other recognised language subjects)
Agricultural Sciences	Life Sciences
Business Studies	Mathematics
Dramatic Arts	Mathematical Literacy
Economics	Music
Engineering Graphics and Design	Physical Sciences
Geography	Religion Studies
History	Visual Arts
Consumer Studies	
Information Technology	

- **Note:**
In respect of music, it is only the National Senior Certificate Music course that is considered a designated subject. At this stage no other music courses are considered designated. They are recognised as NSC subjects but are not considered to be 'designated' for the purpose of qualification for degree studies.

Non-designated subjects may contribute towards the Admission Points Score (APS) and may be recognised as an institution or faculty specific entry requirement. Learners must check

their results against specific institutional requirements for the course of study they wish to follow.

- **Very important to note:**

Specific institutional and programme needs may have a specific language requirement, a specific level of performance in Life Orientation or require appropriate combinations of recognised National Senior Certificate subjects and levels of achievement. Learners must check their results against specific institutional requirements for the course of study they wish to follow.

1.6. SAQA and the NQF framework

- **The South African Qualifications Authority**

- (SAQA) regulates and sets the standards in the South African education system, including the National Qualifications Framework (NQF)
- It is responsible for overseeing the development and implementation of the NQF. All education and training providers must be registered with and accredited by SAQA.
- SAQA also ensures that standards and qualifications of different bodies are internationally comparable

- **The National Qualification Framework (NQF)**

- The NQF is the framework on which the standards for colleges are registered. The purpose of the NQF is to combine education and training in South Africa, thereby transforming the education system.
- The NQF uses codes for specific courses, such as, NQF level 4. This is the code for higher level national certificates. College SA offers courses ranging, on the NQF level, between 2 and 4. This way you can complete either Short Courses (NQF 2), or full length Diplomas (NQF 4). Tailoring the courses according to what you need can speed up the time it takes to move into the direction you are looking to move into.

2. Options for financial assistance

Bursaries or scholarship	These are awarded to students who excel in a particular field and wish to pursue a career in that area. Sports bursaries to top performing sports people
Merit award	These may be given based on your school results or at the end of a year of study when you have maintained an excellent set of result.
Financial aid	Financial assistance may be given after a detailed personal financial analysis is done that shows your parents are not able to pay for your studies
Study loans	Applying at a bank for a study loan. This will have to be paid back over time as requires you and your family to have a full financial assessment and often a medical examination
Parents/guardian	If you are fortunate enough to have someone who will pay for your studies.
Working as student	Working as a student to pay for your studies Many students work part time in the evening and over weekends to help pay for their studies.
Working for a company / Learnerships	A company you work for can finance your studies. Many companies give bursaries to students and assist them with their payments. In return the students work for them on a contract basis
NSFAS: National	SA's only public student loan scheme which helps academically deserving and financial needy students

Student Financial Aid Scheme	
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WEEK 7 - 10

Chapter 3 : Democracy and human rights

1. Principles, processes and procedures for democratic participation

1.1. Public participation

- To be involved with others in doing something ; to take part in an activity or an event.
- You participate publicly when you :
 - Stand for elections
 - Attend community meetings
 - Join civil / political organisations
 - Vote in elections
 - Pay taxes
 - Protest and petition
- Public participation is important because it :
 - Makes sure leaders do not abuse their powers
 - Ensures that the public's needs and concerns are addressed
 - Helps to inform government about people's needs and concerns
 - Helps to see that things get done

1.2. Petition process

- A written document that people sign to show that they want a person / organisation to change or to do something.
- It is a formal request asking the government to do something about a matter.

1.3. Governance

- It is the way that a country is controlled or managed by the people who run it. According to the Constitution, our country is run on a system of co-operative governance. Various levels of government must work together.
- Good governance :
 - Allows participation and provides feedback to the people
 - Is transparent (is open to the public and does not try to hide its actions)
 - Delivers basic human rights
 - Is efficient and effective
 - Produces results
 - Protects the environment
 - Is accountable (Takes responsibility for its actions, performance and decisions by explaining why things are done in a certain way.)

1.4. Representation

- Through elections, people are voted in to represent / speak on behalf of a certain group of people.
- Proportional representation : Parties get a certain number of seats in parliament according to the percentage of votes they get in an election. People vote for the party of their choice.
- Constituency-based representation : Country is divided in voting areas, called constituencies. A constituency is represented by one member of a party's choice. People vote for their chosen candidate.

1.5. Rule of law

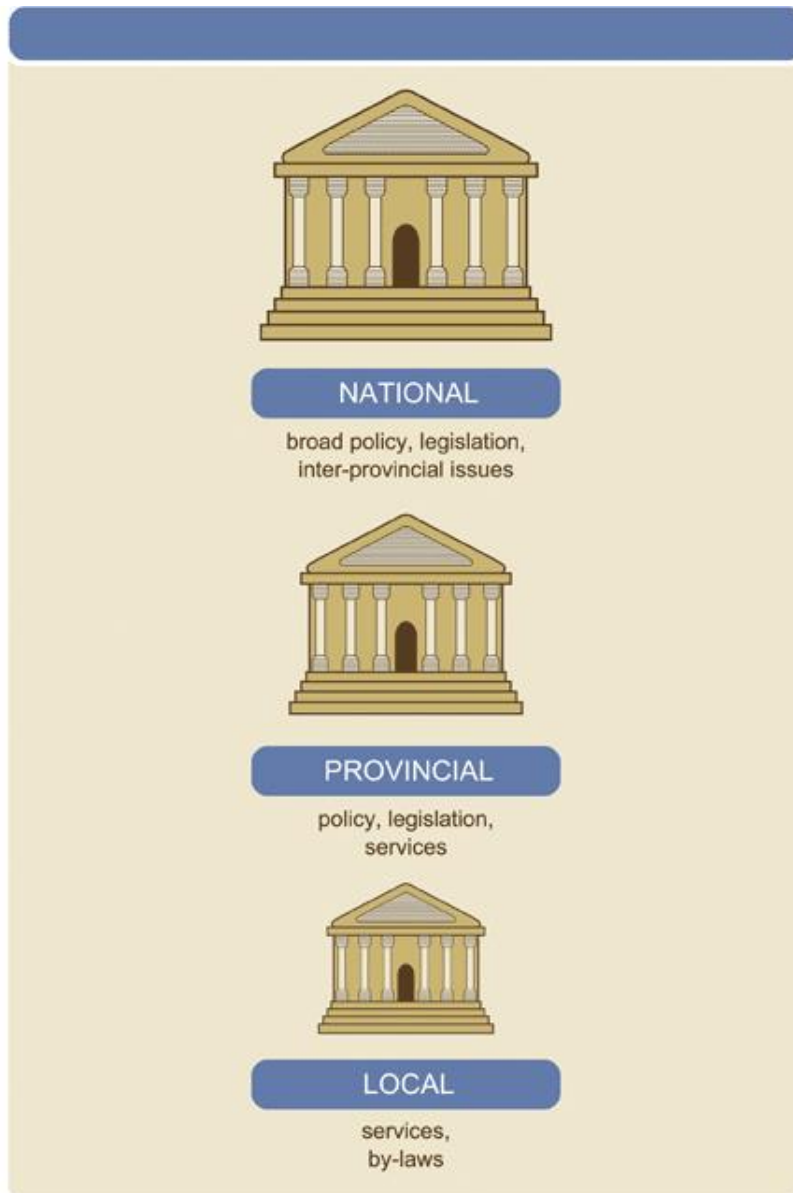
- The following five principles define the rule of law :
 1. A government that is accountable.
 2. An absence of corruption.
 3. Security, order and fundamental rights.
 4. An open government that enforces laws and regulations.
 5. Access to justice.

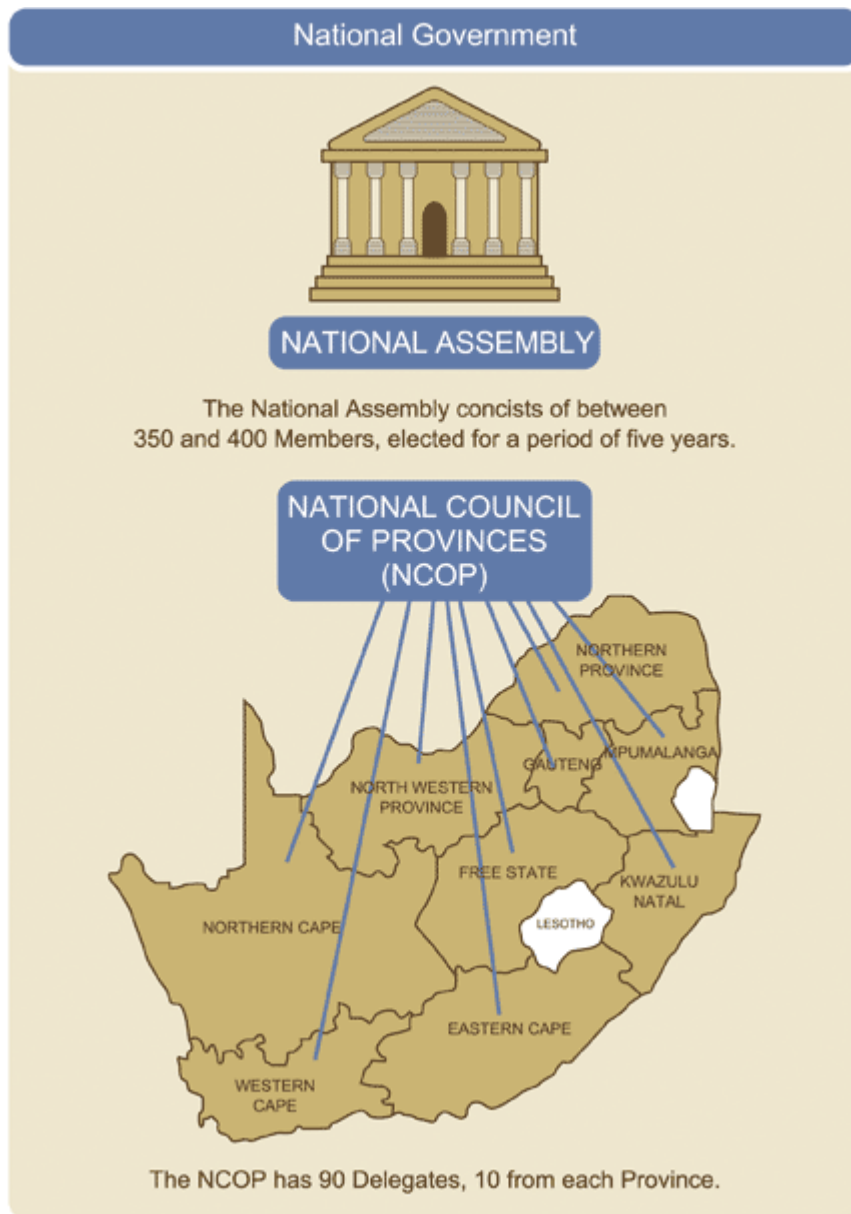
2. Democratic structures

2.1. The Republic of South Africa (RSA) is a constitutional democracy.

It consists of three structures of government, namely: national, provincial and local governments.

The RSA is a sovereign, democratic state. It is divided into nine provinces, each with its own provincial legislature. All these structures of government derive their powers and functions from the Constitution of the RSA.





- **National Government**

- The National Assembly is the supreme law-making body in the RSA. Laws made by the National Assembly are applicable throughout the RSA.
- The same is true of policies made by the Cabinet of the National Government. While there are areas of exclusive legislative competence for the National Assembly, the National Assembly shares its legislative authority with provincial legislatures.
- Parliament consists of two Houses: the National Assembly and the National Council of Provinces (NCOP).
- The National Assembly is elected for a term of five years and consists of no fewer than 350 and no more than 400 Members. Members are elected in accordance with an electoral system, based on a common voters' roll with a minimum age of 18 years, resulting in a system of proportional representation.

- **Provincial Government**

- Provincial governments are bound by laws and policies passed at national level, but can develop their own laws and policies within this framework to suit their specific needs.

- Provincial legislatures may pass their own constitutions subject to the provisions of the Constitution of the RSA.

- **Local Government**

- Local governments consist of municipalities whose objectives are, amongst other things, to provide democratic and accountable government for local communities, to ensure the provision of services to communities and to promote social and economic development.

2.2. Processes for participating in the structures and the in the governance and law-making processes of the country.

- When people co-operate and work together to develop the country, it's called participation.
- People can participate in many ways, for example: through local structures , school governing bodies, community policing forums and NGOs.
- Ordinary citizens can take part in the law-making process.
- The law making process consists of 12 basic steps :

1. A draft bill is drawn up.
2. The draft is introduced to the national assembly.
3. The public is allowed to comment on the draft.
4. After public comments were made, changes to the draft are affected.
5. A minister presents the bill in parliament.
6. The bill is given a number.
7. Parliament studies the bill.
8. A special committee debates the bill, and may ask for public comment again.
9. The committee affects changes to the bill and send it back to parliament.
10. Parliament votes on the bill.
11. If the bill is approved (voted in), the National Council of Provinces (NCOP), considers the bill. They can approve / reject the bill.
12. If approved by the NCOP, it's send back to the National Assembly to be passed. A law is passed if it is signed by the president.

3. The role of sport in nation building : **Participant and spectator behaviour in sport.**

3.1. Incidence of particular behaviour : triggers of certain behaviour

- Sport in one of the best ways to contribute to nation building
- If participants in sport behave badly, they set bad examples as role models.
- If spectators become frustrated, it could lead to violence or could harm the sporting event.
- Both participants and spectators have a responsibility to nation building through good behaviour at sporting events.

3.2. Exposure to positive behaviour programmes

- A sports code of conduct aims to :
 - get rid of violent and harmful actions at recreation and sports facilities.
 - ensure a positive, safe and uplifting environment for spectators and

participants.

- develop a culture that supports safety, fair play and positive sporting.
- ban racism from sport.

3.3. How sport can support or detract from nation building

- **Support**

- build tolerance, understanding and success.
- oppose all forms of discrimination.
- build relationships.
- build unity through hosting international sports events.

- **Detract**

- if spectators, players, match officials and administrators do not behave in a sporting way, it will detract from nation building.

TERM 2

WEEK 1-4

Chapter 4 : Apply study skills, study styles and study strategies

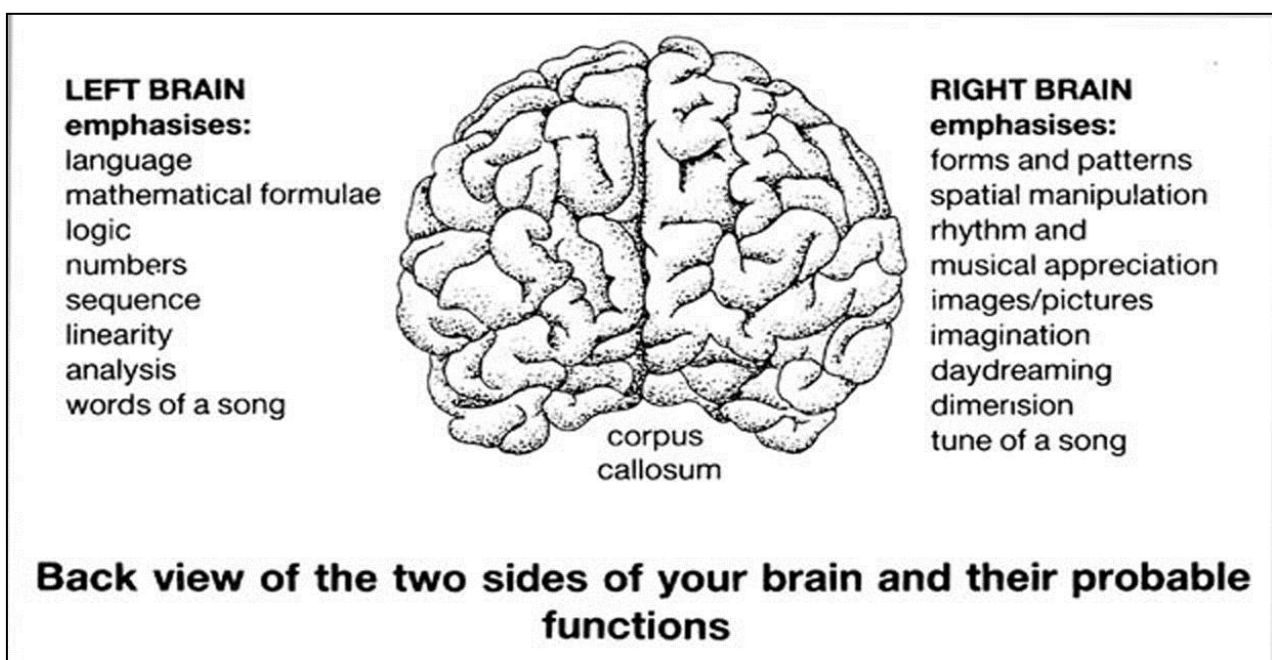
1. Examine how learning takes place and reflects on effectiveness

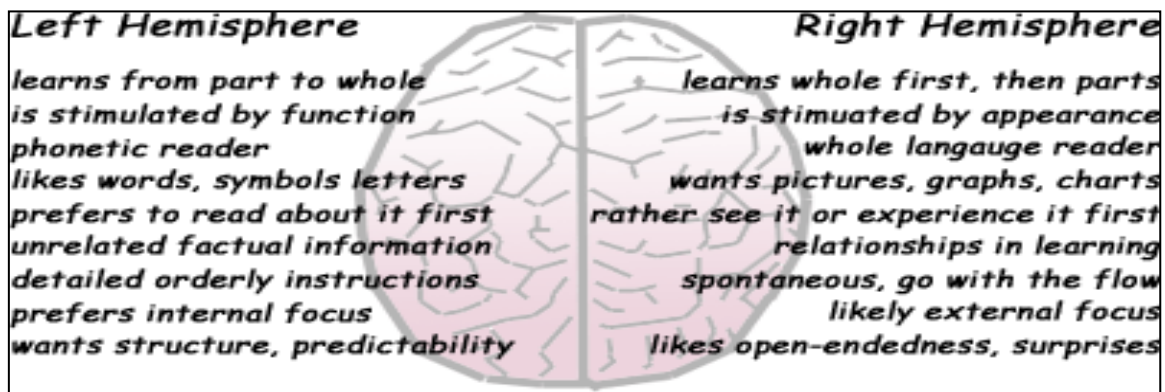
- **How learning takes place**

- the brain is designed to learn
- the more active the brain is, the stronger the connections between neurons become
- with practice strong pathways develop and some actions come automatically
- learning shapes the brain and your brain will never stop thinking, learning, remembering and exploring.
- to create a studying pathway in your brain for learning, you need to :
Learn, solve problems, recall, read, think, calculate, reflect and write.
- learning something new needs repetition. The more you do something, the better you learn how to do it.

1.1. Study styles as preferred way of approaching tasks

- Every person's brain is different, because of different wiring.
 - each brain is special and unique.
 - each brain prefer to learn in a specific manner.
 - you need to find the learning style that suits the way in which your brain is wired.
- Left- and right-brain dominance





Left	Right
Rational/ Logic/ Cognition	Intuitive/ Emotion/ Feeling
Differential	Existential
Detail-oriented/ absorbed, exclusive	Gestalt-oriented/ inclusive
Time sense (past, present, future)	Present-oriented
Paced by rules (acts with time awareness)	Impulsive (acts on present awareness)
Directed/ controlled by rules	Spontaneous
Bound	Expansive
Aims/ Goals oriented/ Planned progress	Focuses on the present moment
Ignores process/ May steamroll towards set objectives	Immerses in process/ Impulsive/ May get bogged down in emotions
Cautious/ Inhibited	Impulsive/ Over-reacting
Product	Process
Temporal/ Partializing	Spatial/ Wholistic
Sequential (slow)	Parallel (fast)
Discrete	Continuous
Successive (either/ or)	Simultaneous (both/ and)
Focal	Diffuse
Explicit	Tacit
Objective/ sensory world orientation	Subjective/ intuitive, spiritual orientation
Convergent approach	Divergent approach
Self-centered/ selfish	One with other and the All
Conscious	Unconscious
Language comprehension abstract	Language comprehension concrete
Speech content	Voice intonation
Linguistic	Pantomime, kinesthetic, musical
Grammatical	Visuo-spatial
Abstract models	Perceptual-synthetic
Synthesis of goal-related concepts	Creativity, openness to new options
Relatively narrow arousal level range over which hemisphere can function	Relatively wide arousal level range over which hemisphere can function
Evolutionarily newer	Evolutionarily older

1.2. Study strategy as a way to approach a specific task in the light of perceived demands

- You should use a study method when you study for examinations or tests.
- Use a method that allows you to read actively, ask and answer questions, practise, repeat and revise what you learn.
- The SQ3R method adheres to this requirements :

SURVEY  **QUESTION**  **READ**  **RECITE**  **REVIEW**

a) Survey

- This step takes only a few minutes.
- Go through the chapter quickly.
- Glance at the chapter title, the introduction, headings, and summary paragraphs, if any. Notice any pictures, diagrams, graphs, tables, etc. Read any bold print.
- Previewing your text gives you some background about topics you may have never encountered before. You pick up general information. You know where to find information. You gain a better idea of how the information is organized and presented. It opens up a place in your brain where the new information will be stored. It saves time by reducing the amount of time it takes to read the chapter. Another advantage is that it creates an interest in what is coming up. It motivates you to read less interesting material to get to the "good stuff."

b) Question:

- Before you begin reading a section, turn the heading into a question. For example, if the heading is Basic Causes of Stress, your question would be "What are the basic causes of stress?"
- This arouses your curiosity and increases your comprehension.
- It also brings to mind information you already know. The questions you ask help make important points stand out as you read. This forces you to think about what you are reading.

c) Read:

- Read the material under the heading with the purpose of getting the answer to your question. Read with concentration.
- Identify the main ideas and highlight or underline them.
- Read sections at a time and stop to ask questions. Jot down notes and ask yourself what you just read. If you can answer your question, read on. If not, look it over again.
- A good practice for more difficult reading is to do an outline of chapter in your notes. By leaving extra space you can fill in details during the class lecture.
- Make note of new vocabulary and write definitions in your notes.

d) Recite:

- This step requires that you recite out loud the answer to the question you asked prior to reading a section of the text. Say it in your own words. If you find you cannot answer your question, go back and look for the answer, then try again. This way you will know if you have understood the material.

- Besides answering your questions, look away from the book and try to state in your own words what the reading is about.
- You may jot down brief notes about what you read.
- When you are done, go back a

e) Review:

- After you have read the entire chapter, look over the notes you made to familiarize yourself with the important information.
- Check your memory by reciting the main points out loud.
- Then review the main points in your notes, making sure you understand them. Add to your notes from the text, if necessary.
- Always do a review of the chapter after completing your reading. Then do quick reviews before and after each class. Do longer, more in-depth reviews before exams.
- Don't wait until exam time to review your textbook. Review once a week all the readings from that week. Be sure you can summarize the key points. Write them down to further reinforce learning.
- Finally, make up test questions from what you have read. Be sure to write them down and answer them.

2. Examination writing skills and process of assessment

2.1. Examination writing skills

2.1.1. Planning

- Strategize your study time:

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

- Prepare yourself for an examination

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

2.1.2. Types of questions

Multiple choice questions:

- This questions test factual knowledge.
- Read the directions carefully
- Improve your odds, think critically (i.e cover the options, read the stem and try to answer, then read the stem with each option.
- Often one of the answers is clearly wrong and you can eliminate it straightaway.
- Work out the answer that is most correct.

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

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

True / false questions

- For a statement to be TRUE, everything about the statement must be TRUE. Choose TRUE unless you know the statement is FALSE
- Be careful when a statement has a negative such as not, do not, or in (infrequent) and un (unfriendly)
- NB. A negative can completely change the meaning of the statement

Fill in the missing word / complete the sentence

- Read the item and think about what is missing
- Write an answer that logically completes the item
- Be sure your answer fits the item grammatically
- Use the length of the line as a clue to the length of the answer (the mark allocation for each question indicates length of time to spend)
- Unless the length of the blank is the same for all answers
- After you write the answer, read the entire answer to make sure it makes sense

Writing a one-paragraph answer

- Begin with an introductory sentence that contains your main point
- Follow with sentences that support your point
- End your answer with a sentence that states your conclusion

Matching questions

- Read all the items in both columns before making any matches
- Start by making the matches about which you are sure
- Cross out items in both columns as you make matches
- Make your best guess for remaining items, unless there is a penalty for guessing

Essay questions:

- The key to writing a good essay is to understand the instructions properly. What does the examiner want?
- An essay should have an introduction, content and conclusion.
- Set up a time schedule to answer each questions and review or edit all question

2.1.3. Key examination question words and their meanings

2.1.4. Presenting a question paper

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

1. **Hand Writing** – Keep the hand writing legible. If the examiner cannot read your writing you will lose marks. Do not do too much scratching around on the paper. This really makes the paper look dirty.
2. **Margins** - Draw margins on both side of the paper. This is generally very important that your answers are in the centre of the answer paper and visible properly. The best time to do it is the time when you get the answer sheets and before you get the question paper, so this does not waste any time of attempting the paper.
3. **Figures** – Generally you can draw figures with pen. But preferably draw them with pencil. Generally a free hand diagram would do in an engineering paper but when done with a pencil is much easier to correct and change than a one drawn with pen. And it looks much neater.
4. **Rough Work** – Do not do rough work of any kind just next to the sum. Do the rough work in the margin. Or you could just mark the last page as rough work and do all the rough work there.
5. **Sub Question** – All the sub question of a question should be attempted in a sequential order. If you do not know a sub question leave appropriate place for it Do not attempt the sub question anywhere else. This would be highly irritating for the examiner. He might not even check that answer.
- 6.

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

2.1.5. Top 10 mistakes

The top10 mistakes that most students make when attempting a test or exam paper, and how to overcome them.

Mistake	How to correct
1. Spotting only some questions or cramming too much information into your memory	Start revising long before the exams in order to be able to cover all the work. Plan your study time
2. Arriving late/failing to bring necessary stationary	Give yourself enough time to travel to venue. Make a note on the exam time table e.g. remember calculator.
3. Panic before or during paper	Prepare well, sleep enough before a paper. Tell yourself it is not the end of the world and only a exam paper.
4. Failing to read instructions and scan through questions	Read the instructions and make sure of the number of questions you need to answer. Scan through a paper before you begin to write. Proceed to answer the easy questions first.
5. Failing to allocate time for each question/failing to plan your time	Allocate time to each question. Plan your exam time before you go to the exam room. Know how long you should take for the short and long questions. Allocate your time accordingly. If you fail to plan, you plan to fail!

6. Misinterpreting question/producing and incoherent answer/writing too much or too little	Underline the key words in the question. Make sure you just answer what the question requires.
7. Not sure how to start or end question	Don't waste time by starting over and over again. The emphasis should be on the flow of your ideas. Make sure paragraphs are coherent
8. Writing illegible	If your "a" looks like a "u" and your "v" looks like a "u" you will lose marks as the marker cannot read your answer. Practice your handwriting
9. Reading and writing too slowly	Practicing your reading will increase your reading speed. Practice your writing skills or you can try different types of pens and pencils.
10. Forgetting to write your personal particulars	Always start your exam by writing your personal details on your exam book Write your exam number and particulars on the loose pages, as a whole stack of papers may fall apart during transit.

3. Time-management skills and annual study plan

3.1. Create good study habits

- Study at the same time each day so that it becomes a habit.
- Plan for weekly reviews.
- Set aside blocks of study time (about 45 minutes each).
- Keep your study area just for studying and get rid of distractions.
- Write down assignments in every class including the DUE DATE and then check off items as you complete them.
- Take advantage of open "time windows."
Use the time you spend waiting, walking, riding, etc. to review what you've learned.
Just before class, quickly review your notes or readings relating to that class.

3.2. Plan Properly for Peak Performance

- Set up a school-year calendar to get a big picture of your semester—don't include too much detail at this point.
- Schedule your fixed commitments. Block out time for papers, projects, readings, meetings, scheduled exams, holidays, breaks, presentations, etc.
- Allot time for planned recreation, sports, club activities, etc.
Enter important dates for your social and family life.
Leave free time for yourself so you have flexibility.
- Make a Weekly Schedule. Once a week block out time on a more detailed level for important commitments and deadlines you need to meet.
Schedule meetings with yourself to work on back-burner items.
Make a Daily To-Do List. At the end of each day organize and schedule your next day. Include routines, errands, and study time.

3.3. Follow your plan

- Don't let peer pressure or the quest for short-term gratification dictate what you consider important.
- Focus on the goals you've set for yourself and follow up on your true top priorities.
- Align your priorities with your long-term values and goals.

3.4. Set priorities: There's always more to do than you have time for

- Be mindful that the actions you take today will plant the seeds for your long success or failure.
- Think of the possible actions you can take today that will contribute to your success.
- Go over each action you've thought of and ask yourself, "What positive things might happen if I make this a top priority?"
- Ask yourself, "What negative things might happen if I don't make it a top priority?"
- Write down the answers you've come up with

3.5. Overcome procrastination

- Without a date, you'll procrastinate. Whenever you get an assignment, set a goal for when you're going to start it so you can finish without a last minute panic.
- Once you're given a due date on an assignment, count backwards from the due date to establish a start date. Take into account time you'll be spending on other items like social events, sports, etc. Refer to your school calendar where you've blocked out time you've committed to other things.
- Keep stress to a minimum. Start early to avoid a frantic finish.
- If you usually wait until the last minute to study or work on an assignment, instead of making your goal to finish on time, make your goal to finish early.
- Remember the riddle, "How do you eat an elephant?" The answer: "A bite at a time. If it's a big assignment, break it into small steps.

3.6. Look Back From the Future

Things that appear critically important today might seem relatively unimportant when you view them from a future perspective. Also, things that appear to be relatively unimportant today might be very important when you view them from a future perspective.

Looking back from the future—"back casting" instead of forecasting—which items will have been the most significant for you to have accomplished to achieve your ideal week, month, year, and life?

4. Umpiring, administrative, organisational and leadership skills

4.1. Umpire and referee skills

- Know and respect the rules of the game
- Understand how to use hand signals correctly
- Apply rules consistently
- Make fair judgements
- Explain penalties and punishment
- Never take bribes
- Stop the game when a player gets injured
- Ensure that a player that's

- Protect the players
- Stay fit
- Control the players firmly but respectfully
- Act fairly and honestly
- bleeding, leaves the field
- Use a whistle, when required by the nature of the game
- Keep score accurately
- Listen to advice from the team of officials, such as line judges, match officials, etc

4.2. Administrative skills

- Promoting the game
- Working out a schedule of games and matches
- Booking playing areas
- Fundraising
- Controlling the list of reserve players
- Giving numbers to players
- Writing a match report in co-operation with umpire / referee.

4.3. Organisational skills

- Organising first aid
- Organising transport to and from the game
- Planning practice sessions
- Planning matches and tournaments
- Organising and checking equipment

4.4. Leadership skills

The skills that leaders, captains and coaches should have, include :

- Lead by example
- Keep calm
- Take responsibility
- Show respect
- Communicate clearly
- Be responsible
- Be fair and treat everybody the same, without having favourites

WEEK 5-7

Chapter 5 : Social and environmental responsibility

1. Environmental issues that cause ill health

1.1. The use of harmful substances in food production

<i>SUBSTANCE</i>	<i>HOW, WHERE AND WHY</i>	<i>CAUSING ILL HEALTH</i>
Antibiotics	Given to animals to prevent disease and make them eat more to grow fat.	It can get in the animal's milk and flesh and when consumed by humans, they can build up resistance against antibiotics.
Artificial hormones	rBST is injected into cows to stimulate milk production.	Leads to deformed calves and mastitis. It can enhance the levels in the human and be linked to breast and colon cancer.
Animal by-products	The parts of animals not consumed by humans, are fed to the animals as protein boosters.	Can lead to animal disease epidemics such as mouth-and-foot disease and mad cow disease.
Pesticides	Kills insects, weeds and germs that may inhibit healthy plant growth.	Some pesticides are stored in body fat and may make humans ill. Pesticides can also be breathed in or get into drinking water.
Food additives	Chemicals are used to preserve food and give it colour and flavour.	Some people may be allergic to some additives and it can have severe reactions such as asthma attacks. In large amounts some additives may cause cancer and lead to ADD (Attention Deficit Disorder).
Plastics	Materials such as Styrofoam, PVC and polystyrene are used to package food and drinks.	If plastics are not recycled, they cause pollution. They can release chemicals that can be harmful to people's health.

1.2. Inhumane farming methods

Inhumane farming methods are ways of farming that are cruel to animals.

- An example is a battery of chickens. These animals never see sunlight, get fresh air, move and live in discomfort and frustration every day.

1.3. Impact of degradation on society and the environment.

Degradation is the process of damaging or ruining something.

Destroying / harming the environment affects people and the planet.

Human activities can cause environmental hazards such as soil erosion and pollution.

Examples are :

- Soil erosion
- Pollution (air, water and land)

- Radiation
- Floods
- Fires
- Wind damage
- Loss of open space and lack of infrastructure

1.4. Impact of depletion of sources

- **Overfishing**

- Whole species of fish can disappear.
- Fish not suitable for consumption is thrown away.
- People who rely on fishing for a living will be unemployed.
- People whose diet relies on fish will not have enough to eat.

- **Firewood**

- Some types of trees will become extinct.
- No trees will exist to bind the soil, leading to erosion.
- People will run out of fuel to cook food and keep warm.
- There will be no shade.
- Birds will have no place to live.
- Alien plants will take over the land.
- Global warming and climate change will take place because trees absorb carbon dioxide and give off oxygen.

- **Land**

- Farmers plant the same type of crops on the same piece of land, year after year, depleting the soil. Crop failure will occur.
- Cattle are allowed to eat all the grass, leading to soil erosion.
- Land is used to build infrastructure.
- Mining activities pollute the land.
- Pesticides can poison the land so that it cannot be used for farming.

2. Climate change

2.1. Causes of climate change

It is a change in temperature and weather patterns. Gases, such as carbon dioxide, build up in the atmosphere and trap the sun's heat. The heat causes changes in weather patterns. Summers and winters may last longer and rainfall may change.

2.2. Impact of climate change on development

- World will get warmer and rainfall patterns will change
- Maize, fruit and cereal production will be directly affected.
- The oceans will get warmer, which will impact on the type and numbers of fish.
- Sea levels will rise.
- Droughts, floods and extreme temperatures will be a threat to health.

2.3. Mitigation of climate change

- Use motor cars less, to curb the emission of harmful gasses. Rather walk or make use of public transport.
- Build houses out of the way of floods / big waves

- Plant drought-resistant, indigenous trees.
- Recycle paper to save trees.
- Turn of the tap, don't let water run freely.
- Turn of light, insulate the house and use a solar water heater.
- Collect rainwater to use in the garden.

TERM 3

WEEK 1-5

Chapter 6 : Development of the self in society

1. Healthy and balanced lifestyle choices

1.1. Characteristics of a healthy and balanced lifestyle

A balanced lifestyle means that there is balance and harmony between the following aspects of your life :

- Physical : Being physically fit and healthy.
- Psychological : Avoid risky behaviours and apply life skills.
- Social : Have good relationships with family and friends.
- Emotional : Are able to explore, express and control emotions.
- Spiritual : Following the rules of your religion / belief system.

2. Factors that impact negatively on lifestyle choices

- **Accidents**
 - Physical : You may become disabled, lose a limb, break your neck /suffer brain damage.
 - Psychological : If you caused the accident, you may feel guilty.
 - Social : You may lose the support of family and friends, be shunned by the community.
 - Emotional : You may become angry, depressed, sad and scared.
 - Spiritual : You may lose your faith.
- **Risky behaviour and situations**
 - Risky behaviour and situations are not like accidents, because you have control over them.
 - Risky behaviour such as substance abuse, affects your personal safety and has a negative impact on your lifestyle choices.
- **Socio-economic environment**
 - For example : lack of literacy, low income, very high income, poor neighbourhood, no access to medical care, peer-pressure, substance abuse, crime abuse and violence.

3. Factors that impact positively on lifestyle choices

- **Positive role models**
 - A person who can inspire and motivate you to make healthy and useful lifestyle choices.
 - This person is a good example to others.
 - People admire such a role model and want to imitate his/her.
- **Parents**

They can have a positive influence on their children's lifestyle choices, if they :

 - Support, encourage and support
 - Educate
 - Warn about alcohol and substance abuse
 - Model healthy behaviour

- Never drive under the influence or while talking on the cell phone
 - Show acceptance and love
 - Set clear rules
 - Supervise study times and ensure all school work is done
 - Encourage participation in physical activities
- **Peers**
 - Friends from the same age can positively influence your life style choices.
- **Personal values, belief system and religion**
 - Your values (the criteria for acceptable behaviour) and religion / belief systems can positively influence your life style choices.
 - Healthy relationships, peace, positive attitudes and improved physical health may stem from the above.
- **Media, social and cultural influences**
 - Health information is freely available in the printed and electronic media
 - Culture is a set believes and attitudes shared by a group of people and can impact on your life style choices. Many cultural traditions are based on healthy living and good interpersonal relationships.

4. Role of nutrition in health and physical activities

- **Nutrition is an important aspect of fitness and health**
To be healthy, you need to follow a nutritious, balanced diet and get regular physical exercise. Manage your weight by exercising, eat nutritious food, don't starve yourself and don't overeat and always drink enough water.
- **Types of food that provides healthy sources of energy**

<i>CONCEPTS</i>	<i>EXPLANATION</i>
kilojoules	A measure of how much energy food provides for your body. The food label will indicate the amount of energy per serving.
carbohydrates	Important energy source found in fruits, vegetables, wholegrain products, pap and potatoes /sweet potatoes. You will gain weight if you eat too much carbohydrates, without burning it through exercise.
fibre	Helps to keep your digestive system healthy. All whole r Grain products are high in fibre.
protein	Foods rich in protein are : fish, meat, dairy, beans, lentils, nuts and eggs. Protein assists muscle and tissue generation.
Vitamins and minerals	Essential vitamins and minerals are : Vitamins A,B,C,D calcium and iron. Fruit contains vitamin C and antioxidants which help to reduce cell damage. Yoghurt is a good source of calcium and vitamin B.
fats	Fats are found in oil, butter and meat, fish and nuts. Unsaturated fats found in nuts, fish and olive oil, are good fats because they do not raise your cholesterol levels.
sugar	Avoid having more than one teaspoon sugar a day. Eat low GI-foods that have a slower effect on your blood sugar levels. They break down slowly and give you a longer sense of being full.

WEEK 6-10

Chapter 7 : Careers and career choices

1. Competencies, abilities and ethics that will assist in securing a job and developing a career

1.1. Studying advertisements, writing application letter and completing application forms

- **Study advertisements**
 - Find advertisements in newspapers, on the internet and on bulletin/notice boards.
- **Write an application letter**

	Street / PO Box Add. City Postal Code Telephone Number Email Address Month, Day, Year
Name of Organization Street or P. O. Box Address City Postal Code	
Dear Mr./Ms./Dr. LastName:	
Application for	
Opening paragraph: State what position or internship you are applying for; how you learned of the organization or position, and basic information or qualifications about yourself.	
2nd paragraph: Tell why you are interested in the employer or type of work the employer does (Simply stating that you are interested does not tell why, and can sound like a form letter). Demonstrate that you know enough about the employer or position to relate your background to the employer or position. Mention specific qualifications which make you a good fit for the employer's needs. This is an opportunity to explain in more detail relevant items in your resume. Refer to the fact that your resume is enclosed. Mention other enclosures if such are required to apply for a position.	
3rd paragraph: Indicate that you would like the opportunity to interview for a position or to talk with the employer to learn more about their opportunities or hiring plans. Restate briefly why you're so passionate about the opportunity you're applying for. State that you would be glad to provide the employer with any additional information needed. Thank the employer for her/his consideration.	
Sincerely, (Your handwritten signature) Your name typed	

- **Complete application forms properly**

Keep the following in mind :

- Answer all the questions truthfully
- Incomplete / incorrectly completed forms will be rejected.
- Read instructions carefully

- **Writing and building a CV**

A CV is a curriculum vitae which is a summary of your career experience, qualifications, skills and abilities. It tells future employers more about you in a formal and businesslike manner. Your CV should relate to the job requirements, always highlight how you qualify for the requirements in the advertisement.

Keep the following in mind :

- Always keep your CV updated
- Have testimonials and references ready
- Present your CV neatly typed and bound
- Keep CV short

1. Create the format for your CV.

Are you going to break each section up with a line? Are you going to put each section in its own box? Are you going to list all of your information? Play around with different formats to see which looks most professional. Aim for no more than the front and back of a standard sheet of paper.

2. List your name, address, telephone number, and email at the top of the page.

It is important to make your name a size larger than the rest of the text as it is important for your reviewer to know who he or she is reading about. It is up to you as to how you format this information.

Standard format would be to have your name in the center of the page. Your home address should be listed in a block format on the left side of the paper. Put your telephone number and email below your home address. If you have another address (such as your address while you are at school) list this address on the right hand side of the paper.

3. Write a personal profile.

This is an optional part of the CV that is good for giving your reviewer a more in-depth look at you as a person. This is where you sell your skills, experiences, and personal qualities. It should be original and well-written. Use positive words such as “adaptable”, “confident”, and “determined”.

4. Create a section for your education and qualifications.

This section can be at the beginning of your CV or you can choose to list it after other sections. The order of sections is up to you. List your education in reverse chronological order. Begin with university if you attended or are attending it and work your way backwards. List the name of your university, the dates you went there, your major and minor, and your grade point average or A levels.

5. Create a section for your work experience.

This is the section in which you should list all of your relevant work experience. List the name of the company, the location of the company, the years you worked there, and what you did.

Start with your most recent job and work backwards. If you have a long list of work experience, only put the experiences relevant to the job you are applying for.

6. Create a section for your skills and achievements.

This section is where you list the things you accomplished at your previous jobs, and the skills you have developed through your experiences. This is also the section where you list any of your published work, lectures you've given, classes you've taught, etc.

7. Create a section for your interests.

You should list any relevant interests that paint you in the most positive light. Choose several interests from the list you created while brainstorming for your CV (in Part One).

8. Create a section for other information.

If there is a noticeable gap in your CV or there is some other information you would like to share, put it in this section. This sort of information can include leaving work to take care of children, join the Peace Corps, etc.

9. Create a section for references.

These are people you have worked with in the past such as professors, previous employers, etc. that have seen your work and can credibly support praises that they give you. The company you are applying to may contact these references to find out more about your previous work. You should talk with the person you would like to list a reference before actually listing them--it is best to double check that they still have the same number, are ok with giving you a reference, or that they remember who you are. Write down their full names and contact information (including their phone numbers and emails).

1.2. Managing meetings

- **How to manage meetings**

Tip #1: Begin With a Purpose

One of the most important tasks you need to do to improve your **management skills** and hold more effective meetings, is to begin with an outline of the purpose. When everyone sits down you say, "We are holding this meeting today to accomplish these goals and objectives."

Tip #2: Encourage Open Discussion for More Effective Meetings

It's very important that you get input from everybody; not only the people who have a lot to contribute and are eager, but also from those who are more shy and less likely to speak up. You want input from especially women and others who may be a little bit reluctant to try to compete with more aggressive or assertive people.

Tip #3: Press for Closure

Once you start talking on a subject, discuss it thoroughly but press for closure on what has been decided and who's going to do what and by when, before you go on to the next item on the agenda.

The inability to keep on track and to press for closure are the two major time wasters and major complaints from people who attend non-effective meetings.

Tip #4: Summarize the Main Point

Learn to summarize at the end of each discussion point and at the end of the meeting. Set out and summarize your time and action schedules, and your implementation plan and assignments. Then have everybody in the meeting agree on what has been decided.

Tip #5: Keep a Record

Finally, distribute minutes from the meeting within 24 hours. The more important the decisions that have been taken, the more important that you have them distributed in writing so that if they have questions they can get back to you. If there are no questions then they are accepting the record of the meeting as distributed. This is a final step that is very important part of conducting more effective meetings and improving your management skills.

- **How to write minutes**

Before you start taking notes, it's important to understand the type of information you need to record at the meeting. Generally, meeting minutes usually include the following:

- Date and time of the meeting
- Names of the meeting participants and those unable to attend (e.g., "regrets")
- Acceptance or corrections/amendments to previous meeting minutes
- Decisions made about each agenda item, for example:
- Actions taken or agreed to be taken
- Next steps
- Voting outcomes – e.g., (if necessary, details regarding who made motions; who seconded and approved or via show of hands, etc.)
- Motions taken or rejected
- Items to be held over
- New business
- Next meeting date and time

Tips that might help your note taking:

- **Create an outline** – as discussed earlier, having an outline (or template) based on the agenda makes it easy for you to simply jot down notes, decisions, etc. under each item as you go along. If you are taking notes by hand, consider including space below each item on your outline for your hand-written notes, then print these out and use this to capture minutes.
- **Check-off attendees as they enter the room** - if you know the meeting attendees, you can check them off as they arrive, if not have folks introduce themselves at the start of the meeting or circulate an attendance list they can check-off themselves.
- **Record decisions or notes on action items** in your outline as soon as they occur to be sure they are recorded accurately.
- **Ask for clarification if necessary** – for example, if the group moves on without making a decision or an obvious conclusion, ask for clarification of the decision and/or next steps involved.
- **Don't try to capture it all** – you can't keep up if you try to write down the conversation verbatim, so be sure to simply (and clearly) write (or type) just the decisions, assignments, action steps, etc.

1.3. Interview skills

An interview is the next step after sending off your application letter and CV.

An interview is a formal meeting between you and the employer / interviewer of the place you applied for the job.

Be careful of what you post on social media because prospective employers may check your profile before you are invited for an interview.

- **Panel interview hints**

1. Direct your attention to each person on the panel.
2. Expect to repeat yourself.
3. Find out who you'll need to impress the most.
4. Be prepared for at least one zinger question.
5. Thank all participants promptly.

- **How to dress for an interview:**

1. Make sure your clothes that are neatly ironed and pressed. Nothing gives away the lack of attention to detail than **wrinkled clothing**.
2. Make sure your **clothing fits** properly. If your pants or sleeves are too long or something is too loose or too tight you'll look and probably feel awkward.
3. Don't wear **flashy jewelry**. You'll want the interviewer to pay attention to you, not your bling.
4. Dress according to the **season**. Don't wear a stuffy turtleneck sweater in the middle of the summer.
5. Don't wear **perfume or aftershave**. You never know if your interviewer is allergic and this isn't a good way to find out.
7. Make sure you have a nice, **clean haircut** that makes you look well groomed.
8. For men, make sure you shave and keep **facial hair** to a minimum.
9. For women, don't wear anything that is **too revealing**. It's best to keep your body parts inside your clothing and not be too exposed.
10. Avoid articles of clothing with loud, busy prints. It's best to wear **solid colours** that flatter your skin tone.
11. For women, make sure you wear **appropriate lingerie** and/or pantyhose underneath your clothing. This will give you smooth lines and assure you don't have visible panty lines.
12. For women, don't overdo your **makeup**. Wear natural colors and avoid heavy eye shadow, eyeliner and bright colored lipstick.
13. For pants outfits, make sure you wear a **belt** that matches the color of your shoes.

- **Interview hints**

<i>DO</i>	<i>DON'T</i>
Be on time, at least 20 minutes before interview starts.	Arrive late.
Dress neatly.	Look untidy.
Keep all documents in a neat file.	Smoke.
Smile and try to relax.	Chew gum while talking.
Speak clearly.	Gossip about your previous manager or place of work.
Be honest.	Use swear words.
Try to remember the names of the interviewers.	Be rude to the interviewers.
Thank them for the interview.	Refuse to answer questions.

- Prepare for typical interview questions

The following typical questions may be asked :

- Tell us a bit about yourself. Who are you ?
- Why do you want this job ? / Why do you think you are the right person for the job ?
- What skills do you have to offer us ?
- What are your most outstanding achievements ?
- Explain how you cope with challenging situations.
- Can you make your own decisions ? Explain.
- Where do you see yourself in five years time ?/ What are your goals ?
- Are you willing to work overtime ?
- Are you willing to go beyond your job description ?
- What do you expect to earn ?

1.4. Ethics and ethical behaviour

- **What is work ethics?**

Ethics are sets of moral principles or rules of behaviour relating to right and wrong actions
When we talk about work ethic, we are concerned with how people should behave in the workplace.

Some examples of appropriate behaviour in the workplace include:

- Acting honestly
- Integrity
- Respect
- Non- discrimination and fairness

Unethical behaviour includes:

- Discrimination
- Sexual harassment
- Lying about qualification and abilities
- Abusing of power

2. Personal expectations about jobs and careers

2.1. Expectancy and reality

Keep the following in mind when deciding on a career / job, as your expectations may not meet the reality of the job / career :

- You need to study between 3 and 7 years to obtain a degree
- You will start at the bottom and will have to work your way up.
- Most work places give 30 days and less leave days per year
- Some careers, like those of sport people, have a very short life span
- Some careers are very stressful and workers need to make a career change to prevent burn out
- In some careers and jobs, you need to work at night / over time

2.2. Chances of success and satisfaction

Success means to achieve your goals, whatever they are.

Satisfaction means to be happy and pleased with what you have achieved.

The chances that you will be successful and happy in your job depend on :

- Having realistic expectations
- Interest in what you do
- Your personality suiting the job

Do the following to ensure chances of success and satisfaction :

- Research your future job / career very well
- Think about your interests, abilities, needs and values
- Know yourself well and make sure your personality suits the job

2.3. Suitability audit

A suitability audit is a quiz, questionnaire or test to assess how suitable you are for the job / career / career field.

It answers the questions : Do you meet the requirements ? Does your personality match the job / career ?

3. Knowledge about self in relation to the demands of the world of work and socio-economic conditions

3.1. Socio-economic conditions

Conditions related to the conditions of the society you live in and how much money you have / earn.

Examples : - level of education
- where you live
- culture and religion

3.2. Skilled, semi-skilled, unskilled and physical labour

Skilled	The workers are highly trained and can do many kinds of jobs that are within the range of the competence.
Semi-skilled	The workers are trained to do one job only and usually assist skilled workers
Unskilled	These workers have very little or no training and possess no special skills
Physical labour	These workers have no formal qualifications. Examples : gardening, offloading of furniture, harvesting fruit, digging graves / trenches, etc.

3.3. Additional and higher education studies required for different careers

Degree	Academic qualification awarded by a university or college following successful completion of a course of study, for example to become an accountant
Diploma	A qualification given by a college or professional organisation after completion of a course of education or training in a particular field. E.g. Diploma in Travel and Tourism
Certificate qualification	Is given after completion of short courses of additional study. E.g Microsoft Certificate for operating Word program

3.4. Expectancy, reality and perseverance

Sometimes people have high expectations about the career they are going to follow. In reality, however, it may not be so easy to follow your dream.

Socio-economic issues can get in the way of fulfilling your ambitions.

For example : - poverty

- late / non-application to higher education institutes
- child-headed families
- impact of HIV and AIDS
- teenage pregnancy

TERM 4

WEEK 1-3

Chapter 8 : Development of the self in society

1. Gender roles and their effects on health and well-being

Gender roles are the different roles, behaviour and activities that society thinks are appropriate or right for women and men.

The different roles that women and men play can effect their health and well-being.

1.1. Unequal power relations, power inequality, power balance and power struggle between genders

- **Power inequality**
 - some people have more rights, better opportunities and more power than other people.
 - The power balance is unfair which may lead to power struggles
 - Unequal power relations can affect a person negatively, for example : some cultures think education for girls is not important.

1.2. Abuse of power

- **Individual : Physical abuse**
 - Using physical force to cause harm, injury, disability or death.
- **Family : Incest**
 - Sexual intercourse between people who are so closely related that they would not be allowed to get married by law.
- **Cultural : mourning period**
 - Many cultures have religious rituals, traditions or behaviour for mourning or grieving for someone who has died. These rules dictate the mourning period, mourning dress code and mourning behaviour. Rules are strictly enforced for widows.
- **Social : Domestic violence**
 - Happens when one person in a close relationship or marriage tries to dominate and control the other person.
 - Uses fear, guilt, shame, threats and physical violence to control you.
 - The abuser can be either a man or a woman.
- **Social : Sexual violence and rape**
 - Any sexual act that is unwanted by the other person
 - Trying to force someone to have sex with you
 - Being forced to watch other people performing sexual acts
 - Being forced to perform anal / oral sex
 - Penetration with fingers / objects
 - Date rape : getting raped by the person you are on a date with

- Gang rape : being raped by more than one person
- Statutory rape : sex with a girl under the age of 16, with or without her consent.
- Sexual harassment
 - It is unwanted sexual behaviour that happens again and again. It can take the form of :
 - Sexual comments
 - Asking about a person's sex life
 - Suggestions and hints about having sex
 - Physical contact such as touching, feeling or pinching
 - Whistling
 - Rude gestures / finger signs
 - Sex-related jokes
 - Showing pornographic pictures
 - Promises of promotion in exchange for sex
 - Name-calling
 - Spreading untrue stories about someone's sexual activities
 - Sending inappropriate notes, letters, SMSs or emails
 - Making obscene phone calls

2. Negative effects on health and well-being

- **Physical effects of abuse**
 - Bruises
 - Broken bones and teeth
 - Rope or strap marks
 - STIs, HIV and AIDS
 - Bald spots where hair has been pulled out
 - Burn wounds
 - Unwanted pregnancies
 - Death
- **Emotional effects of abuse**

<ul style="list-style-type: none"> - Fear of the abuser - Depression - Fear for personal safety - Anger - Increased risk of suicide - Alcohol and substance abuse - Shame - Difficulty to concentrate 	<ul style="list-style-type: none"> - Avoiding friends - Feeling worthless and powerless - Feelings of guilt - Sleeplessness and nightmares - Being afraid to trust people - Poor marks at school - Dropping out of school
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Chapter 9 : Democracy and human rights

1. Contribution of diverse religions and belief systems to a harmonious society and your own belief system

- **Contribution to a harmonious society**
 - promoting harmony, peace and tolerance
 - providing moral codes to live by
 - give people a sense of belonging
 - encourage people to learn about their own and others
 - teaching friendship, understanding and respect
 - helping the less fortunate and uplifting the community by founding and funding outreach programs and organisations

- **Different religions and their teachings**

Religion	Teachings
Judaism	Worship no other God Do not bow down to any idol or worship it Do not use God’s name wrongly Observe the Sabbath day and keep it holy Honour your father and mother Do not commit murder Do not steal Do not commit adultery Do not accuse anyone falsely Do not desire another man’s property
Christianity	Follow the same ethical teaching as given in the ten Commandments. They follow the teachings of Jesus Christ. They love God and care for each other
Islam	The Koran sets down a complete ethical code for Muslims The must care for all member of their family Women must dress modestly, covering their hair and bodies They are expected to marry- sex outside marriage is forbidden They must give generously to the poor The fast during Ramadaan to realise what it is like to be hungry. Going on pilgrimage to Mecca makes Muslims understand that all people are equal. Muslims are forbidden to eat pork drink alcohol and to gamble.
African Traditional Religion	They do not have a holy book Human dignity is valued more than the individual’s contribution to society Followers must respect their ancestors and elders. They must show hospitality to everybody They should help the needy They should show respect towards marriage and family. They should respect each other’s lives and property. They should tell the truth , be hardworking, honest and generous.

Hinduism	<p>They follow the laws of dharma</p> <p>They should be honest- it is wrong to lie</p> <p>Show respect for all life</p> <p>They should practise non violence</p> <p>They should practice self control and discipline in their lives</p> <p>Respect elders and ancestors</p> <p>They should care for others, including sick relatives, elderly parents and poor.</p>
Buddish	<p>They have 5 basic rules:</p> <p>Do not take life, either a person's or that of an animal</p> <p>Do not steal</p> <p>Avoid wrong or harmful sensual activities</p> <p>Do not indulge in wrong speech</p> <p>Avoid drugs and alcohol</p>

- **Personal Believe System**

- Often we think that morality and religion are just old-fashioned sets of rules which are meant to stop us from enjoying ourselves. However, having a moral code to live by is about having our own internal awareness of who we are and what we are prepared to do.
- When we are young we are taught moral values by our parents and other family member. We learn their belief system and rituals of their religion. As teenagers we start to question these values. We are starting to develop our own moral code.
- As we live in a multicultural country where people follow multiple religions it is important for us to learn about other religions and also to go beyond the mere facts about religion. It mean s you develop and understand a religion so that you are able to empathise with and respect other who differ from your religious observance.
- Why is religion important?
 - Religious beliefs help to give meaning to life. They give answers to people's questions about themselves and the world they live in. Religious beliefs answer questions such as: Who am I? Why am I here?
 - Religion brings people together and gives them a sense of belonging. They help people to feel part of a religious community
 - Religious values give people a set of guidelines for living. Religions provide clear ethical teachings on how people should live their everyday lives. People know the rules they should obey, and what their religion regards as right and wrong.
 - Religion is used by different societies to explain events that happen in people's lives.
 - Religion gives its followers a sense of security in life. They know who they are, what their place is in that religion and in the wider society

2. Identify and critically analyse moral and social issues and dilemmas

- **The right to live**

According to the Bill of Right, everybody has the right to life. However, the Choice on Termination of Pregnancy Act (Act no 2 of 1996), gives women the right to decide whether they want an abortion. No hospital can deny a woman this right.

The moral issue / dilemma : Is abortion acceptable ?

- **Euthanasia**

It is the act / practice of killing someone who is very sick or injured to prevent any more suffering.

The moral issue / dilemma : Can you take a person's life, even if the circumstances demand it and the person give consent ?

- **Cultural practices and traditions**

- Rhinoceros horn : traditional Asian medicine.
- Arranged marriages : parents / families decide whom their children will marry.
- Male circumcision : part of the initiation rites of some cultures.

THE END

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