

Living up to expectations? Life Orientation

A comparative investigation of
Life Orientation in the
National Senior Certificate
and National Certificate
(Vocational)

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National Senior Certificate and the National Certificate
(Vocational)

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and
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With Umalusi's curriculum evaluation teams

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This report was written by Ms Helen Matshoba and Dr Edna Rooth with assistance from Ms Elizabeth Burroughs. The need for this report came about as part of Umalusi's ongoing investigation of the comparison of the fundamental subjects in the National Senior Certificate (NSC) and the National Certificate (Vocational) [NC(V)] which began in 2010.

The project was managed internally by Ms Matshoba with the assistance of Dr Booyse under the supervision of Ms Elizabeth Burroughs. Dr Edna Rooth was the evaluation group's team leader. Dr Rooth and Ms Matshoba were responsible for managing the research team.

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EXECUTIVE SUMMARY

Umalusi embarked on this research as part of its existing research regarding fundamentals in the two qualifications: the National Senior Certificate (NSC) and the National Certificate (Vocational) [NC(V)]. This research was initiated firstly because Life Orientation is a fundamental and compulsory subject in both qualifications, and secondly because concerns had been raised about the standard of assessment of Life Orientation in the NSC, specifically because it was, until recently, 100% school based in the NSC.

A comparative analysis of Life Orientation curriculum documentation for both the NSC and the NC(V) was undertaken. The background to the investigation provides a perspective on the curriculum research and assessment analysis project.

The research findings are indicative of, among others, the need for a realistic time allocation for Life Orientation to enable greater depth of coverage, for the introduction of an externally set, moderated and marked examination for Grade 12 (NSC) on a par with other Grade 12 subjects, as well as the need to incorporate a wider range of cognitive demands within the examinations, at different levels of difficulty, thus raising the cognitive demands in the subject.

It is also recommended that Life Orientation be allocated 20 credits, on a par with the other fundamentals, in order to promote the status of this cardinal subject. The research further recommends that there should be no credit accumulation and transfer between the NC(V) and the NSC Life Orientation qualifications, due to the differences in its expression in these qualifications. Indications are that Life Orientation is a central subject that is needed in both the NSC and NC(V) and should play a quintessential role in both the school and the Technical and Vocational Education and Training (TVET)/ Further Education and Training (FET) college curriculum, and as such needs support to fully realise its aims.

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ACRONYMS AND ABBREVIATIONS

ACE	Advanced Certificate in Education
ACT	Advanced Certificate in Training
ADE	Advanced Diploma in Education
CAPS	Curriculum and Assessment Policy Statement
CAT	Computer Applications Technology
CCMA	Commission for Conciliation, Mediation and Arbitration
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
EQ	emotional quotient
FET	Further Education and Training (FET)
GET	General Education and Training
HEI	Higher Education Institution
HoD	Head of Department
ICASS	Internal Continuous Assessment
ICT	Information and Communication Technology
IEB	Independent Examination Board
ISATS	Integrated Summative Assessment Tasks
LOLT	language of teaching and learning
NATED	National Education Department
NC(V)	National Certificate (Vocational)
NCS	National Curriculum Statement
NQF	National Qualifications Framework
NSC	National Senior Certificate
OBE	Outcomes-Based Education
PDP	Personal Development Plan
PE	Physical Education
PET	Physical Education Task
RNCS	Revised National Curriculum Statements
SACPO	South African Colleges Principals Organisation
SBA	School Based Assessment
SO	Subject Outcome
STIs	Sexually Transmitted Infections
TVET	Technical and Vocational Education and Training

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BACKGROUND TO THE INVESTIGATION

1.1 BACKGROUND TO THE INVESTIGATION

1.1.1 Introduction

Life Orientation is a compulsory fundamental subject in both the National Senior Certificate (NSC) and the National Certificate (Vocational) [NC(V)]. While research had previously been undertaken on the other compulsory fundamental subjects in both qualifications, Life Orientation had not received any attention. As a subject common to both qualifications, an analysis of the intended and examined curricula of Life Orientation in the two qualifications has the potential to enable the consideration of a proposal for the recognition of the subject for exemption purposes in the qualifications.

The model of assessment determined for the NSC Life Orientation has been one without an external assessment element, which may be the reason why the subject has somehow been regarded as a 'second-class' subject, resulting in a candidate's results in the subject being excluded when the results are considered for admission to higher education at some institutions. While this may be an understandable response currently, especially given the unreliable quality of much of the Life Orientation assessment, it is not an acceptable situation that a subject, which is regarded as fundamental to the structure of the qualification, be regarded in the way it is at present. In undertaking this research, Umalusi compared the modes and models of assessment associated with the two qualifications (and the rationale for these), as well as, ultimately, the nature of the role of the subject in the two qualifications.

1.1.2 Objectives of the project

The project had the objectives to:

- Establish whether there is a need to reconsider the assessment structure of Life Orientation within the NSC
- Determine the possibility of credit transfer for Life Orientation between the NSC and NC(V) since Life Orientation is a fundamental subject in both qualifications that carries equal credits

1.1.3 How this report links up with existing Umalusi research

In 2009, Umalusi embarked on a project of comparing the fundamental subjects within the NSC and the NC(V). The fundamental subjects compared were Mathematics, Mathematical Literacy and English First Additional Language. The research produced a report, titled '*The 'F' in the NC(V): Benchmarking common subjects in the NSC and the NC(V)*', which was published in 2010. At the time of the research, only the three

fundamental subjects (and Physical Science, on account of its importance in engineering) were analysed. As a direct consequence of that project, the Department of Higher Education and Training (DHET) through *Government Gazette* no 35036, regulated that credit accumulation and transfer would be possible for these NSC subjects for certification of the NC(V) provided that the NC(V) pass requirements have been met.

This research was intended to align with that research. On completion of this particular research into Life Orientation, Umalusi would have a much better understanding of all the fundamental subjects within the two single most important National Qualifications Framework (NQF) Level 4 qualifications on the General and Further Education and Training Qualifications Sub-framework.

1.1.4 Methodology

The research forms part of the stream of comparative research that Umalusi has undertaken in respect of both the NSC and NC(V) qualifications. Collectively, these projects are known in Umalusi as the *Maintaining Standards* project. The Life Orientation research project was planned in three phases. The first phase of the project focused on the engagement of various stakeholders in order to obtain their view/understanding regarding the purpose and status of Life Orientation within the NSC and NC(V). The second phase was a comparison of Life Orientation within the NSC and the NC(V). In this phase of the project, an evaluation of the core features and structure of the curriculum and assessment were conducted. The third phase was the quality assurance of the Curriculum Assessment Policy Statement (CAPS), based on a comparative analysis between the curriculum and accompanying assessments of Life Orientation NSC and NCS: CAPS. This present report is based only on phases one and two of the Life Orientation research project.

1.1.4.1 Stakeholder workshop

The first phase of the project focused on the historical analysis of the subject, its purposes and its standing within the NSC and NC(V). The intention with this phase of the project was to investigate whether the implementers of the subject have a common understanding of the purpose of the Life Orientation and how they engage with the subject to achieve its purpose. Furthermore, the intention was to identify the challenges associated with Life Orientation from the implementation point of view.

A learning workshop at which experts from schools, colleges, provinces, the Department of Basic Education (DBE) and DHET made presentations, was held on 7 September 2011. The attendees shared their insights into how the subject is taught and learned, given that the subject had been in the Further Education and Training (FET) phase for four to

five years. The purpose of the workshop was not only to learn from people at the subject interface, but also to consider their input and feedback in formalising the research questions for this project. The following issues were dealt with at the workshop:

- The rationale for having Life Orientation as a subject
- The purpose of Life Orientation
- The status of Life Orientation within the qualification
- Existing challenges from the implementation point of view

1.1.4.2 The evaluation team and process

A team of ten Life Orientation experts was appointed to conduct the investigation. The team represented a range of Life Orientation-related experience and expertise drawn from the school and FET college sector to represent both the NSC and NC(V) contexts; in addition, the presence of university experts with an interest in Life Orientation provided a higher education perspective on the subject. The team consisted of the following:

- two NC(V) lecturers: one for the Life Skills component and one for the ICT component
- one NSC teacher
- two NC(V) provincial coordinator(s): one for the Life Skills component and one for the ICT component
- one NSC provincial coordinator
- two NC(V) external moderator(s): one for the Life Skills component and one for the ICT component (one of them is university based)
- one NSC external moderator
- two university experts

The subject team attended a three-day and a two-day curriculum evaluation workshop. The outcome of the workshop was an analytic report which explains, in terms of pre-established curriculum criteria, what the strengths and possible shortcomings of the two curricula for the FET phase in schools and colleges are. This work will help to establish the extent of comparability between the two subjects and could inform decisions regarding subject exemptions between the two qualifications.

1.1.4.3 Documentation used

Umalusi provided the evaluators with all the documentation needed for the analysis. The documents were verified with both the DBE and DHET. The evaluators made Umalusi

aware in the event that a document had not been issued to them, but which was required for the analysis.

Table 1: List of documents analysed

1	NC(V) 1	Department of Higher Education & Training. (2010) Memorandum 09 of 2010; Conduct of NC(V) Level 2, 3 and 4 Life Orientation Paper 2 (Computer Literacy)
2	NC(V) 2(1)	Department of Higher Education (2012) National Certificate (Vocational) Level 2; Subject Guidelines Life Orientation. Pretoria, South Africa
3	NC(V) 2(2)	Department of Higher Education (2012) National Certificate (Vocational) Level 2; Assessment Guidelines Life Orientation. Pretoria, South Africa
4	NC(V) 3(1)	Department of Higher Education (2013) National Certificate (Vocational) Level 3; Subject Guidelines Life Orientation. Pretoria, South Africa
5	NC(V) 3(2)	Department of Higher Education (2013) National Certificate (Vocational) Level 3; Assessment Guidelines Life Orientation. Pretoria, South Africa
6	NC(V) 4(1)	Department of Higher Education (2014) National Certificate (Vocational) Level 4; Subject Guidelines Life Orientation. Pretoria, South Africa
7	NC(V) 4(2)	Department of Higher Education (2014) National Certificate (Vocational) Level 4; Assessment Guidelines Life Orientation. Pretoria, South Africa
8	NC(V) 5	NC(V) (5) Department of Higher Education (January 2012) The Revised Guidelines for the Implementation of Internal Continuous Assessment (ICASS) in the NC(V) qualifications at FET Colleges
9	NCS 1 (NCS: CAPS)	Department of Basic Education (2011) The National Curriculum Statement (NCS): Curriculum and Assessment Policy Statement Further Education and Training Phase Grades 10–12: Life Orientation
10	NCS 2 (NCS: NPA)	The National Curriculum Statement: National Protocol for Assessment Grades R–12 (CAPS 2)
11	NCS 3: (NCS:PPR)	The National Curriculum Statement: Programme and Promotion Requirements – National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R–12
12	NCS 4	Department of Basic Education (2014) Life Orientation Examination Guidelines Grade 12.

1.1.5 The research question

Since Life Orientation is a compulsory fundamental subject common to the NSC and NC(V) qualifications, Umalusi needed to research the comparability of the subject in the two qualifications, as well as to understand the envisaged knowledge, skills and applied competence to be acquired by learners.

For that reason the research sought to answer the following question:

How comparable are the intended and assessed curricula as well as the envisaged knowledge, skills and applied competence acquired by learners undertaking Life Orientation as a fundamental subject in the NSC and NC(V)?

1.1.6 Limitations of the research

The research is limited to an analysis of curriculum and assessment documents. It does not include structured observations, interviews and other data analysis.

1.1.7 The structure of the report

The report consists of four chapters. The first chapter covers the background to the study. It provides the objectives of the study and sheds light on how this particular research links with other Umalusi research. It also covers the limitations of the research and provides information on the report structure.

Chapter 2 begins with an overview of the NC(V) and the NSC as qualifications. An overview of Life Orientation as a subject in both the NSC and the NC(V) is also provided in this chapter. A section on the value of Life Orientation in the two qualifications closes the chapter. The chapter concludes with providing suggestions on the kind of teacher that is envisaged to offer the Life Orientation curriculum in both qualifications.

The third chapter provides the details around the comparison of Life Orientation in the NSC and the NC(V) from a curriculum evaluation and assessment analysis point of view. The findings reflect the various perspectives from which the curricula were evaluated and the assessment analysed.

Chapter four closes with the recommendations.

2.1 OVERVIEW OF THE NC(V) AND THE NSC

2.1.1 The National Certificate (Vocational)

In 2006 the Minister of Education promulgated a policy on the NC(V). The NC(V) is the relatively new vocational qualification which is currently offered in the Technical and Vocational Education and Training (TVET)/FET colleges. This policy was introduced as a qualification renewal measure in the TVET/FET colleges as part of government plans to restructure the TVET/FET college sector. It is one of the pathways which offer learners an opportunity of achieving a qualification at NQF Level 4. As a vocational qualification, it is supposed to offer learners a balance of theory and practice in simulated environments.

The qualification was introduced at NC(V) Level 2 in 2007, NC(V) Level 3 in 2008 and at NC(V) Level 4 in 2009. The number of programmes has grown from 13, when it was first introduced in 2007, to 19 in 2014. Depending on the needs as identified by the relevant sector, more programmes will be introduced.

The NC(V) is a 130-credit qualification which is made up of seven subjects. Each of the subjects has a weighting of 20 credits except for Life Orientation with a weighting of 10 credits. The seven subjects include the fundamental component that consists of three compulsory subjects, namely a language (Home Language or First Additional Language, if that is the language of teaching and learning [LOLT] of the FET college), Mathematics or Mathematics Literacy and Life Orientation. The remaining four subjects are selected from the vocational component of one of the 19 programmes which are occupation-specific. Three of the four subjects must be selected from the same sub-field. The vocational component provides an indication of the specialisation of the programme.

The NC(V) is a suite of three one-year qualifications. Each level of the NC(V) is in theory an exit level. This leads to differences in the way the qualifications are structured and assessed. In short, the NC(V) is a 130-credit qualification at each level, meaning that on completion of the qualification at NC(V) Level 4, a learner has acquired the equivalent of a 390 credit qualification.

The aim in introducing the qualification was to transform the TVET/FET college sector. In its purpose, the NC(V) aims to 'enable students to acquire the necessary knowledge, practical skills, applied competence and understanding required for employment in a particular occupation or trade, or class of occupations or trades or entrance into Higher Education' (Department of Education 12:2006).

2.1.2 The National Senior Certificate

In 1996, a few years after the first democratic elections, a single interim curriculum called the National Education Department (NATED) Report 550 was introduced for all learners. This curriculum culminated in the Senior Certificate after twelve years of schooling. In 1998,

this interim curriculum was replaced by Curriculum 2005 in the Foundation Phase while the other phases continued with the NATED Curriculum. A review of the Curriculum 2005 led to the Revised National Curriculum Statements (RNCS), which were introduced in the Foundation Phase in 2003. During that time, three curricula were offered within the South African education system. These were the RNCS in the Foundation Phase, Curriculum 2005 in the Intermediate Phase and the NATED Report 550 in the Senior Primary and FET phases.

In 2006, the NATED Report 550, a curriculum for the Senior Certificate, was finally phased-out in schools to make way for the NSC, which was offered through the National Curriculum Statements (NCS). In 2006, the NCS was introduced in Grade 10; in 2007, in Grade 11 and finally introduced in Grade 12 in 2008. For the first time in the education history of the country, all the phases within the General Education and Training (GET) and FET bands delivered the same curriculum, the NCS. In 2008, for the first time in the educational history of the country, all the learners in Grade 12 sat for a common national examination which led to the award of the NSC.

The NSC is known as the traditional academic route for achieving an NQF Level 4 qualification. Many subjects are discipline-based and therefore largely theoretical. However, there are subjects that are of a vocational nature and comprise both the practical and the theoretical components of learning such as Dance Studies, Engineering Graphics and Design, Hospitality Studies, Agricultural Technology, etc. In total, there are currently 17 such subjects out of a total of 29 within the NSC.

The NSC is a 130-credit qualification which is made up of seven subjects. Each of the subjects has a weighting of 20 credits, except for Life Orientation which has a weighting of 10 credits. The credit allocated to a subject provides an indication of the teaching time allocated. In the case of Life Orientation, due to its allocation of 10 credits, it has a time allocation of 72 hours per year in Grades 10 and 11 and 60 hours per year in Grade 12 (NCS 1:6), in comparison to the other subjects that have a weighting of 20 credits and a time allocation of approximately 160 hours per year.

The NSC is offered over a period of three years, which spans Grade 10, Grade 11 and Grade 12. In this report reference will be made to the NCS when referring to the Life Orientation curriculum in the NSC. Therefore, a distinction should be noted between the NSC as a qualification and the NCS as the curriculum.

The NSC qualification policy is implemented by private and public FET schools. Learners must offer seven subjects selected from Groups A and B. A learner has to offer *four* compulsory subjects selected from Group A, which are:

- Home Language
- First Additional Language (or another Home Language), which has to be the LOLT of the school

- Mathematics or Mathematics Literacy
- Life Orientation

The learner also has to offer a minimum of three subjects selected from Group B.

NC(V) Level 2 is the entry level at college while Grade 10 is the first of the three-year NSC in the FET phase. Hence the NC(V) Level 2 curriculum is juxtaposed with the NCS Grade 10 curriculum. They are compared in Table 16 in Annexure A. Both Level 3 in the NC(V) and Grade 11 are in the middle of the phase entry and main exit levels, and are compared in Table 17 in Annexure A.

Grade 12 in the NCS and Level 4 in the NC(V) are both major exit levels and are juxtaposed in Table 18 in Annexure A.

2.2 OVERVIEW OF LIFE ORIENTATION

2.2.1 The NSC Life Orientation and its purpose

The 1996 South African Constitution provides the basis for this curriculum. With the adoption of the Constitution, emphasis was placed on

- healing the divisions of the past
- improving the quality of life of all citizens
- laying the foundation for a democratic and open society
- building a united and democratic country that would be able to take its rightful place as a sovereign state in the family of nations

Life Orientation, amongst other subjects in the NCS, CAPS, was found to be the subject that would support the achievement of these objectives (NCS 1:i).

In addition, the following principles of the NCS were to be infused into all the subjects and underpin the curriculum:

- Social transformation
- Active and critical learning
- High knowledge and high skills
- Progression
- Human Rights, inclusivity, environmental and social justice
- Valuing indigenous knowledge systems
- Credibility, quality and efficiency (NCS 1:4–5)

The Life Orientation curriculum in the NSC has the following purposes:

1. Life Orientation addresses skills, knowledge, and values about the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity, careers and career choices. These include opportunities to engage in the development and practice of a variety of life skills to solve problems, to make informed decisions and choices and to take appropriate actions to live meaningfully and successfully in a rapidly changing society. It not only focuses on knowledge, but also emphasises the importance of the application of skills and values in real-life situations, participation in physical activity, community organisations and initiatives (NCS 1:8).
2. It is a unique subject as it applies a holistic approach to the personal, social, intellectual, emotional, spiritual, motor and physical growth and development of learners. This encourages the development of a balanced and confident learner who can contribute to a just and democratic society, a productive economy and an improved quality of life for all (NCS 1:8).

2.2.2 The NC(V) Life Orientation and its purpose

The NC(V) is aimed at learners in NQF Levels 2 to 4 in TVET/FET colleges. Life Orientation, as one of the fundamental components of the NC(V), is integral to all the vocationally orientated programmes. Socio/political/economic elements are evident in the design.

The underlying principles that shape the NC(V) Life Orientation curriculum are the following:

- an outcomes-based approach
- high knowledge and skills emphasis
- integrated applied competence
- progression, articulation and portability
- social transformation, human rights, inclusivity, environmental considerations, physical wellness and social justice
- credibility, quality, relevance and responsiveness [NC(V) 2(1); NC(V) 3(1); NC(V) 4(1):2]

The purpose of Life Orientation in the NC(V) is to equip students with skills, values and knowledge necessary to adapt, survive and succeed in a constantly changing world. Whilst the vocational training is grounded in the South African context, it also incorporates global imperatives. Life Orientation aims to equip students in a holistic way with the personal, psychological, cognitive, physical, moral, social and cultural skills to live meaningful and successful lives. The subject aims to enable students to respond positively

to the challenges of a constantly changing world, to make informed and responsible decisions, realise their potential and make a meaningful contribution to our South African society and economy, as they become vocationally qualified [NC(V) 2 (1):1].

Life Orientation is important as a fundamental subject because the core motivation for the provision of Life Orientation is the *holistic* development of individuals with the required skills, knowledge and values and the necessary cognitive processes and to enable the application of these skills in both the workplace and in life, in a considerate, reflective, informed and thoughtful manner [NC(V) 2 (1):1].

A definite link is forged between the learning outcomes for Life Orientation and the national critical and developmental outcomes which apply to all subjects [NC(V) 2(1):2].

2.3 VALUE OF LIFE ORIENTATION

Life Orientation should definitely be offered in both the NSC and NC(V) qualifications. It should not only be retained, but strengthened. It should continue to be offered through all grades and levels in both the NC(V) and NSC qualifications.

The reasons for retaining Life Orientation include the following :

- In the 21st century, learners and students are faced with needs and challenges that present both problems and possibilities, difficulties and opportunities. Social and environmental injustice in society, environmental challenges, globalisation, poverty, unemployment, HIV and AIDS and TB, preventable lifestyle diseases, being a relatively new democracy and needing to counter the devastating after-effects of apartheid in South Africa that are still in evidence, are a few of the challenges that Life Orientation deals with by enhancing learners' resilience. Besides having to face issues of poverty, unemployment, drug abuse and unplanned teenage pregnancy, many young people find themselves either in single parent families or even heading their families themselves. When one considers the school and college curricula, few other subjects place emphasis on the *well-being* of the learner or student in the manner that Life Orientation does. Many subjects focus on their core subject matter and do not consider the emotional, psychological, social and other needs of the learner or student. In this sense then, Life Orientation is unique as it plays a vital role in the holistic development of the learner and student.
- The knowledge, values and skills acquired in Life Orientation have a major impact on the learners'/students' success in all subjects as well as in life in general. The learning that they acquire, impacts on their attitudes, which in turn has a major influence on their behaviour.
- Life Orientation has the potential to change a nation. Its role in this country should not be overlooked or taken lightly. The youth of this country has a backlog in this area of

learning; it is therefore imperative that this opportunity for learning through and in Life Orientation is maximised.

- Increasingly research shows that companies rate 'soft skills' above or on an equal footing with academic skills/work skills. Skills such as emotional quotient (EQ) are becoming prominent, as is the ability to work in teams, managing diversity, decision making, conflict resolution, planning, time management, creative problem solving, flexibility, intrinsic motivation, and relationship and communication skills. Much of this is taught in Life Orientation.

For the above-mentioned reasons, Life Orientation must be retained in both qualifications as all South African learners and students have the same challenges, needs and rights and should, through Life Orientation education, be given the same opportunities for successful and meaningful living. Empowering our learners and students with essential life and computer skills [NC(V)] better equips them to handle problems and to seize opportunities, as they make a worthwhile and well-adjusted contribution to society, as good citizens, which is one of the ultimate aims of both curricula.

The inclusion and focus in Life Orientation on specifically 21st century skills, contributes to this subject as being cardinal to learners' development and ability to compete in the local as well as global job market. The demands for 21st century skills to be part of curricula are obvious; '... new standards for what students should be able to do are replacing the basic skill competencies and knowledge expectations of the past. To meet this challenge schools must be transformed in ways that will enable students to acquire the creative thinking, flexible problem solving, collaboration and innovative skills they will need to be successful in work and life' (Pacific Policy Research Center 2010:1). This is precisely what Life Orientation aims to achieve, amongst other goals.

The 'new' skills and competencies learners need are further elucidated as 'Information and communication technology is transforming how we learn and the nature of how work is conducted and the meaning of social relationships... Shared decision-making, information sharing, collaboration, innovation, and speed are essential in today's enterprises. Today, much success lies in being able to communicate, share, and use information to solve complex problems, in being able to adapt and innovate in response to new demands and changing circumstances, in being able to command and expand the power of technology to create new knowledge' (Pacific Policy Research Center 2010:1).

Core 21st century subjects and themes are cited in the literature as civic literacy, global awareness, financial literacy, health literacy, environmental literacy and visual literacy – referring to the graphic user interface of the internet and the convergence of voice, video, and data into a digital format. (Pacific Policy Research Center 2010:2–5). Life Orientation in both the NC(V) and NCS deals specifically with civic literacy and health literacy, in the NCS with global awareness and environmental literacy and with visual literacy in the NC(V).

Core 21st century skills and competencies are cited as communication and collaboration, critical thinking and problem solving, creativity and innovation, leadership and responsibility, productivity and accountability, social and cross-cultural skills, media literacy, information literacy, and technological literacy (Pacific Policy Research Center 2010:7–9). Both the NC(V) and NCS include aspects of communication and collaboration, critical thinking and problem solving, creativity and innovation, leadership and responsibility, productivity and accountability, social and cross-cultural skills. The NCS further includes elements of media literacy, while the NC(V) includes information literacy and technological literacy.

The value of Life Orientation as primarily a 21st century skills subject cannot be underestimated. That is why Life Orientation is a fundamental subject; its content is a fundamental necessity and uniquely covered in this subject in both qualifications.

The variability within a country's context is a very important, but often misjudged aspect in curriculum development. South Africa is a country with a wide variety of cultures, religions, terms of reference and languages. The citizens are diverse in these respects, making it so much more important to design a relevant curriculum that accommodates the diverse nature of our society. With regard to both the NCS and the NC(V) Life Orientation curriculum, it is evident that the topic selectors considered diversity.

2.4 THE KIND OF TEACHER/LECTURER ENVISAGED TO OFFER SUCH A CURRICULUM

The Life Skills lecturer must have a basic knowledge of psychology and of Life Orientation and Life Skills; be well informed about health and well-being, HIV and AIDS, human rights, career education and the latest developments in various career fields, community issues, accessing community structures and should possess basic research and networking skills. The ICT lecturer must be computer-literate and have an advanced knowledge of the following programmes: Word processing, spreadsheets, presentation and knowledge of the internet and email. The Life Skills and ICT components could be taught by the same lecturer, or by two different lecturers, depending on the qualifications of the lecturers. Creativity is also mentioned, e.g. the lecturer should apply creativity to ensure that Life Orientation is offered in an innovative, interactive and exciting way, to enable students' full participation and enjoyment of this subject [NC(V) 2(1):3; NC(V) 3(1):3; NC(V) 4(1):3].

The kind of teacher needed to implement the Life Orientation curriculum successfully is a special and rare kind of person. Hence the Life Orientation teacher should:

- Have a passion and vision for the aims/purposes of the subject and for working with developing adolescents and youth and with the issues they are facing, have a huge heart and be able to show empathy, be a good listener and be a person learners can trust. The Life Orientation teacher should not be a person who only needs to fill a space on the time table and is unwillingly forced to deal with this subject.

- Obtain relevant knowledge and acquire relevant skills to enter the Life Orientation field as a motivated expert. Training should be available for teachers and lecturers to improve their knowledge and skills in teaching this subject. For both NCS and the NC(V) curricula, the lecturer/teacher should have at least a university degree in Psychology/ Life Orientation; in the interim at least have some qualification in the humanities/ social sciences; or preferably a psychology/sociology/economics/political science background or interest and have completed at least two years of Psychology at university level or completed a Higher Education Institute (HEI)-accredited and DHET-approved Life Orientation Advanced Certificate in Education (ACE), Advanced Certificate in Training (ACT) or Advanced Diploma in Education (ADE).
- Be creative and innovative in their approach to pedagogy; think 'out of the box'; be driven, motivated and energetic. They must have the confidence, tenacity, assertiveness and perseverance to advocate untiringly for proper timetabling, resources, quality co-teachers, and the status of the subject in the school and college.
- Have a commitment to Physical Education (PE), or at least the ability to inspire others to run with this baton, so that it is properly implemented and organised; or be able to access a PE specialist to assist.
- Be willing to address issues such as HIV, sexually transmitted infections (STIs), condom use and sexuality education, regardless of personal ideologies.
- Respect diversity, promote our Constitution and Bill of Rights in practice, be an ardent 'Proudly South African' and support our democracy.
- Be computer-literate, especially regarding the use of the internet.

2.5 CONCLUSION

In both the NC(V) curriculum and the NCS, Life Orientation is a fundamental subject that aims to equip learners to make informed and responsible decisions, solve problems and cope in a changing world. It should be retained in both the NSC and NC(V) qualifications, but strengthened. It should not be phased out at any level and should be offered through all grades and levels. This is because it is a subject of great value and is unique in what it offers.

Well-trained, professional, passionate and committed Life Orientation teachers are essential to ensure that this subject achieves its aims and empowers learners appropriately to deal with the challenges and opportunities they may encounter.

3.1 CURRICULUM AND ASSESSMENT FINDINGS: INTRODUCTION

This section reports on the findings from the curriculum evaluation and comparative assessment analysis of Life Orientation in the two curricula. The curriculum evaluation was considered under the following headings:

- Broad curriculum design
- Curriculum aims
- Curriculum coverage, breadth and specification of topics
- Content/skill weighting, emphasis and depth
- Specificity
- Pacing, sequencing and progression
- Specification of pedagogic approaches
- Integration
- Format and user-friendliness of the curriculum documents
- General comparability of the NSC and the NC(V) curricula
- Role and place of the subject in the two qualifications

Assessment analysis was considered under the following headings:

- Assessment guidelines for the two curricula
- Achievement by successful learners
- Comparison of examination guidelines in the NCS and in the NC(V)
- Concluding remarks which were considered under the following sub-headings:
 - Similarities and differences between the modes of assessment of Life Orientation in the two qualifications
 - The challenges facing the assessment of Life Orientation in the NSC
 - The need to change the assessment structure of Life Orientation in the NCS
 - Strengthening the assessment of Life Orientation in the NCS to increase the credibility of the subject in schools and beyond
 - Lessons and best practices that can be drawn from the assessment of Life Orientation in one qualification that can assist to improve the assessment of Life Orientation in the other qualification
 - Life Orientation driving new forms of assessment that will inform the assessment of other conventional subjects

3.2 CURRICULUM FINDINGS

3.2.1 Broad curriculum design

3.2.1.1 Organising principles

With regard to the **NCS Life Orientation**, the central design principle is based on six topics for Grades 10 to 12 (NCS 1:8). These topics are the following:

1. Development of self in society
2. Social and environmental responsibility
3. Democracy and human rights
4. Physical education
5. Careers and career choices
6. Study skills

These topics are presented through all three years of the FET phase.

For the **NC(V) Life Orientation** the central design principle of the curriculum is the use of an outcomes-based approach [NC(V) 2(1); NC(V) 3(1); NC(V) 4(1):1]. The subject is designed according to topics, subject and learning outcomes. The subject and learning outcomes are designed down from the critical and developmental outcomes.

Life Orientation in the NC(V) comprises three levels and each level comprises the same two components: Life Skills and ICT. The curriculum is developed around nine topics. The topics are structured into subject outcomes and further divided into learning outcomes and assessment standards.

The topics dealt with at each level are the same for the Life Skills component, but progress into more complex content, as well as having different foci, per level. Similarly, the topics for the ICT component are essentially the same with minor variations and progress from introductory to advanced levels.

The topics are:

Life Skills

1. Personal and career development
2. Learning skills
3. Health and well-being
4. Citizenship

Information and Communication Technology

5. Concepts of ICT
6. Features of Microsoft Word
7. Features of Microsoft Excel
8. Microsoft PowerPoint presentations
9. Email and the internet

3.2.1.2 Documents

This project analysed three **NCS** documents.

- The National Curriculum Statement (NCS): Curriculum and Assessment Policy Statement Further Education and Training Phase Grades 10–12 Life Orientation (NCS 1). This document is subject-specific and encapsulates both the Annual Teaching Plan and assessment guidance.
- The National Curriculum Statement: National Protocol for Assessment Grades R–12 (CAPS 2) (NCS 2). This is a generic document that endeavours to standardise the recording and reporting processes for Grades R to 12 within the framework of the NCS Grades R to 12. The policy stipulated in this document applies to public, ordinary and special schools and those independent schools that offer the NCS Grades R to 12. The document also provides a policy framework for the management of school assessment, school assessment records and basic requirements for learner profiles, teacher files, report cards, record sheets and schedules for Grades 1 to 12. The requirements for, as well as examples of the design of learner profiles, teacher files, report cards, record sheets and schedules are provided. This policy document focuses on assessment policy for both internal assessment comprising school based assessment and practical assessment tasks where applicable, and the end-of-year examinations.
- The National Curriculum Statement: Programme and Promotion Requirements – National Policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R–12 (NCS 3). This is a generic document that makes provision for the determination of national education policy regarding curriculum frameworks, core syllabuses and education programmes, learning standards, examination and certification of qualifications. The policy applies to public, ordinary and special schools and those independent schools that offer the NCS for Grades R to 12. This policy document forms the basis for the Minister of Basic Education to determine minimum outcomes and standards as well as processes and procedures for the assessment of learner achievement.

The **NC(V)** evaluation was based on the following eight NC(V) documents.

- The NC(V) (1) Memorandum 09 of 2010. This document clearly outlines the conduct and marking of assessments for Life Orientation Paper 2: ICT component. It includes instructions to invigilators, students, markers and exam officers. The document contains an annexure which provides guidelines for the conduct and marking of the ICT component. The purpose of this document (which is not explicitly stated) is to standardise the conduct of the practical component and was intended to provide clarity and guidance to overcome certain challenges experienced due to limited resources.
- Three subject guidelines [NC(V) 2(1); NC(V) 3(1); NC(V) 4(1), i.e. one per level] give the reader an overview of the subject and include details about duration, weightings, focus, assessment requirements, pass requirements, and subject and learning outcomes.
- Three assessment guidelines [NC(V) 2(2); NC(V) 3(2); NC(V) 4(2)] are intended to be used with the subject guidelines and cover assessment, assessment standards, moderation and the collection and recording of evidence.
- NC(V) (5) is 'The Revised Guidelines for the Implementation of Internal Continuous Assessment (ICASS) in the NC(V) qualifications at FET Colleges (January 2012)'. It provides specific guidelines on the number of tasks as well as the type of tasks to be completed per year. It was issued as a result of confusion regarding the number and types of tasks that had to be completed per year, including those for the Life Skills and ICT components of Life Orientation.

Table 2: Comparison of the NCS and NC(V) organising principle						
	NC(V)			NCS		
Methodology	Outcomes-based approach			Approach not specified		
Components	2 components <ul style="list-style-type: none"> • Life Skills • ICT 			2 components <ul style="list-style-type: none"> • Life Orientation • PE 		
	NC(V) L2	NC(V) L3	NC(V) L4	Grade 10	Grade 11	Grade 12
Topics	Personal and career development; Learning skills; Health and well-being; Citizenship; Concepts of ICT; Basic features of Microsoft Word; Basic features of Microsoft Excel; Basic features of Microsoft PowerPoint presentations; Introduction to email and internet	Personal and career development; Learning skills; Health and well-being; Citizenship; Introductory theory of ICT; Advanced features of Microsoft Word; Advanced features of Microsoft Excel; Advanced features of Microsoft PowerPoint presentations; Introduction to internet research	Personal and career development; Learning skills; Health and well-being; Citizenship; Introductory theory of ICT; Integrated features of Microsoft Word; Integrated features of Microsoft Excel; Basic features of Microsoft Access; The internet as communication medium	Development of self in society; Social and environmental responsibility; Democracy and human rights; Careers and career choices; Study skills; PE	Development of self in society; Social and environmental responsibility; Democracy and human rights; Careers and career choices; Study skills; PE	Development of self in society; Social and environmental responsibility; Democracy and human rights; Careers and career choices; Study skills; PE

Both curricula have been based on the South Africa Constitution and reflect the ideals of South Africa's first democracy and legitimate government. Social, political and economic elements are evident in both. Designed specifically for the South African context, both focus on the holistic development of learners and on their making a valuable contribution to society. The NCS covers a large number of sub-topics or concepts under each topic, many more than those found in the NC(V) curriculum. The advantage is that the NCS presents a far wider selection of content pertaining to Life Skills. However, the disadvantage is that it may be difficult to implement the curriculum well if adequate structures and time allocations are not in place. This then detracts from its core intent as the curriculum may only be covered superficially or core aspects may be omitted. The NC(V) is more realistic as fewer topics have been selected, which allows for deeper and more thorough content coverage and skills development.

Although both curricula are based on similar underpinning principles, they are differently grouped and worded. In the NC(V), there are two distinct components of the curriculum, namely Life Skills and ICT, while these distinctions are not made in the NCS. Instead, it has the Life Orientation and PE components.

The specified subject matter differs in the two curricula. For example, there is no topic PE in the NC(V) and no ICT in the NCS. There is a topic on Health and well-being in the NC(V), while matters pertaining to health are subsumed under Development of self in society in the NCS. In the NCS, Careers and career choices forms a topic, while in the NC(V) Career education is combined with Personal development to form the topic Personal and career development. In the NCS, Social and environmental responsibility and Democracy and human rights form two topics that contain elements of citizenship education, while in the NC(V) Citizenship forms a single topic.

Both curricula make use of different terminology as outlined in the Table 3 below. There is minimal interaction if any, between TVET/FET college lecturers and school teachers, therefore the differing terminology used in the two curricula should not be a problem. The differences should not affect the comprehension by teachers/lecturers and learners/students because the two qualifications are offered in different types of institutions, by different kinds of teachers/lecturers to different cohorts of learners.

In the NCS, each topic is broken down into sub-topics and concepts that aim to give more in-depth information about a topic. These sub-topics and concepts intend to show some progression from Grade 10 to Grade 12.

Table 3: The curriculum terminology in the two curricula	
NC(V)	NCS
<ul style="list-style-type: none"> • Topics • Subject outcomes • Learning outcomes • Assessment standards • Assessment tasks • Schedule of assessment 	<ul style="list-style-type: none"> • Topics • Core concepts/content • Core concepts/content • Core concepts/content • Assessment tasks • Programme of assessment

3.2.2 Curriculum aims

It is apparent that both the NC(V) and NCS subjects are fundamental ones that aim to equip learners to make informed and responsible decisions, to solve problems, and cope in a changing world. Both curricula focus on the holistic development of learners.

One major difference between the two curricula is that the NC(V) curriculum includes a major ICT component, aiming to produce computer-literate students. The other is that the NC(V) excludes PE as a topic on its own, but which forms part of the NCS approach to well-being. The ICT is geared for the workplace, an indication that the NC(V) is more workplace-orientated than the NCS.

The general aims of the NC(V) and the NCS Life Orientation curricula are clear and have much in common: to equip students and learners with skills, values and knowledge necessary to adapt, survive and succeed in a constantly changing world, and particularly for the South African society. The NC(V) aims to equip students with skills, values and knowledge necessary to adapt, survive and succeed in a constantly changing world. Whilst the vocational training is grounded in the South African context, it also incorporates global imperatives [NC(V) 2(1):1]. Similarly, the NCS curriculum provides a clear statement: 'Life Orientation guides and prepares learners for life's responsibilities and opportunities' (NCS 1: 8).

3.2.2.1 Skills learners would be expected to have at the end of the qualification

In the NCS, learners are expected to build on prior knowledge in the achievement of the topic's content. In the NC(V), learners are expected to acquire the skills as defined under the respective topics, subject outcomes, learning outcomes, and assessment standards for each level.

NC(V) learners can be expected to have acquired basic computing skills, while NCS learners would not. NCS learners, on the other hand, should have developed physical skills and enhanced physical fitness, sport and game skills; should value outdoors recreation and relaxation and be able to make plans to continue with physical activity. In the NC(V) it is only in Level 2 that learners have one learning outcome on physical activity, while in the NCS PE forms 50% of the curriculum.

NC(V) learners are likely to acquire more workplace-specific skills such as teamwork, while NCS learners would acquire more knowledge that relates to career skills regarding higher education opportunities.

Assuming that the NC(V) learners enter the college with clearer career paths in mind than the NCS learners, these learners would also become computer-literate due the exposure that they get through the ICT component of Life Orientation, thus enhancing their employability potential.

NC(V) learners are specifically equipped to deal with workplace issues, such as labour legislation, job contracts, workers' rights, labour disputes, sexual harassment and workplace bullying. While some of these aspects are dealt with in the NCS, the limited time allocated may not equip NCS learners to deal with these workplace challenges with the same confidence as NC(V) learners.

In the NC(V), specific exit level outcomes are listed [NC(V) 2(1):4; NC(V) 3(1):5; (NC(V) 4(1):4], while in the NCS, these are not listed but need to be derived from the topics.

3.2.3 Curriculum coverage, breadth and specification of topics

3.2.3.1 Curriculum coverage

Both the NCS and NC(V) curricula cover a number of similar concepts, but the manner in which the content is outlined and detailed differs. There are also areas of differences where the NC(V) requires practical application, while the NCS requires the acquisition of theoretical knowledge.

The tables that follow depict the topics that are congruent or relatively comparable in the two curricula. ICT is not included in the table as it is not comparable to any of the NCS topics and PE is not included as it is minimally comparable to the NC(V) topics.

Table 4: Comparable topics in the NCS and NC(V)	
NC(V)	NCS
Topic 1 Personal and career development Topic 3 Health and well-being	Topic 1 Development of the self in society Topic 4 Careers and career choices
Topic 4 Citizenship	Topic 2 Social and environmental responsibility Topic 3 Democracy and human rights
Topic 2 Learning skills	Topic 5 Study skills

From Table 16 in Annexure A the differences in the two curricula are evident. Level 2 is the entry level at a TVET/FET college for the NC(V) programme. It is apparent that in the NC(V) Level 2, the main focus is life skills content in terms of dealing with the new college environment and being a college student; e.g.

- Identify appropriate ways to express emotions in personal relationships and at college.
- Identify strategies to cope with the challenges of being a college student. *Range for strategies include but not limited to: resilience, positive attitude, decision-making skills, coping with independence and choice, coping with change.*
- Investigate ways to protect the environment at the college.
- Explain responsibilities and duties as a college student with reference to bursaries and other funding, for example parental funding.
- Describe own ethical values and behaviour at the college.

While Grade 10 is the first year of a three-year phase in the FET, learners would usually still be at the same school and may not find adjustment an issue. Therefore the Grade 10 curriculum does not make specific reference to dealing with issues at school.

The NCS for Grade 10 is indicative of a more academic approach. Useful content is included that is not in the NC(V), such as for example in Topic 2 – the concepts of social and environmental justice, food security, food production, lack of basic services and the effects of these on personal and community health (NCS 1:14). The NC(V) is less packed and more focused on immediate, practical rather than theoretical concepts such as describing the attributes of a good citizen, ways to protect the environment at college and ethical values and behaviour at college [NC(V) 2(1):9].

With regard to the project set for internal assessment in both the NCS and NC(V), the way in which the project is stipulated differs, with the NCS allowing a broader interpretation, e.g. '...a group project to address a contemporary social issue that impacts negatively on local and/or global communities' (NCS 1:14). In the NC(V), the project is worded as:

Subject Outcome 4.3 Volunteer in a community project

Learning Outcomes: The student should be able to:

- Explain the need for and importance of volunteering in the community
- Work in a group to do a community volunteer project
- Report on teamwork and leadership skills [NC(V) 2(1):9]

Both are valuable projects, but the way in which they are presented differs.

More detail is provided in the NC(V) than in the NCS on some content, for example in the NCS 'Annual study plan' is all that is stated (NCS 1:14), whereas in the NC(V), section 2.2.2 Draft a study timetable/plan to allow sufficient time for study [NC(V) 2 (1):8], provides more information of what has to be done. On the other hand, there is more content in the NCS subjects on Social and environmental responsibility and Democracy and human rights than in Citizenship in the NC(V), in Grade 10 and at Level 2 respectively.

Both Level 3 in the NC(V) and Grade 11 are in the middle of the phase entry and main exit levels and are therefore compared in Table 17 in Annexure A.

Table 17 in Annexure A indicates differences between the two curricula. In Grade 11 and Level 3 in the respective curricula, the Level 3 content is more workplace-based while the Grade 11 content is more broadly society-based in its emphasis. For example, in the NC(V) learners have the option of doing a project with impoverished communities or doing a project on environmentally responsible behaviour in the workplace. In contrast with this, in the NCS learners participate in community service that addresses a contemporary environmental issue, not a workplace issue.

The NCS Topic 1: Development of self in society is overly packed for the allocation of 11 hours, with a plethora of content to be covered. In contrast, the NC(V) Topics 1 and 3 that include aspects of the NCS Topic 1, are much briefer and yet allocated more time.

Table 18 in Annexure A serves as a summary to juxtapose the two curricula, as both are major exit levels.

Table 18 in Annexure A is indicative of differences between the two curricula. Both curricula include career-readiness in terms of the compilation of CVs and application letters. In addition, the NC(V) places emphasis on getting ready for the workplace, with interview skills detailed. Job-market related skills sets are core in the NC(V) curriculum, while these are not dealt with in the same way in the NCS.

Both curricula address stress; however, this is done in different ways with the emphasis in the NC(V) on stress management in the workplace, while in the NCS, stress is dealt with in the context of life skills required to adapt to change as part of ongoing healthy lifestyle choices.

In conclusion, the content differs in a number of respects, as well as the way it is presented. The aims and what the learners would achieve in the end may be similar; they just get there in a different way. For example, in the NC(V), learners learn and reflect on leadership skills through their volunteer project and in the NCS they learn leadership skills through participation in peer coaching in PE.

The content under Topic 1 is similar for both the NCS and NC(V). It appears that some of the broad topics outlined under the NCS are itemised as smaller topics in the NC(V). However, the range of content under, for example, Development of the self in society in the NCS, is extremely wide and would take many weeks to cover adequately. See for example, the content listed under Topic 1 in the NCS to complete in nine hours. It is not clear how teachers would be able to even mention most of these concepts in passing, let alone teach them, given the broad range of content.

The likelihood of superficial coverage is high, due to the limited time allocated to Life Orientation and the over-extended curriculum for the NCS. It is not feasible, given the time allocated to the subject that the topics could be dealt with in the required way.

3.2.3.2 Coverage, breadth and level of specification across the curricula: omissions or additions

When comparing the Life Skills components of the two curricula, a very comprehensive coverage, inclusive of a range of aspects pertaining to Life Skills, have been included in the NCS curriculum.

The following content appearing in the NCS is not covered in the NC(V) curriculum:

- Most aspects pertaining to practical physical education and all aspects relating to sports administration, organisation, nation-building through sport, peer coaching, fair play, traditional games, playground games, participation in programmes that

promote own umpiring, administrative, organisational and leadership skills in modified traditional and/or non-traditional sports

- Some aspects pertaining to lifestyle diseases
- All aspects pertaining to the media and its impact
- Most issues pertaining to environmental factors
- Climate change
- Social and environmental justice
- Food security, the use of harmful substances in food production, inhumane farming methods
- Impact of environmental degradation on society and the environmental hazards such as soil erosion, pollution, radiation, floods, damage caused by wind and loss of open space or lack of infrastructure
- Impact of depletion of resources such as fishing stocks, firewood and land
- Entrepreneurship
- SARS tax issues
- Moral and spiritual issues and dilemmas: right-to-life, euthanasia, cultural practices and traditions, economic issues and environmental issues
- Mission statement
- All aspects relating to religion

The following content appearing in the NC(V) is not covered in the NCS:

- Fire safety
- Blood donation
- Employee wellness programmes
- Parenting
- Depression
- Postnatal depression
- Specific workplace issues such as workplace bullying, retrenchment, lodging a complaint at the Commission for Conciliation, Mediation and Arbitration (CCMA)
- Personal Development Plan (PDP) development
- Basic brain functioning and needs
- Logical reasoning and argument skills

- Reflective thinking skills
- All aspects relating to ICT

From the above, it is apparent that, when comparing the NCS Life Orientation with the NC(V) Life Skills component, they differ significantly with respect to the extent of the content to be covered. The large number of sub-bullets in the NCS may well result in superficial content coverage in comparison with fewer learning outcomes in the NC(V), which may lead to the content being covered in greater depth.

In the NC(V), HIV and AIDS is dealt with in detail and progresses well from Levels 3 to 4. In the NCS, HIV and AIDS is dealt with as one of many concepts, for example in Grade 10 as part of power relations, reference is made to STIs 'including HIV and AIDS' (NCS 1:12); in Grade 11 HIV is included as one of many risk behaviours along with personal safety, road use, substance abuse, etc. (NCS 1:19) and as a social issue grouped with lack of basic services, health and safety, etc. (NCS 1:19). In Grade 12 reference is made to a number of lifestyle diseases, 'including HIV and AIDS' (NCS 1:23). Given the many concepts listed in Grades 10 to 12, and with HIV and AIDS not being given prominence or listed as a concept with its own focus, it may be marginalised in the NCS.

In the NC(V), the content for each level is determined by the topics, assessment standards, learning outcomes and the assessment tasks or activities. In the NCS, the content is determined by the topics, bulleted and sub-bulleted content. It appears that the numbered topics, assessment standards, learning outcomes and the assessment tasks of the NC(V) give clearer guidance than the mere topics and content of the NCS. In the NC(V) it is clear what needs to be covered and what should be done with the content, while in the NCS the content is open to a multitude of interpretations and assumptions.

Both curricula cover a vast range of essential knowledge across the three grades and levels. The NCS curriculum is broader than the NC(V). It does not appear likely that teachers could manage to cover its content adequately within the suggested 40 weeks for the year, especially if one considers that the weeks are reduced as the fourth term is set aside for examinations only. It is therefore not plausible to add content matter in the NC(V) to the NCS.

While ICT is excluded from the NCS, within the NC(V) itself there are a number of omissions. In the NC(V) ICT components, the following are omissions:

Level 2 regarding line spacing. It is recommended that the changing of line spacing (single side; double; 1,5) be included in the Level 2 range (MS Word and PowerPoint).

In Level 3, inclusion of prior knowledge/competencies acquired in Level 2 for Topic 6 and Topic 8 should be stipulated. Topic 7 (Excel) clearly specifies the inclusion of Level 2 features, however, this is not indicated in Topic 6 (MS Word) and Topic 8 (PowerPoint). It is recommended that it be clearly specified in one of the subject outcomes/learning outcomes (Topic 6 and 8) that Level 2 competencies are also included. This will also

facilitate the analysis of the question papers as it is currently difficult to link the prior knowledge to a specific outcome or learning outcome as it is necessary, but not specified.

Headers and Footers are omissions in Topics 7 and 8. This feature is clearly specified in Topic 6 (MS Word) but not in Topic 7 (Excel) and Topic 8 (PowerPoint). This feature should be clearly specified in all three application programmes at this level.

Copy and Paste should be included in the range for all three topics/application programmes: MS Word (Topic 6); MS Excel (Topic 7) and MS PowerPoint (Topic 8). Students should be able to copy, paste and move text as well as copy and paste formulas.

Changing line spacing from single to double, to one and half line spacing should be included.

Data labels in charts are omitted and should be added.

In Level 4, omissions in MS Word are line spacing, move/copy and paste and in MS Excel omissions include headers and footers, data labels in charts, move/copy and paste.

Another omission to be noted is that it should be clearly stated that the ICT component is meant to be a course in basic computer literacy, not a computer application programme or office practice. This will pre-empt lecturers from overloading the curriculum with typing practice and overly advanced aspects, instead of paying enough attention to getting students computer-literate in especially internet use and the use of social media.

The reason for depicting introductory theory of ICT (Topic 5) as non-assessable and not being allocated teaching time, is that students should be applying skills in the ICT classes. However, it is unfortunate because the impression may be given that this aspect does not need to be taught. The importance of the safe and proper use of especially social media cannot be overlooked. It would have been useful to add Topic 5 to the Life Skills component; then this could have been assessed in the Life Skills examination to ensure coverage of these important aspects.

3.2.4 Content/skill weighting, emphasis and depth

3.2.4.1 Content/skills weighting

The weighting in both curricula determines the breadth and time allocated to cover the content. The NCS specifies the number of hours and the weeks per term in which the content could be covered and what should be taught.

In the NCS, PE is prescribed 50% of the allocated time while the rest of the topics share the remaining 50%. This is an indication of the emphasis being placed on PE. In the NC(V), Life Skills receives 60% of the allocated time and ICT 40%. The NC(V) has a total of 110 hours and the NCS a total of 80 hours for Life Orientation per year.

Table 5 below depicts the weighting of each topic in terms of time allocation. Weighting refers to the number of teaching hours assigned to a particular section or topic. It is an indication of the importance given to a particular topic or section.

Table 5: Weighting: time allocated (in hours) in each curriculum							
Topic	NC(V)			Topic	NCS		
	L 2	L 3	L 4		Gr 10	Gr 11	Gr 12
Personal and career development	22	22	18	Development of self in society	8	11	9
Health and well-being	22	11	18	Careers and career choices	11	8	8
Learning skills	9	11	8	Study skills	3	4	4
Citizenship	13	22	22	Democracy and human rights	7	7	4
				Social and environ-mental responsibility	4	3	3
Introductory theory of ICT	No hours allocated (non-assessable)	No hours allocated (non-assessable)	No hours allocated (non-assessable)	PE	33	33	28
Integrated features of Microsoft Word (word-processing programme)	13	13	13				
Integrated features of Microsoft Excel (spreadsheet programme)	13	13	13				
Basic features of Microsoft PowerPoint (presentations)	9	9	–				
Basic features of Microsoft Access (database)	–	–	9				
The internet as communication medium	9	9	9				
Total = 110 hours for NC(V)				Total = 80 hours for NCS			

The differences in weighting presented in Table 5 are indicative of a difference in the emphasis of topics both within curricula per grade and level as well as between the two curricula.

3.2.4.2 Curriculum emphasis

In the NCS, the primary emphasis is on one topic, namely PE which is reflected through the weighting of 50% of the teaching time that is given to the topic in Grades 10, 11 and 12. The remaining five topics all share the remaining 50% weighting. For NC(V) Levels 2, 3 and 4, on the other hand, the ICT component gets 40% of the weighted value, with the Life Skills component getting 60%.

The differences in emphasis of the two curricula is an indication that, in schooling, considerable value is still attached to PE and sports, reflecting, perhaps, the traditional philosophy that a healthy mind and body are equally important. This approach finds strong support from the medical fraternity, considering the prevalence of diabetes, hypertension etc. The NC(V) on the other hand looks towards employability and regards computing skills as a basic need.

In the NC(V), the emphasis is on workplace-related life skills and specific mention is made of the workplace in Levels 3 and 4. For example, in Level 3, learners need to achieve the following:

Subject Outcome 1.1: Develop a PDP in terms of career pathing.

Subject Outcome 1.2: Explore work shadowing and volunteering options to gain work experience.

Subject Outcome 1.3: Investigate the principles for work productivity.

1.3.1 Distinguish between productive and unproductive work behaviour.

1.3.2 Explain why unproductive work behaviour is unethical and morally unacceptable.

1.3.3 Draw up a personal code for work ethics and productivity.

Similarly, in the NC(V) in Level 4, the emphasis is clearly on the workplace, with topics such as:

4.1 looking at workers' rights and responsibilities, labour legislation.

4.2 grievance and complaints procedures in a workplace, how the CCMA assists workers, unfair dismissal, retrenchment, strike action and the benefits of belonging to a union.

3.2.4.3 Curriculum depth and breadth

The depth differs between the two curricula, with the NC(V) offering greater depth in some topics and the NCS having greater breadth than the NC(V). The curricula also differ in that the NCS is more academic than the more practical NC(V) curriculum and would allow, at the teacher's discretion, greater depth in some aspects. For example, while the NC(V) deals with specific diseases such as HIV and AIDS and TB, the NCS looks at *lifestyle diseases* specifically as a result of *poverty* and *gender imbalances*, which add a different and more academic dimension to dealing with this topic, apart from

including more types of diseases. Also, for example, in the NCS, learners will participate in a community service that addresses a contemporary environmental issue, *indicating how it harms certain sectors of society more than others*. This again brings in a deeper and more academic perspective in comparison to the more basic community project in the NC(V) where learners would identify a project to assist people living in impoverished socio-economic conditions. The deeper level in the NCS in these instances is appropriate because its learners are at a different level of perspective than the NC(V) learners.

Table 6: Comparison of the depth and breadth of dealing with HIV and AIDS in the NCS and NC(V)	
NC(V)	NCS
Level 2 Identify situations which are likely to lead to risky sexual encounters and behaviour <i>Range: Date rape, unwanted pregnancies and STIs, including HIV</i>	Grade 10 Influence of gender inequality on relationships and general well-being: sexual abuse, teenage pregnancy, violence, STIs including HIV and AIDS Concepts: diversity, discrimination and violations of human rights Contexts: race, religion, culture, language, gender, age, rural/urban, xenophobia, human trafficking and HIV and AIDS status Social issues: crime, poverty, food security, food production, violence, HIV and AIDS, safety, security, unequal access to basic resources, lack of basic services (water and health services)
Level 3 Subject Outcome 3.2: Know and understand HIV and AIDS, STIs and opportunistic infections 3.3.2 Explain the modes of transmission for HIV and STIs 3.3.3 Identify opportunistic infections and how they occur, with special reference to TB 3.3.4 Explain how HIV and AIDS and opportunistic diseases can be prevented	Grade 11 Risky behaviour and situations: personal safety, road use, substance use and abuse, sexual behaviour, risk of pregnancy, teenage suicides, hygiene and dietary behaviour, STIs, HIV and AIDS and peer pressure
Level 4 Subject Outcome 3.3: Advocate helpful ways to deal and live with HIV and AIDS and opportunistic infections 3.3.1 Explain what ARVs are and when they should be used 3.3.2 Identify an appropriate nutritional plan for people living with HIV and AIDS 3.3.3 Explain how a supportive environment can be created for people living with HIV and AIDS, with specific reference to the workplace 3.3.4 Identify instances of discrimination and stigma regarding STIs such as HIV and human rights violations against people living with HIV and AIDS, with specific reference to the workplace 3.3.5 Explain measures to counter stigma, discrimination and human rights violations related to HIV and TB, with specific reference to the workplace	Grade 12 Lifestyle diseases as a result of poverty and gender imbalances: cancer, hypertension, diseases of the heart and circulatory system, tuberculosis, STIs including HIV and AIDS

The comparison in Table 6 indicates that in the NCS a greater range of content is included at a deeper level. However, core aspects included in the NC(V) regarding HIV and AIDS are not apparent in the NCS, where HIV and AIDS is one of many issues. This may result in core content regarding HIV and AIDS not being fully dealt with in the NCS.

In the NCS, the absence of verbs to guide what needs to be done with the content and contexts listed, leaves the curriculum open to interpretation. This may have been the intention as a more open-ended approach in the NCS may be to allow the teacher to adapt the content to the school situation and context. The danger is that the curriculum could be interpreted in an overly-broad manner due to the breadth. In the NC(V) the learning outcomes clearly state what learners are expected to do with the content.

Table 7: Comparison of the depth and breadth of dealing with PE in the NC(V) and NCS	
NC(V)	NCS
Level 2 3.1.2 Explain the benefits of regular physical exercise 3.1.3 Measure and record own level of fitness in terms of cardiovascular endurance, muscular strength and flexibility <i>Note: Use of sophisticated equipment is not required; use basic fitness measures like jogging on the spot or around the building, climbing stairs, rapidly standing up and sitting down and taking heart and pulse rates.</i> 3.1.4 Plan a fitness programme to maintain or improve recorded fitness levels	Grade 10 <ul style="list-style-type: none"> • Participation in activities that promote physical fitness • Participation in movement activities that promote skills in playground and/or community and/or indigenous games • Participation in activities that promote recreation and relaxation • Participation in activities that promote various traditional and/or non-traditional sport • Safety issues relating to physical education activities
Level 3 3.1.5 Design an employee wellness programme. <i>(Range: not limited to but including organising a physical fitness event such as an indigenous game festival or cultural dance competition.)</i>	Grade 11 <ul style="list-style-type: none"> • Participation in programmes that improve current personal level of physical fitness and health • Participation in programmes that promote own umpiring, administrative, organisational and leadership skills in self-designed and structured community and/or playground and/or indigenous games that promote physical activity • Participation in programmes that promote various leadership roles in a self-designed or structured recreational and relaxation group activity • Participation in programmes that promote own umpiring, administrative, organisational and leadership skills in modified traditional and/or non-traditional sports • Safety issues relating to physical education activities

Table 7: Comparison of the depth and breadth of dealing with PE in the NC(V) and NCS (continued)	
NC(V)	NCS
Level 4 3.2.4 Suggest strategies to prevent and cope with depression (these would include physical exercise/relaxation and recreational activities) such as 'Students organise an outing to counter stress, such as outdoor recreation in the natural environment' (NC(V) 4(2):16)	Grade 12 <ul style="list-style-type: none"> • Participation in programmes that promote achievement of personal fitness and health goals • Participation in programmes that promote long-term engagement in community and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical activity • Participation in programmes that promote long-term engagement in relaxation and recreational activities • Participation in a variety of activities that promote life-long participation in physical activity • Safety issues relating to physical education activities

From Table 7 it is apparent that PE is dealt with in great depth and breadth in the NCS, but not in the NC(V). The learners who complete the NCS curriculum would have had much greater skills practice and a deeper understanding of physical activity than the learners in the NC(V).

Table 8: Comparison of the depth of dealing with corruption in the NCS and NC(V)	
NC(V)	NCS
Level 3 Subject Outcome 4.2: Explain measures to report corruption in the workplace 4.2.1 Distinguish between morally acceptable and unacceptable behaviour at work by way of examples 4.2.2 Identify instances of corruption and economic crimes in South Africa and globally 4.2.3 Describe the effects of corruption and economic crimes on the individual, society and country 4.2.4 Describe the process of reporting corruption and economic crimes 4.2.5 Explain the pros and cons of reporting corruption	Grade 12 The impact of corruption and fraud on the individual, company, community and country

Table 8 indicates that the NC(V) offers much more extensive in-depth content on corruption than the NCS. The NCS covers only one of the NC(V) learning outcomes (i.e. 4.2.3).

Table 9: Comparison of the depth of dealing with role models and environmental issues in the NCS and NC(V)	
NC(V)	NCS
Level 2 Describe the attributes of a good South African citizen with reference to role models	Grade 11 Positive role models; parents and peers; personal values; belief system; religion; media, social and cultural influences; economic conditions <ul style="list-style-type: none"> • Impact of unsafe practices on self and others: physical, emotional, spiritual, social, economic, political and environmental • Individual responsibility for making informed decisions and choices: coping with and overcoming barriers regarding behaviour and seeking support, advice and assistance
Level 2 4.1.3 Investigate ways to protect the environment at the college.	Grade 11 <ul style="list-style-type: none"> • Environmental issues that cause ill-health: • The use of harmful substances in food production • Inhumane farming methods • Impact of degradation on society and the environment: environmental hazards such as soil erosion, pollution, radiation, floods, fires, damage caused by wind and loss of open space or lack of infrastructure • Impact of depletion of resources such as fishing stocks, firewood and land • Dealing with environmental factors that cause ill-health on a personal level: attitudes, safety and first aid skills and coping with disasters • Climate change: causes, impact on development, mitigation and adaptation Grade 12 Community responsibility to provide environments and services that promote safe and healthy living: <ul style="list-style-type: none"> • Responsibilities of various levels of government: laws, regulations, rules and community services • Educational and intervention programmes; impact studies

Table 9 indicates the difference in depth and breadth, with the NCS offering much deeper curriculum content regarding role models and environmental issues, than the NC(V).

Regarding the breadth of the curricula; the NCS is wider, but can remain unexplored due to its content overload; teachers may be unable to cover the content in the expected breadth, while the NC(V) appears to be a narrower curriculum which may lead to the coverage of the content in greater depth.

3.2.5 Specificity

In the NC(V) there is generally a higher level of specificity than in the NCS as is evident from the comparisons in Tables 10 and 11. This is partly due to the organising principles

of having subject and learning outcomes, as well as assessment standards. This guides the exact content that has to be followed. However, in the NCS, the content is broad, bulleted and possibly open to interpretation as to what is required.

Table 10: Example of specificity in the two curricula: high and low	
NC(V)	NCS
High specificity on elections Level 4 Subject Outcome 4.3: Describe the voting procedure 4.3.1 Explain why it is important to vote in elections <i>Range including but not limited to: national, provincial, municipal and college elections and by-elections.</i> 4.3.2 Indicate who is eligible to vote in national and provincial elections 4.3.3 List the required documents for voting 4.3.4 Describe the voting process 4.3.5 Critically analyse the role of the IEC in elections 4.3.6 Describe good voter behaviour	Low specificity on elections Grade 11 <ul style="list-style-type: none"> Democratic structures: national, provincial, local government and community structures, traditional authorities and political parties, interest groups, business, public participation and petition process: principles and functions of structures in addressing the interests of civil society and how structures change: constitutions, elections, representation of constituencies, mandates, lobbying, advocacy and the running of meetings
High specificity on road safety Level 4 Subject Outcome 3.4: Advocate road safety measures 3.4.1 Investigate the effects of traffic accidents on the individual, the community and work productivity 3.4.2 Explain why road safety is a national priority 3.4.3 Identify different causes of traffic accidents and explain how these accidents could be prevented 3.4.4 Describe traffic safety measures 3.4.5 Explain the dangers of drunk driving 3.4.6 Apply basic first aid skills to traffic accident victims 3.4.7 Describe the purpose and process of donating blood with specific reference to traffic accident victims. <i>Range includes but not limited to: criteria required to qualify as a blood donor and a description of the process of donating blood.</i>	Low specificity on road safety Grade 11 Factors that impact negatively on lifestyle choices: <ul style="list-style-type: none"> Accidents; types of accidents; lack of knowledge and skills; unsafe attitudes and behaviours; unsafe environments and emotional factors Risky behaviour and situations: personal safety, road use Grade 12 Human factors that cause ill-health, accidents, crises and disasters: psychological, social, religious, cultural practices and different knowledge perspectives
High specificity on brain functioning Level 2 2.1.1 Give a basic description of how the brain works when we learn 2.1.2 Explain why sufficient sleep is compulsory for good performance 2.1.3 Identify the brain's nutritional needs and identify foods that detract from concentration when studying 2.1.4 Suggest affordable sources of food to ensure optimal brain functioning during study times	Low specificity on brain functioning Grade 11 Applying own study skills, styles and study strategies: study skills: examine how learning takes place and reflect on effectiveness

Table 11: Example of specificity in the two curricula: high and moderate	
NC(V)	NCS
<p>High specificity on interview skills Level 4 Subject Outcome 3: Explore strategies and skills for successful interviews</p> <p>1.3.1 Identify different types of job interviews: <i>Range includes but not limited to: individual interviews, panel interviews, Skype/video, interviews, telephonic interviews and interviews requiring a presentation.</i></p> <p>1.3.2 Explain how to prepare for different types of interviews <i>Range includes but not limited to: correct attitude, posture and clothing and appropriate preparation for the job interview.</i></p> <p>1.3.3 Explain how to respond to an invitation to an interview</p> <p>1.3.4 List typical interview questions and prepare suitable answers</p> <p>1.3.5 Differentiate between good and bad interviewee behaviour</p> <p>1.3.6 Explain the importance of showing confidence during the job interview</p> <p>1.3.7 Explain protocol to follow after the interview</p>	<p>Moderate specificity on interview skills Grade 11 Interview skills: personal appearance and preparation for typical questions</p>
<p>High specificity on workers' rights Level 4 Subject Outcome 4.1: Describe workers' rights and responsibilities</p> <p>4.1.1 Explain the value of work</p> <p>4.1.2 Explain what a job contract is and why it is important</p> <p>4.1.3 List the basic items a job contract should cover</p> <p>4.1.4 Describe basic workers' rights and responsibilities as cited in labour legislation <i>Range: Use the Department of Labour website for resources such as the Basic Conditions of Employment Act, Labour Relations Act, Employment Equity Act, Employment Services Bill and other related labour legislation. Include the South African Constitution: Bill of Rights, with regard to labour rights.</i></p> <p>Subject Outcome 4.2: Explore ways to deal with infringement of worker rights and settle labour disputes</p> <p>4.2.1 Describe grievance and complaints procedures in a workplace</p>	<p>Moderate specificity on workers' rights Grade 12 Core elements of a job contract: workers' rights and obligations; conditions of service</p> <ul style="list-style-type: none"> • Labour laws: Labour Relations Act, Employment Equity Act and Basic Conditions of Employment Act • Principles of equity and redress • Recruitment process: general trends and practices • Trade unions and organised labour • Work ethics and societal expectations <p>The value of work: how work gives meaning to life</p>

Table 11: Example of specificity in the two curricula: high and moderate (continued)	
NC(V)	NCS
<p>4.2.2 Explain the meaning of conciliation and dispute resolution and describe how the CCMA assists workers. <i>Range includes but not limited to: arbitration, bargaining council, conciliation, litigation, mediation, negotiation and identification of different types of disputes dealt with by the Department of Labour and the CCMA.</i></p> <p>4.2.3 Explain the course of action in case of unfair dismissal</p> <p>4.2.4 Explain what 'retrenchment' is and how to cope with this situation</p> <p>4.2.5 Describe the correct procedure for strike action</p> <p>4.2.6 Explain the benefits of belonging to a union</p>	
<p>High specificity on time management Level 2 Subject Outcome 1.3: Plan and manage time in terms of activities and responsibilities</p> <p>1.3.1 Identify and describe the principles of time management</p> <p>1.3.2 Explain the importance of punctuality and due dates (deadlines)</p> <p>1.3.3 Describe the negative effects of procrastination</p> <p>1.3.4 Identify common time wasters and suggest ways to counter these</p> <p>1.3.5 Identify and use time management tools to plan on a short, medium and long term basis</p>	<p>Moderate specificity on time management Grade 10</p> <ul style="list-style-type: none"> Study skills: listening, reading, comprehension, concentration, memory, organisation and time management Profitable use of time, how to use talents in working and career opportunities, enjoyment and transfer of skills to other related industries <p>Grade 11</p> <ul style="list-style-type: none"> Time management skills and annual study plan

From the above tables it is clear that the NC(V) tends to be more specific in the actual content which is required, than the NCS, allowing for a context-specific focus. While the NC(V) is predominantly high in specificity, the NCS ranges mostly between low and moderate specificity.

In addition, in the NC(V) curriculum, the topics, subject outcomes, learning outcomes and assessment tasks are clearly indicated. The ranges stipulated are useful and help to guide the lecturer on what to include. The absence of outcomes in the NCS as well as of verbs to indicate what should be done with the content, in addition to ambiguity between contexts and contents in the NCS, result in the NCS being less specific than the NC(V).

3.2.6 Pacing, sequencing and progression

3.2.6.1 Pacing

In the NCS, content to be taught per term is specified and prescribed and content to be covered per week is suggested. In contrast, in the NC(V) topics are given per term in terms of the required assessment, but no weekly specifications are given.

The Annual Teaching Plan in the NCS (1) provides a detailed indication of pacing which guides the teacher as to what to cover when, with content given per term, week and hour. This is useful and could ensure curriculum coverage in a more organised way, as well as consistency from school to school. However, the pacing is not practical because far too much content is stipulated to be covered. This may demotivate teachers and lead to pacing being ignored.

3.2.6.2 Sequencing

In the NCS, it seems as though many of the topics are stand-alone topics that are not necessarily meant to be taught in a particular sequence. The broad topics as well as sub-topics are outlined in the Teaching Plan and further unpacked in the Annual Teaching Plan. The limitation is that the topics have not been arranged in a logical and sensible sequence. Sequencing is prescribed per term, but not within the term.

The Teaching Plan does not outline the content in a manner that would show clear and logical sequencing for all topics. However, perusal of the Annual Teaching Plan shows that topic(s) have been incorporated with other similar topics to form a meaningful whole. Due to this flexibility teachers can start with a topic meant for weeks 7 to 10 and end off with those meant for weeks 1 to 4, depending on the needs of the school. The unpacking of content within the topic in the Annual Teaching Plan shows clearer sequencing. While the sequencing of topics is moderate, sequencing of content within a topic is higher in some instances.

In the NC(V) an omission is the lack of a Teaching Plan as in the NCS. While the teaching hours per topic are stipulated, this is not further unpacked in terms of time allocations per subject outcome.

3.2.6.3 Progression

Progression is not always clear in the NCS when dealing with the Teaching Plan (Overview of topics) where content is not clearly aligned from grade to grade (NCS 1:10–11). When content under the Annual Teaching Plan is unpacked, it becomes clear that there is progression of content, even though the nature thereof is slightly different. Three trends

are observed, with instances where content is meant to be taught and completed in:

- a. Grade 10
- b. Grades 10 and 11
- c. Grades 10, 11 and 12

This is a clever innovation as it eliminates the repetition of content and focuses on specific content for each grade across the FET phase. For example, in Social and environmental responsibility, as illustrated in Table 12, it is clear that this content needs not be covered in all grades, yet there is a sense of progression.

Table 12: Progression of topics			
FET Phase progression of topic (NCS)	Gr 10	Gr 11	Gr 12
Content progressing across the FET phase	Contemporary social issues that impact negatively on local and global communities	Environmental issues that cause ill-health	Community responsibility to provide environments and services that promote safe and healthy living
Content only progressing across two grades	Social issues: Crime, poverty, food security, food production, violence, HIV/AIDS, safety, security, unequal access to basic resources, lack of basic services water and health services	Environmental issues: The use of harmful substances in food production Inhumane farming methods Climate change: Causes	
Content only meant to be taught in one grade	Social, constructive and critical thinking skills necessary to participate in civic life		

Some of the sub-topics in the NCS stand alone, for example, a personal mission statement in Grade 12 is placed under Social and environmental responsibility and appears isolated and out of place. The content in Grades 10 and 11 that serves as a springboard to a personal mission statement (NCS 1:10) has to be inferred. Its placement would have been better suited with self-awareness in Grade 11, '*plan and achieve life goals*' under '*Development of self in society*' or in Grade 12 under Topic 4: *Careers and career choices*.

In the NCS the intent to include progression across the grades is indicated, namely: content and context of each grade shows progression from simple to complex (NCS 1:5). There are instances where progression is evident from one level to another; although, in other instances progression is not evident. The cognitive levels required to interact with the content are not clear as there are no action verbs to guide teachers as to what learners are supposed to do with the information. The topics are not aligned to each other across the grades (in all instances). For each topic there seems to be alignment and progression

for the first sub-bullets across the grades. Thereafter the alignment/progression of topics is interrupted by unrelated topics being included.

For Topic 1, there is progression from one grade to the next for the first bullet, namely:

- Grade 10: Self-awareness, self-esteem and self-development
- Grade 11: Plan and achieve life goals – problem solving
- Grade 12: Life skills required to adapt to change as part of on-going healthy lifestyle choices

The examples suggest a moderate progression for some content, while other topics show limited progression. Progression varies in the NCS from low to moderate and to high. It could thus not be seen as an intended design feature, as progression is neither consistent nor obvious. The lack of verbs to indicate what learners should do with the content further detracts from any possible intended progression. See Table 13 for an example.

Whilst the topics may not be aligned to each other across the grades (in all instances), it is possible to see progression of cognitive levels for specific topics that run across Grades 10 to 12.

Table 13: Examples of progression			
NCS Topic	Gr 10	Gr 11	Gr 12
Development of the self in society	Value of participation in exercise programmes Recreation and emotional health	Role of nutrition in health and physical activities	Action plan for lifelong participation in physical activity

In the NC(V), progression is similarly evident in some instances, while in others it is not a feature of the curriculum.

Examples of progression include:

Level 2 Topic 1.1.1 Explain the benefits of being confident and having a positive self-image

Level 3 Topic 1.1.1 Identify personal strengths and abilities and complete a skills audit

Level 4 Topic 1.1.1 Review personal profile and indicate areas to strengthen in future

In Level 2 substance abuse is dealt with in depth; in Level 3 reference is only made to date rape drugs and in Level 4 students deal with the harmful effects of using drugs, alcohol and smoking to alleviate stress.

In Level 2 students deal with the basics of how the brain works when we learn and list the multiple intelligences; in Level 3 students look at brain dominance and learning styles and practice creative thinking skills in the context of problem solving and learning. In level 4

they apply advanced cognitive skills and strategies and develop logical reasoning and argument skills, as well as to describe and apply reflective thinking strategies.

3.2.7 Specification of pedagogic approaches

3.2.7.1 A comparison of the general and subject-specific pedagogic approaches across the two different curricula

Neither of the curricula have a specific section on the required or suggested pedagogy, which is a serious omission. However, in the NC(V) 'an outcomes-based approach to education' is mentioned [NC(V) 2(1):1; NC(V)3(1):2; NC(V) (4):2]. Assessment tasks and activities are suggested, which help determine the pedagogic approach, e.g. in NC(V) 2(2):6. From the assessment methods and tasks the inference can be made that a learner-centred and activity-based approach to learning should be used. Learners are expected to be active participants in their learning process. The pedagogy adopted aims to develop skills practice, critical and reflective thinking skills and include group work.

There is a lack of clear pedagogical guidance in the NCS. No mention is made of Outcomes-Based Education (OBE) or of specific methods for the learning and teaching of Life Orientation. It is not clear whether this omission therefore implies that the pedagogical approach chosen should be at the discretion of the teacher.

In the NCS, reference is made to assessment guidance in such a mode as to be indicative of a participatory approach, e.g. '...avoid this predominantly skills-based subject from becoming too theory-driven. Some activities need to be practical and should afford learners the opportunity to experience life skills in a hands-on manner' (NCS 1:30). Pedagogy is only *implied*, not categorically stated, similar to the implied pedagogy derived from the introductory description of Life Orientation: '...These include opportunities to engage in the development and practice of a variety of life skills to solve problems, to make informed decisions and choices and to take appropriate actions to live meaningfully and successfully in a rapidly changing society. It not only focuses on knowledge, but also emphasises the importance of the application of skills and values in real-life situations, participation in physical activity, community organisations and initiatives' (NCS 1:8).

In the NC(V) methodology is also inferred. While an outcomes-based approach is stated, there is no further specific methodology, although the assessment methods for collecting evidence do point to an interactive and participatory approach [NC(V) (2) 2:6]. From this an inference could be made as to the pedagogic approach. Similarly, the pedagogic approach can be inferred from the section describing the factors that contribute to achieving the *Life Orientation* learning outcomes. These are for example, an enabling environment – which is explained as follows:

- It is important that Life Orientation is presented within a context of honest enquiry and respect
- exposure to particular experiences – the student must be exposed to real community and social issues that will create a real context within which their projects can unfold
- suitably qualified lecturers – the Life Skills lecturer must have a basic knowledge of psychology and of Life Orientation and Life Skills, be well informed about health and well-being, HIV and AIDS, human rights, career education and the latest developments in various career fields, community issues, accessing community structures and should possess basic research and networking skills
- creativity – the lecturer should apply creativity to ensure that Life Orientation is offered in an innovative, interactive and exciting way, to enable students' full participation and enjoyment of this subject [NC(V) 2 (1):2].

A concern is that the subject matter for both curricula lends itself to a variety of pedagogical approaches, depending on the teacher's/institutions' world views. Consequently some teachers would follow a more theory-based approach with few or no opportunities for skills application, while others would realise that life skills learning needs to be applied and practiced on an on-going basis.

The inferred and implied pedagogies could be made more explicit, by giving specific examples related to the Life Orientation curricula content for both the NC(V) and NCS. Many teachers still follow a talk and chalk approach, which is not conducive to Life Orientation learning. In terms of assessment and OBE pedagogy, there are contradictions: the NC(V) relies heavily on tests [NC(V) 1], which are not ideal for Life Orientation assessment. Lecturers may thus refrain from using participatory methods in teaching life skills. Due to an overloaded curriculum, many teachers in the NCS may revert to 'information giving' due to time constraints and not allow learners to participate in activities, nor provide skills practice opportunities.

3.2.8 Integration

3.2.8.1 Integration between subjects

The NCS Life Orientation was developed from and draws on the core of the following subjects: Guidance, Family Guidance, Vocational Guidance, Religion Education, Civic Education, Health Education and PE. This contributed to the inclusive approach taken in defining Life Orientation. However, Life Orientation in the NCS is now becoming a subject in its own right and includes much not dealt with in other subjects, for example, personal well-being and health topics, as well as PE. Life Orientation supports language across the curriculum because it includes listening and speaking skills, reading of texts, oral presentations, case study interpretation, written and typed reports and the use of written sentences, paragraphs and essays.

While 'integrated and applied competence' [NC(V) 2(1):1] is a core principle of the NC(V), integration is not specifically mentioned as a principle in the NCS. Non-specified integration (implicit) naturally exists. Some duplication of sub-topics/content between subjects will occur, for example in English, where CVs and job application forms are completed.

In the NC(V) integration between subjects differs from the NCS as colleges offer many more subjects than schools and learners have wider subject choices.

There is potential for a high degree of integration in NC(V) within the subject, between Life Skills and ICT, regarding assessment tasks. Integration within the subject itself occurs with the focus on integrating assessment tasks across Life Skills and ICT, with Life Skills tasks being typed on a computer. It is also clearly stated that '...The content matter used for application in the ICT component of the subject must be based on the content matter of the first four topics of the Life Skills component. Assessments should not use unrelated texts and content outside of this curriculum. For example, when creating and editing a word document, the content matter of the text could be the key habits of a healthy lifestyle' [NC(V) 2(1):1].

Further examples of integration between ICT and Life Skills are at the learning outcome level, e.g. 1.2.4 Complete an online job application and post a CV on the internet [NC(V) 4(2):13]. In addition, suggested assessment tasks or activities also refer to integration as in 'Subject Outcome 3.2: Understand and deal with depression in personal and work situations', where learners run an online helpline to give advice to peers who are depressed and use the computer to create inspirational messages to affirm and comfort depressed peers [NC(V) 4(2):17]. Similarly, in the ICT section, integration with Life Skills is stipulated, e.g. 3.3.2 Do advanced calculations within different assignments/contexts – link with Topics 1 to 4: For example, cost of having a baby, cost of raising a child [NC(V) 4(2):23]. Similarly, tasks must be practical (hands on) and students must be able to use content contained in the Life Skills component of the subject when creating and editing Word documents [NC(V) 4(2) 22].

Both the NCS and the NC(V) curricula refer to integration within the subject itself in terms of exams, with indications that topics may be integrated [NC(V) 2(2):25]; (NCS 1: 30)].

3.2.8.2 Subject knowledge and everyday life/beyond the classroom

The subject content provides evidence of a high correlation between the intended curriculum and the aspects of everyday life as experienced beyond the classroom. This overlap is due to the very nature of Life Orientation, which deals with everyday life topics that are of immediate relevance on a personal, social and national level. Many of the issues in Life Orientation relate to societal problems, personal challenges, the world of work and a balanced lifestyle (NCS 1:8–9); [NC(V) (2) 1:4–5], with the addition, in the

NC(V), of the application of ICT skills and the emphasis on preparation for the workplace in everyday living.

As a new subject, Life Orientation is still struggling to establish itself as a discipline in its own right, which is a real challenge. Cognisance must be taken of this and, although this challenge is not insurmountable, it has an effect on curriculum delivery where untrained teachers are responsible for the subject. For example, PE is a discipline in itself, as much as ICT is a discipline by itself; yet both these components are integrated into Life Orientation. Some practitioners feel that PE, especially the practical part, is not well-placed in Life Orientation. Other practitioners are of the opinion that PE is a useful and necessary component of Life Orientation. Where teachers agree though, is that PE specialists need to be appointed to assist with this component. Similarly, ICT cannot be taught by lecturers who are not computer-literate. Again, ICT lecturers who are computer-literate, but have no psychological background or life skills knowledge, are not in a position to teach the Life Skills component.

Life Orientation cannot be integrated into other subjects as it is at present and still wholly achieve its outcomes. Research data unequivocally point to the need for and success of programmes that are school-based which offer dedicated timeslots and teachers for teaching of life skills and health education. Attempts to integrate HIV, for example, have failed; teachers may refer to HIV in the final minutes of a lesson and say it has been 'integrated'. Life skills and health education need specific and focused interventions in dedicated time table periods to be effective.

3.2.9 Format and user-friendliness of the curriculum documents

3.2.9.1 Number of documents

The NCS consists of the curriculum and assessment policy statement for Life Orientation Grades 10 to 12 in one document of 36 pages. It is seemingly streamlined and to the point. Careful scrutiny of the content shows a small font, dense text and many concepts grouped under curriculum content headers. Although it does not have a bulky appearance and appears useful as the subject guidelines and assessment guidelines are grouped into one document, it may be an illusion that it is streamlined.

NC(V) Levels 2, 3 and 4 each use two documents; the Subject Guidelines and the Assessment Guidelines. Each document is specific to each level and there is a separate document for each level. There are two supplementary documents pertaining to all three levels. The total number of documents for Levels 2, 3 and 4 is eight. The total number of pages for the NC(V) curriculum for all three levels is 128 pages. For a lecturer who teaches at all three NC(V) levels, the six curriculum documents pose a time consuming challenge to engage with.

The NC(V) documents are difficult to navigate as there are subject guidelines and assessment guidelines in two different documents. This leads to repetition and time wasting trying to find information as often both documents need to be perused.

When compared to the single 36-page curriculum for Grades 10 to 12 in the NCS, the NC(V) has too many separate and overly lengthy documents.

3.2.9.2 User-friendliness

The NCS provides an overview of the content to be taught per grade per year, at a glance in the Teaching Plan (NCS 1:10). This is seemingly user-friendly, as the content and progression from grade to grade is immediately visible in condensed format on one page. However, the Teaching Plan does not concur with the Annual Teaching Plan and thus does not give a realistic indication of the content to be taught.

The Annual Teaching Plan per grade offers the content to be taught per term and is set up across one or two pages per term per grade. This makes it easy for the teacher to see what has to be taught in the term. The breakdown into weeks offers further guidance with respect to pacing.

The section in the NCS on assessment (NCS 1:25–36) offers clear guidelines on assessment that are easy to understand and logically phrased. However, there are still ambiguities than reduce its user-friendliness, such as unclear descriptions of projects, written reports, portfolio of evidence and assessment of the Physical Education Task (PET).

Positives and negatives with regard to the NC(V) documents include the following: They are easy to understand. Apart from the supplementary documents (which were developed after the two core documents), each NC(V) level has two documents, therefore a total of six documents for all three levels. They have a contents page listing all relevant sections, making it easy to follow the structure of the document. The assessment guidelines use bullets to depict assessment standards where numbering would have been clearer and easier to use.

The separate documents for the NC(V) levels also prevent a sense of progression or comparison of levels. There is no summary of the three levels enabling the reader to see the content to be covered and progression at a glance. In contrast the NCS has a one-page teaching plan for Grades 10 to 12 featuring the core content in an overview. (NCS 1:10). Such a depiction in each of the NC(V) documents would have been a useful guide to the lecturer.

The NC(V) documents state the topics, followed by specific outcomes, assessment standards and learning outcomes. The layout/structure of information is concise, set out in tabular form [NC(V) 2(2), NC(V) 3(2), NC(V) 4(2)] and provides the relevant information. The separate documents per level in the NC(V), however, do not enable easy access.

User-friendliness can be improved in the NC(V) by providing one document for each level and by combining the subject assessment guidelines and the subject guidelines. There are too many documents, too much repetition and too much to read for busy lecturers.

3.2.9.3 Language use

The language use in the NCS is clear and easy to understand. Numerous headings with short texts below each heading and clear numbering help to enhance readability.

The language used in the NC(V) documents is acceptable, but overly formal which can make it inaccessible to the users. Terminology used in NC(V) documents is not complicated, but a lack of a glossary is evident, similar to the absence of a glossary in the NCS.

It is clear how the NC(V) documents relate to one another. Subject guidelines [NC(V) 4(1)] provide information on the assessment requirements and the assessment guidelines [NC(V) 4(2)] in turn expand on that information. The NC(V) subject and assessment guidelines link to each other per level, but not necessarily between levels, as each level has its own separate documents.

3.2.10 General comparability of the NSC and the NC(V) curricula

Both curricula are appropriate for South Africa's context in that they consciously inculcate self-awareness in relation to others, respect of the rights of others, the value of diversity, health and well-being. By aiming to develop responsible and functional citizens, Life Orientation is particularly relevant and appropriate for South Africa. It focuses on areas that are relevant to a country that has undergone major transformation from apartheid to a democratic society. Globalisation, technological advancement, changes in lifestyle and peer pressures are only some of the issues that impact on the lives of our learners. Being able to adjust successfully in a dynamic society requires an extensive knowledge and awareness of the self, relationships with others, constitutional rights, vocational opportunities and skills.

The two curricula are developed for different needs. Whereas the learner in the FET phase (NCS) is expected to remain in school and complete the three-year qualification, the NC(V) learner could theoretically exit the TVET/FET college at the completion of any level, as each level is an exit point, even though most NC(V) qualifications are based on a three-year qualification. The courses are offered at Levels 2, 3 and 4 of which each is a year in duration. A student is issued with a certificate on successful completion of each level of study. After completing Level 4 a student is issued with a NC(V).

The NC(V) curriculum is especially geared to learners who want to follow a specific vocational field upon exiting the system, while the NCS curriculum sets a platform for

possible further training or study, or entry into the job market. Both curricula address holistic development, but content in the NC(V) focuses on the learners' abilities to cope effectively in the work situation after college – i.e. prepare learners who are able to manage their lives, while contributing to the economy of the country. This emphasis is not as explicit in the NCS. The NC(V) qualifications attempt to offer some workplace skills, such as basic computer literacy, while the NCS in contrast provides a more theoretical base and lacks the transfer of job-related/practical skills such as ICT skills.

Since both curricula are based on similar principles, it seems that they were intended to produce the same kind of a learner in some respects. The central values that underpin both curricula are the need to develop a learner who is self-confident, is self-aware and is able to acquire the relevant knowledge and skills necessary to live and work in a society that is multi-cultural, multi-talented and dynamic and to adapt and contribute to society in a meaningful way.

The two curricula move towards one another at times, but do speak to different audiences. It is imperative not to over-align both curricula for the purpose of credit transfer, as the unique needs of the two groups (NSC learners and NC(V) students) would not be met. 'One shoe does not fit all' is a saying that applies in this case; it is not educationally sound to offer one curriculum across the school and college sectors. This is because the same curriculum is not suited to the two different sectors. While the aims are similar, the content and when and how it is dealt with, differs markedly.

3.2.11 Role and place of the subject in the two qualifications

The rationale of the subject in the two qualifications is similar, namely the holistic development of learners to become effective, functional members of the South African economy and society, within a global context. The aims in both the NC(V) and NCS are also similar. For example, the NC(V) aims to equip students with the skills, values and knowledge necessary to adapt, survive and succeed in a constantly changing world; the NCS equips learners to solve problems, make informed decisions and choices and to take appropriate actions to enable them to live meaningfully and successfully in a rapidly changing society.

Life Orientation in both qualifications has similar roles as it aims to prepare the students and learners for societal participation in a positive, effective, productive, healthy, morally and socially acceptable manner that aligns itself to building a united democratic South Africa. It intends that learners should apply life skills and promote responsible citizenship. Life Orientation in the NC(V) and the NCS addresses responsible citizenship by aiming to enable learners to know how to exercise their constitutional rights and responsibilities, to respect the rights of others, to value diversity, health and well-being.

The NCS as well as the NC(V) have similar foci, or topics developed from their respective qualification's aims, although these may have been formulated differently and with a

varied emphasis. Both curricula include elements of mental well-being and personal well-being. However, the NSC curriculum devotes 50% of its focus to PE, while this is not a focus in the NC(V) curriculum; the NC(V) in turn allocates 40% of its focus to ICT in terms of the weighted value of topics, while this aspect is not included in the NSC qualification.

Major differences in roles noted are that the NC(V) aims to enable students to become computer-literate and thus includes basic ICT skills and is more focused on getting students ready for the workplace. In contrast, the NSC is more geared to equip learners for progression into higher education. The NSC includes information around higher education and academic career options, aspects which are not covered in the NC(V).

The analysis of the two curricula indicates that the NCS is broader than the NC(V) in terms of the extent of content specified. In contrast, the NC(V) curriculum appears to be streamlined and to the point.

While the NCS curriculum has greater breadth in terms of content coverage, it is not necessarily better than the NC(V); it is simply different, as it speaks to a different audience within the education sector.

3.3 ASSESSMENT FINDINGS

3.3.1 Introduction

The assessment of Life Orientation is differently designed in the NSC and the NC(V) qualifications. In the NSC, the assessment for Life Orientation is not inclusive of external assessment and is based on a 100% school based assessment (SBA) that entails two internal examinations; an anomaly in the qualification*. Of the five internal assessment tasks to be completed per grade, two should be examinations, one an extended PET and the other two should be tasks that suit the nature of the subject Life Orientation. All five internal tasks must be set and assessed by the Life Orientation teacher (NCS 1).

With regard to the CAPS NCS assessment, 'Life Orientation is the only subject in the National Curriculum Statement that is not externally assessed or examined' (NCS 1:25). The NCS provides guidelines on the number of tasks and marks per task. Assessment serves to monitor progress over the year. External moderation in Grade 12 is a requirement. For Grades 10 and 11, five internal tasks consisting of two exams, two relevant tasks and one PET are prescribed (NCS 1:27). For the formal tasks, including internal examinations, the cognitive levels (based on Bloom's Taxonomy) are suggested and are weighted as follows: 30% lower order, 40% middle order, 30% higher order (NCS 1:27).

*Note that after two years of piloting externally set examinations for Grade 12 in Life Orientation, this external format has become normative since 2014, with the additional examination guidelines for Life Orientation unambiguously stating this is now an external form of assessment (NCS 4). This differs from the NCS 1 documentation.

Adequate assessment guidance is provided in the NCS. However, a perceived imbalance between mark and time allocation is noted as PE is allocated only 25% of the final mark, and yet actually allocated 50% of the teaching time. In contrast Topics 1, 2 and 4, which contribute 80% of the final marks, are allocated just 50% of the teaching time. Seen in context it is appropriate that PE carries fewer marks, as it is challenging in its current assessment form to get reliable assessments.

In the NC(V), assessment has two components: an internal component and the external one. The internal component is the ICASS mark which is made up of tests, assignments, projects and the internal exam. The external component comprises the external examination. Examinations consist of Paper 1 (Life Skills) and Paper 2 (Computer Skills). With regard to the NC(V), the external assessment component counts 75%, while the internal assessment contributes 25% of the final mark.

In both the NCS and the NC(V), explanations are given of the various types of assessment, for example, formative and summative assessment. The term, 'daily assessment', may be misinterpreted by teachers in the NCS to mean they have to assess daily; similarly, in the NC(V) assessment guidelines, assessment tasks are listed below each subject outcome. This may give lecturers the impression that they have to assess every assessment standard.

3.3.2 Assessment guidelines for the two curricula

The content to be covered and assessed in each grade/level is specified in both curricula:

- NC(V): Assessment tasks and activities are indicated in the assessment guidelines and example assessment tasks and marking guidelines are given, as well as examination format guidelines [NC(V) 2(2); NC(V) 3(2); NC(V) 4(2)]. The annual ICASS guidelines [NC(V) 5], compiled by the DHET, contain updated requirements for internal assessment where task numbers and types are specified. They may differ from year to year and may differ from the task requirements as set out in the curriculum. This may cause confusion as different versions of the ICASS documents are made available and not all colleges receive this document. In addition, lecturers may plan assessments based on the assessment guidelines and then need to replan assessments based on the different requirements of the ICASS documents.
- NCS: Guidelines are given in NCS 1:25–36. Types of assessments and the programmes of assessment, which comprise five formal tasks, are described, as well as guidelines on the format of the examination question paper.

However, the NC(V) curriculum has an advantage over the NCS as the students sit for a formal external examination at the end of each level. In contrast, the NCS is based on 100% internal continuous assessment and is portfolio based, without a formal external examination. The first nationally set external assessment was written by all provinces as a

pilot in September 2012, but there is no mention of the intention to introduce an external assessment for Life Orientation. Examination papers are to be set at provincial level marked by Life Orientation teachers (NCS 1: 26).

The expected number of assessment tasks are stated in the NCS and the NC(V). The type of assessment required is also stated in the two curricula. NC(V) assessment tasks and activities, per subject outcome, are indicated in the NC(V) Level 2 to Level 4 assessment guidelines [NC(V) 2(2); NC(V) 3(2); NC(V) 4(2)].

The types of assessment tasks as listed in the NC(V) [NC(V) 5:21] are not suitable for optimal Life Orientation learning, because the assessments are mainly theoretical, being test-based. The students have to write two formal tests for Life Skills plus an internal exam and only do one assignment. It is not apparent that the students will do innovative and participatory projects; they may analyse a case study for an assignment [NC(V) 5:9]. It is unclear how their application of knowledge would be assessed.

Perhaps the introduction of a nationally set Common Assessment Task is signalling a move towards having a (full scale) examination in which all learners in South Africa will be subjected to the same assessment in Life Orientation in order to ensure standardisation across the country.

The PET is lacking in clarity with regard to how to assess PE and what types of skills to assess. The implication is that teachers know how to obtain the participation mark, but fail to comprehend how to obtain the movement performance mark. The criterion in this regard is not clear and contributes to the inflated PE mark.

Bloom's Taxonomy is used as a guide in the development of assessment tasks, but examples provided are confusing and need to be reworked (NCS 1:27). A ratio of 30–40–30 (lower, medium and higher order) is outlined (NCS 1:27). Further guidance with regard to how this ratio should be spread across the different sections of the tasks is not explicitly provided. This seems to be left to the discretion of the assessor, with varying applications. Although the NCS (1:30) indicates that each section will include questions at lower, middle and higher cognitive levels, this is not explicit enough for examiners to comprehend.

In the NCS (1: 26) it is indicated that examination papers are to be set at provincial level and be marked by Life Orientation teachers. Continued challenges with the Life Orientation mark may have compelled the introduction of an externally set task as the marks of the internal tasks have been found wanting since the inception of Life Orientation as a subject in the NCS.

Nationally set examinations have therefore been taking place since 2012 for Grade 12. These examinations are written in early September.

3.3.3 Achievement by successful learners

Provided that the Life Orientation curriculum is well-taught and assessed, learners could achieve success in

- their personal development, including strengthening their resilience and improving their decision-making and problem-solving skills
- an improved application of human rights and congruent responsibilities, clear goals and career plans
- commitment to health promotion and participation in physical activities in PE in the case of NCS learners
- basic computer literacy in the case of NC(V) learners

The success of the learner will depend on the standard of assessments set internally by the institution. The concern is that, while the type of assessment is stated in documentation and the number of pieces regulated, the standard of tasks/tests will actually determine what a 'successful' learner achieves. If assessments test only low-level thinking skills, the learner will not have achieved the aims of Life Orientation. It is only through rigorous and higher order assessments at Grade 12 and NC(V) Level 4, which reflect the progressive nature of the teaching that the learner will be able to reach the aims set by the subject.

A successful NC(V) student will have acquired basic computer skills in four MS Office programmes, including email, internet and ICT theory. The ICT component lends itself to greater objectivity in the process of assessing. Students gain valuable computer skills and are able to accomplish meaningful learning which is 'evidenced'.

Unfortunately the Portfolio of Evidence in the NC(V) sometimes ends up as a 'window dressing' tool. The assessment of the Life Skills component can pose a challenge as it can involve a level of subjectivity and depend on the lecturer's knowledge and experience. The assessment of Life Skills is, however, of vital importance and needs to form an integral part in the process of learning.

Successful NCS learners will have knowledge, skills and values to apply to different life situations and be prepared for study at HEIs. The expectation that learners would have acquired critical-thinking, problem-solving, decision-making and reasoning skills is evident. Through the acquisition of all these skills, it is hoped that learners should be able to ensure a better quality of life for themselves and to be active and responsible contributors to society.

For all the other subjects contained in the NSC, they have an internal component in the form of an SBA that accounts for 25% of the final mark and an external component in the form of an externally set examination that accounts for the remaining 75% of the final mark. 'The external examinations are set externally, administered at schools under conditions specified in the *National policy on the conduct, administration and management of the assessment of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* and marked externally' (DoE: 2008). Even though the assessment of Life Orientation is based on a 100% SBA, 'a learner will not be promoted

or issued a National Senior Certificate (NSC) without providing concrete evidence of performance in the stipulated assessment tasks for that particular grade and meeting the minimum promotion or certification requirements for the NSC' (DoE: 2008).

Life Orientation in the NC(V) comprises two components: Life Skills and ICT. Although these two components deal with entirely separate subject matter, some integration is possible and recommended. The two components are however, separately assessed in the external examination, as Paper 1 (Life Skills) and Paper 2 (ICT). The external examination carries a weighting of 75% of the final mark. This mark comprises 40% from ICT (Paper 1) and 60% from Life Skills (Paper 2). The Life Orientation external examination in the NC(V) is set, marked and moderated externally. The duration of Paper 1 is three hours and carries 150 marks; the duration of Paper 2 is three hours and carries 200 marks. In the NC(V), a pass mark of 40% is required. The assessment structure for the NC(V) qualification comprises the ICASS which provides 25% of the final mark.

Life Orientation is a dynamic and relevant subject dealing with learners' needs and challenges, as well as with broader social issues. Assessment should thus test the learners' ability to cope with and be resilient to problems.

As has been discussed previously, Life Orientation is one of the three fundamental subjects that form part of the NC(V) qualification offered at FET colleges. It is a compulsory subject and in order to gain an exit level qualification, students are required to obtain a pass mark of 40% for this subject.

Table 14 below compares the assessment structure of Life Orientation in the two qualifications.

Table 14: Comparison of assessment structure of Life Orientation in NCS and NC(V)	
Assessment structure of Life Orientation as assessed in the NCS	Assessment structure of Life Orientation as assessed in the NC(V)
100% internal assessment*	25% internal assessment and 75% external assessment
The NCS provides guidelines on the number of tasks and marks per task	The assessment guidelines provide guidelines on the number of tasks and marks per task per level
All recommended assessment tasks for Life Orientation are explained with examples	Example assessment tasks are provided
External moderation in Grade 12 is a requirement	External moderation in Levels 2, 3 and 4 is a requirement
For Grade 12, five internal tasks consisting of two exams, two relevant tasks and one PET are prescribed	In Level 4 learners do seven internal tasks and one external examination
For the two examinations, the cognitive levels (based on the Bloom's Taxonomy) are prescribed and comprise the following weighting: 30% lower order, 40% middle order and 30% higher order questions	For the internal as well as external exams cognitive levels are prescribed and comprise 30% lower order, 40% middle order, 30% higher order questions for the Life Skills component and 14% lower order, 80% application and 5% higher order questions for the ICT component
Assessment serves to monitor progress over the year	Assessment serves to monitor progress over the year

*A Nationally set external examination is now provided for Grade 12, but marked internally, as per NCS 4, and concluded in Term 3.

3.3.4 Comparison of examination guidelines in NCS and in the NC(V)

Both curricula provide examination guidelines[NCS 1:30; NC(V) 2 (2):26–26; NC(V)3 (2):25–27; NC(V)4 (2):27–29)], although the examination guidelines in the NC(V) are more comprehensive and detailed than in the NCS. However, the additional document (NCS 4) gives clear and detailed guidelines for the now externally assessed Grade 12 examination in Life Orientation.

In both curricula Section A consists of restricted response questions, Section B short answers and sentences and Section C longer responses such as paragraphs.

Table 15 below summarises core components of the examination guidelines in the two curricula.

Table 15: Comparison of examination guidelines in NCS and NC(V)	
NC(V)	NCS Grades 10 to 12*
Level 4 Paper 1 (Life Skills) Duration: 3 hours Totals marks: 150 Design: 3 sections: Section A: 45 marks Section B: 60 marks Section C: 45 marks Paper 2 (ICT) Duration: 3 hours Total marks: 200 Level 3 Paper 1 (Life Skills) Duration: 2½ hours Totals marks: 120 Design: 3 sections: Section A: 40 marks Section B: 50 marks Section C: 30 marks Paper 2 (ICT) Duration: 2 hours Total marks: 100 Level 2 Paper 1 (Life Skills) Duration: 2 hours Totals marks: 100 Design: 3 sections: Section A: 40 marks Section B: 40 marks Section C: 20 marks Paper 2 (ICT) Duration: 2 hours Total marks: 100	Duration: 90 minutes Total marks: 80 Design: 3 sections: Section A: 20 marks Section B: 30 marks Section C: 30 marks

*Please note that the NCS has since 2014 a more detailed updated version for its externally set and internally marked examination for Grade 12 (NCS 4). The guidelines are comprehensive and raise the level of the examination. The duration is 2 hours, but the total mark allocation is still however only 80.

3.3.5 Concluding remarks

3.3.5.1 Similarities and differences between the modes of assessment of Life Orientation in the two qualifications

The most profound difference between the two qualifications in terms of assessment is that the NC(V) has an externally set, moderated and marked examination in Level 4 and externally set and moderated examinations in Levels 2 and 3, which are marked at college marking centres. The Level 4 examination process thus mirrors the Grade 12 examination process for the other six subjects learners have to complete in Grade 12. In the NCS there is no provision for an externally set, moderated and marked examination in Grade 12 on a par with the Level 4 examination.

In the NC(V), an external examination is externally set, marked and moderated for Level 4. This exam carries a 75% weighting. The Life Orientation external assessment consists of two papers; Paper 1 covers the Life Skills component and Paper 2 the ICT component. The duration for Paper 1 is three hours and carries 150 marks; the duration for Paper 2 is three hours and carries 200 marks. In the NC(V), a pass mark of 40% is required.

In contrast with this, there was no external examination in the NSC for Grade 12 – at least until 2012–2013, when the DBE set national optional external exams to be marked internally. At most, exams were set at provincial or at district level. These exams were marked internally. The exam only carried a total of 80 marks and the duration was not longer than between 60 and 120 minutes. The minimum pass mark is a low 30%. However, since 2014 this external examination for Life Orientation in Grade 12 has become more formalised and normative for all schools.

These two qualifications, while very similar, are not comparable in terms of assessment. In the NSC there is an emphasis on SBA, marks are generally inflated in comparison with other subject marks and learners only need 30% to pass. Marks are partly allocated for PE on the basis of frequency of participation. In the NC(V) there are external examinations at each exit level in both the Life Skills and ICT components. Students need 40% to pass.

3.3.5.2 The challenges facing the assessment of Life Orientation in the NSC

The ramifications of not having an examination that is externally set, marked and moderated are manifold. Due to a lack of an external examination, Life Orientation teachers have a lower status than teachers teaching the so-called examination subjects.

Few Head of Department (HoD) posts are made available for Life Orientation experts. Teachers may thus become demotivated from specialising in Life Orientation because they do not see this as a prudent career move, as their opportunities for promotion are curtailed or limited. This in turn has a negative effect on assessment, as suitably qualified examiners, moderators and markers are not readily available.

To compound this problem, many HEIs tend to ignore Life Orientation training in teacher's courses. Some offer outdated versions of guidance and counselling, while others do not make the necessary appointments in academic staff to include Life Orientation curriculum experts. The cycle of inadequate training is therefore perpetuated, which has a negative impact on assessment.

Many principals allocate whoever has a free period to teach Life Orientation on a yearly basis. This leads to a huge turnover of Life Orientation teachers, making training a challenge.

Resources are not made available to Life Orientation on a par with other subjects. For example, while every learner may have a maths textbook, in many schools, the Life Orientation textbooks remain in the class as only 40 are bought. This means that learners cannot read the necessary texts or discover useful information in the short time allocated in class. They are also not able to prepare themselves adequately for examinations, as they may not have the necessary texts available.

Time-tabling is an issue as well; Life Orientation is invariably allocated the last periods on a Friday, and if there is a public holiday, Life Orientation periods are often used to make up on work lost for subjects such as mathematics and English. The reasons all converge on the fact that Life Orientation is seen as a non-examinable subject. With internal assessments of a low standard, as evidenced in the analysis of the question papers, this misrepresentation and marginalisation of Life Orientation is repeatedly reinforced.

3.3.5.3 The need to change the assessment structure of Life Orientation in the

NCS

The assessment structure of Life Orientation in the NCS needs to change to be more aligned to the structure of the NC(V) regarding the lowering of the year mark and raising of the examination mark to ensure equity and credibility in mark allocation. In addition, the mark allocation for PE needs to be drastically reduced or eliminated, to ensure credibility and fairness in mark allocation.

As Life Orientation is a fundamental subject in the NCS, it should be externally examined in the same way other NCS subjects are examined at the end of the Grade 12 period. This will then be on a par with the way that Life Orientation is examined in the NC(V).

3.3.5.4 Strengthening the assessment of Life Orientation in the NCS to increase the credibility of the subject in schools and beyond

In order to strengthen the assessment of Life Orientation in the NCS so as to increase the credibility of this subject in schools and beyond, see recommendations in section 4.1.

3.3.5.5 Lessons and best practices that can be drawn from the assessment of Life Orientation in one qualification that can assist to improve the assessment of Life Orientation in the other qualification

The NCS can be greatly enhanced by the introduction of an external examination as in the NC(V). The fact of its having an external exam, has placed Life Orientation on a par with other fundamental subjects at colleges and has given Life Orientation some of the credence it requires. This could also happen at schools. The short NSC Life Orientation examination, worth only 80 marks, detracts from this subject. An examination similar in duration and allocation of marks and with a higher difficulty index, would give Life Orientation in the NCS much needed credibility.

The inclusion of projects and practical assignments during the year for each grade and level in both qualifications is imperative to ensure that Life Orientation remains a practical and relevant subject. Learners can extend their 21st century skills specifically in doing projects and practical assignments. Much can be learnt during participation in projects if these are well-formulated and organised. There should be a balance between examinations and projects and practical tasks to ensure optimal learning as well as the credibility of the qualification.

3.3.5.6 Life Orientation driving new forms of assessment that will inform the assessment of other conventional subjects

Life Orientation is still grappling to assert itself. At this stage it cannot be a driver of new forms of assessment such as alternatives to examinations. Possibly this is an issue for the future, say from 2020 onwards. However, where we are now, which is in a phase where examinations are regarded as the primary means of assessment, we need to first establish Life Orientation as a subject on a par with other subjects, aiming to give it the credence it deserves and needs. School principals say: 'We are evaluated on our exam results. Give Life Orientation an external exam, and then, and only then, will we allocate better teachers, more resources and improved time tabling options to this subject'. This stance will not change in the interim. We are not yet near the stage where we can entrust teachers to maintain a high standard in Life Orientation without external forms of assessment, such as an examination.

Creative ways to assess Life Orientation include extensive projects, volunteer work, work shadowing and the accumulation of externally provided certificates, such as for example, certificates for First Aid, basic computer literacy, sports coaching, learner-driver's licence, lifesaving, parenting, mediation, peer counselling and so on. However, this should be done in addition to an external exam, as part of yearly internal assessments, not in place of examinations.

Once the funds and facilities and co-operation from a range of stakeholders are obtained, external certificates could become the norm. At the moment it would not be fair to enforce external certificates as an integral part of assessment recognition, as

not all schools have the funds to pay for these services. Concerted efforts need to be made to proceed with providing for external certificates, one for each of Grades 10 to 12 and for each of Levels 2 to 4 in the NC(V). Such certificates add immense value to the learners' and students' CVs and expand their career options. Since the idea of external certificates has been proposed as far back as 2003, not much has been done to make this a reality. Special interim units at the DBE and DHET need to be established on a short term basis to get these certificates up and running in all provinces for all schools and colleges, as a matter of urgency. Umalusi should moderate and check the certificates and compile guidelines for the duration of courses, attendance, practical application and so forth. At the moment, only privileged schools can afford to offer these certificates, a situation which once again unfairly discriminates against poorer communities.

Life Orientation, in grappling with its examination structure, may find solutions that could inform other subjects of optimal forms of examining. Innovative ways to assess learners' skills within a formal examination need to be part of Life Orientation's quest for improved assessment.

3.4 CONCLUSION

The two qualifications differ in terms of the skills-sets acquired. For example, in the NC(V) students will be able to acquire basic parenting skills in Level 4, be able to deal with depression and would be conversant with the process of blood donation; whereas learners in the NCS would not have dealt with this content. On the other hand, Grade 12 learners in the NCS would be able to develop a personal mission statement, be conversant with the role of the media in a democratic society, would have dealt with the coverage of sport, sports personalities and recreation activities, and would have studied ideologies, beliefs and world views on recreation and physical activity across cultures and genders, while the NC(V) students would not have done so.

The two qualifications also differ in terms of their focus. In the NC(V) the focus and context is specifically work-related in Levels 3 and 4. For example, both sets of students would have learnt how to appreciate diversity, but in different contexts. Level 3 in the NC(V) focuses specifically on appreciation of diversity in the workplace as they 'Explain the benefits of respecting diversity in the workplace and give examples of how respect can be shown' [NC(V)3(1):10]. The NCS in Grade 10 has a broader content, e.g. 'Concepts: diversity, discrimination and violations of human rights' (NCS 1:12). In addition, both sets of learners would have dealt with aspects of stigma or discrimination regarding HIV, but in the NC(V) the focus is specifically on countering stigma and discrimination in the workplace.

While some concepts and intentions may be similar, the way the curricula are worded differs, for example, in the NC(V) in Level 4 specific mention is made of developing employability and job-market-related skills sets, while in the NCS Grade 12 learners look at innovative solutions to counteract unemployment, including entrepreneurship.

Findings were indicative of, among others, the urgent need for the introduction of an externally set, moderated and marked examination for Grade 12 NSC, and extending the examination in the NCS to at least three hours for Grade 12, on a par with the NC(V) examination and allocating 150 marks for the examination as in the NC(V).

4.1 RECOMMENDATIONS

Because Life Orientation is so critical for the preparation of our youth for entry into both the world of work and life as citizens of South Africa, Life Orientation needs to be strengthened in both the NSC and NC(V) and its status needs to be raised. For this to happen, it is of cardinal importance that it is allocated the same credit value on a par with other fundamental subjects, and, in terms of expertise, provided with properly trained Life Orientation teachers/lecturers, equitable timetabling, external examination (NSC), proper teacher/lecturer training, valid Life Orientation qualifications offered at HEIs and equal access to resources. Further specific recommendations, based on the findings, are given in this chapter.

4.1.1 Alignment of curricula

The curricula do not need to be 100% aligned regarding content, as the needs of FET learners at school and those of NC(V) college students differ markedly. However, the structure of the curriculum and assessment thereof should be similar. This will enable seamless movement of teachers from schools to colleges and vice versa, and also assist HEIs with teacher training, as minimal or no attention is paid in teacher training to NC(V) college curricula.

It is, however, not recommended that credits for Life Orientation be either fully or partially carried over from one qualification to the next, as the two qualifications differ markedly, due to the differences, learners' needs and contexts. A learner who has for example completed Life Orientation in the NSC, will miss the multiple opportunities offered in the NC(V) Life Orientation for work readiness, which are not present in the NSC. The limited time allocation in the NSC, combined with the lack of external assessment, may not provide the necessary evidence that learners have mastered the NSC Life Orientation curriculum.

4.1.2 Pacing, sequencing and progression

With regards to the NC(V), assist lecturers with clear guidelines on pacing. Be realistic in this pacing and take into cognisance that Term 4 is non-existent for teaching in both the NCS and NC(V) due to external examinations. Regarding pacing, help lecturers to make choices where the content is excessive for the limited time available as in the NCS. Provide clear indications on integration that will not render the curriculum superficial. Clarify what is meant by integration and how this should be done.

4.1.3 Physical Education

It is accepted that PE is a vital aspect of all learners' holistic education. This is especially the case given the context of an alarming increase in preventable lifestyle diseases and increased obesity in youth, plus evidence that physical activity stimulates brain function and learning, prevents stress and depression, enhances the immune system and may strengthen learners' resilience to avoiding risk behaviour.

However, PE is not necessarily best placed in Life Orientation, as it takes a full hour away from the other five topics in the NCS, which could only be covered properly if two hours per week were allocated. In addition, PE should not be assessed. Its assessment is problematic; it unfairly and unrealistically raises marks and may discriminate against less physically abled learners. It also gives untrained teachers endless problems regarding its assessment. In addition, untrained teachers may unwittingly put learners at risk of injury. The lack of facilities and resources may further impact negatively on this aspect of the curriculum.

In the event that PE cannot be removed from the subject, reduce the marks allocated to PE. Give a mark only for participation up to a maximum of eight marks per term. Alternatively, do not assess PE as part of Life Orientation formal assessment.

The intention is not to marginalise PE, but to recommend its alternative placement as a non-assessable compulsory aspect outside of the Life Orientation curriculum. For this to happen, PE should ideally be offered on a daily basis for short periods. For example, schools and colleges could have a 10-minute mass aerobic exercise at the start of each day or at break times and another 10 minutes of rope skipping at the end of the day, thus ensuring learners get 20 minutes of aerobic exercise every day, instead of the token one hour per week. Similarly, schools and colleges can organise indigenous games events, walks and outings, fun runs and dance-a-thons, to encourage learners' participation and enjoyment and improve the likelihood that learners will adopt an active lifestyle.

Train and appoint trained PE specialist teachers, guides and coaches specifically to take charge of PE. Train and employ unemployed youth to assist with the PE aspect at schools and colleges, as a compulsory but non-assessable component, independent of the Life Orientation curriculum. Allocate the extra available hour in the NSC to ensure Life Orientation has a full two hours per week to deal with the curriculum in a more in-depth and meaningful way.

4.1.4 Curriculum content

Life Orientation should be up-to-date, vibrant and needs-based. The curricula [both NCS and NC(V)] should be open-ended in some respects to cater for changes in relevant issues, without necessitating frequent revisions or the development of 'add-on' documents.

The ICT component in the NC(V) should be viewed as basic computer literacy, not typing lessons, data processing or office practice or Computer Applications Technology (CAT). Colleges that do not allow Topic 9 to be dealt with as they block students from accessing social media and the internet, need to be made aware of the importance of covering the curriculum according to specifications.

The curriculum must push deeper into content and not focus on a superficial rendering of many topics. Students should acquire skills and knowledge and apply, analyse and contextualise their skills and knowledge gained about the work environment. They should be aware of new developments in the world of work and of the impact of globalisation.

Give both NCS and NC(V) students and learners sufficient guided and creatively structured opportunities for life skills practise. Refrain from being overly theoretical, which leads to minimal life skills application.

4.1.5 Assessment

In order to strengthen the assessment of Life Orientation in the NCS to help increase the credibility of this subject in schools and beyond, introduce an externally set, moderated and marked examination for Grade 12 on a par with other Grade 12 subjects. Ensure that the external assessment is of a high standard. It should not be based on general knowledge, common sense or merely a comprehension test related mainly to English language skills. The exam should be based on the application of life skills that aim to provide evidence that the learners have met the desired outcome of the subject as a whole. It should be more in accordance with the structure of the NC(V) exam regarding marks and duration. The exam should be pitched at the appropriate level for Grade 12 purposes. It should assess both the acquisition and application of knowledge at varying cognitive levels and include analysis and problem solving as a core aspect. This external examination could count at least between 60 and 70% of the total year mark. Schools will then be forced to teach Life Orientation in a more focused manner.

External assessment would elevate the standard of Life Orientation from a Cinderella subject into a subject which is of an equivalent status as the other subjects in the NCS. The failure of many schools to allocate sufficient time, resources and importance to this subject is because it is perceived to be a subject with little value due to the lack of external assessment. This inaccurate perception needs to change. This can only happen if the assessment of Life Orientation is externally set, marked and moderated on a par with other fundamental subjects. Extend the external assessment in the NCS to at least three hours for Grade 12, on a par with the NC(V) Level 4 examination and allocate 150 marks for the external assessment as in the NC(V). An allocation of a mere 80 marks for an examination does not allow in-depth coverage of the content.

Enforce a cognitive distribution of 30% for knowledge and comprehension, 40% for application and analysis and 30% for synthesis and evaluation as stipulated in the NCS 1. Although this

is indicated (NCS 1), clear guidance is needed on how to balance the paper with regard to its cognitive levels. At least 40% of the questions should be difficult, 30% moderate and 30% easy. Clear guidance is needed to ensure that this spread is across the paper and not reserved per section. At the moment there is a perception that all the easy questions are reserved for Section A, moderate are for Section B and difficult for Section C. The NCS 1 should make it clear that even if questions are for conceptual knowledge or comprehension, they could be moderate or difficult; they do not have to be easy. The NCS 1 is not specific on this and possibly examiners assume that the lower order questions have to all be easy.

Give Life Orientation a higher credit rating: 20 credits.

Avoid an over-emphasis on exam coaching in the NC(V) by allocating a number of projects and practical assignments during the year for the ICASS marks.

4.1.6 Time allocation

For both curricula, time allocation is problematic, as the breadth of content is extensive. The NC(V) is challenging to complete due to limited time as there are assessment weeks set aside each term and students do Integrated Summative Assessment Tasks (ISATS) in other subjects that take away from the available lecturing time. The result of an overloaded curriculum is superficial knowledge acquisition and/or teachers and lecturers who choose which aspects to teach. This may mean that learners and students do not cover vital areas of the curricula.

Indications are that the most pressing issue in the educational sector for Life Orientation in the NC(V) at the moment is 'How can teachers who only see their classes twice per week for a short time, see 400/500 students in that week, teach most days from 8:00 to 15:00 with two small 15/20 minute breaks be inspired, motivated, prepared and able to shape/change a nation?' Many of these classes have close on 40 students, with some learners showing serious learning or behavioural problems. This is a daunting task for any lecturer. Similar challenges occur in the school system. Strategies to ameliorate this include allocating more time to Life Orientation, which deals specifically with some of the issues that cover behaviour and learning problems.

4.1.7 Professional Life Orientation teachers/lecturers

To produce the kind of teacher/lecturer envisaged and required for the effective teaching of Life Orientation, the DHET needs to ensure that HEIs offer appropriate professional Life Orientation qualifications. All HEIs should offer professional qualifications in Life Orientation based on the current curricula. In other words, there is a need to develop a professional Life Orientation qualification at HEIs in all provinces, administered and funded by DBE and DHET.

Develop and appoint subject specialists (Life Orientation-trained teachers) to teach the subject. Because they understand the pedagogy of the subject, they will be able to add value to the lives of the learners. At schools, separate the Level 2 (HoD) post from the Social Science one and create Life Orientation HoD posts to ensure that the subject is at least taken care of by someone who has a clear idea of how to provide guidance to the other teachers offering the subject. Similarly, at colleges ensure Life Orientation programme managers have taught and been trained in Life Orientation.

Life Orientation lecturers should only be appointed to teach both the ICT and the Life Skills component of Life Orientation if they are suitably qualified to do both. Otherwise, the responsibilities must be split amongst two lecturers, each dealing with their specialty. Appoint specialists for PE at schools where Life Orientation teachers are not able to deal with this outcome.

4.1.8 Credit accumulation and transfer

Credit allocation and transfer between Life Orientation in the NSC and Life Orientation in the NC(V) is not recommended. The subject in the two qualifications is underpinned by curricula that are too different in terms of content and components. The Life Orientation in the NC(V) has a ICT component which is not there in the NSC and the Life Orientation in the NSC has a Physical Education component which is not there in the NC(V). The assessment regime of the subject in the two curricula is also vastly different which may result in a variation of standards in assessment. Furthermore, the subjects serve different learners in different context.

4.1.9 The value of Life Orientation

Life Orientation is an essential subject in both the NC(V) and NCS. It is unique in the content it offers and is a strong proponent of the dissemination of 21st century skills. It therefore is a valuable component of any learner's education.

It is not possible to achieve the aims of the FET (schools) and NC(V) (colleges) qualifications without a subject such as Life Orientation. While preparing learners for meaningful and successful lives as they navigate the challenges and opportunities of the 21st century, Life Orientation simultaneously equips them with the practical life skills to do well at both school and college level and in the future.

Life Orientation must therefore be retained and strengthened and its status needs to be nurtured while this relatively new subject grows from strength to strength.

4.2 CONCLUSION

The aims of Life Orientation are similar, in the two qualifications, which are aimed at two distinct learner groups, but the purposes are different. The curriculum focus, content, depth, breadth and specification differ in the two qualifications. Therefore the subjects in the two qualifications are not directly comparable and credit transfer is not a viable option.

Each curriculum brings its own strengths that could inform future curriculum review and assessment practices. The NC(V) curriculum is better assessed in an externally set, moderated and marked examination paper, than the NCS where assessment is done internally. In addition, the NC(V) examination is more comprehensive as it carries 150 marks for Paper 1 dealing with the Life Skills component, with a duration of 3 hours, and Paper 2 (ICT) with a duration of 3 hours carrying 200 marks in comparison with the low 80 marks and a prescribed two hours for the NCS externally set examination for Grade 12.

The status and credibility of Life Orientation are hampered by the lack of external assessment on a par with other Grade 12 subjects and a low level of assessment in the NCS. In addition, the problems associated with assessing PE further add to the challenges of assessing this subject. An important recommendation is that PE should not be assessed and be offered outside of Life Orientation, thus allowing Life Orientation to use its allocation of two hours for the other topics in the NCS. This would enable a more in-depth interaction with the curriculum, as it is not possible to cover the curriculum adequately in the limited time allocated. This in turn would allow for a higher standard of assessment.

Life Orientation ought to play a critical role in both schools and colleges and as such needs the necessary support to fully realise its aims. It is recommended that Life Orientation in both qualifications be allocated 20 credits, on a par with the other fundamentals, in order to promote the status and value attached to this cardinal subject. The value of this subject lies in moulding and developing our citizens and future leaders. If the status quo continues (with this subject being a non-examinable subject in the NCS in comparison to other Grade 12 subjects), the illusion of it being an insignificant subject in comparison to its examinable counterparts, will be perpetuated. The external national assessment of Life Orientation [NC(V) as well as NCS] will facilitate its quality assurance and enhance its status. In addition, it would allow points to be awarded to this subject for admission to further and/or higher education, as is the case with other subjects for higher education study.

The specialised and directed training of Life Orientation teachers and lecturers is of paramount importance. HEIs need to collaborate with the DHET and DBE and ascertain what the Life Orientation curricula entail, to ensure that teachers/lecturers receive the required Life Orientation training.

Given the needs of our learners and students in both the NSC and NC(V), the importance of Life Orientation as a fundamental subject cannot be overemphasised. However, its status and beneficial impact will only be optimised if the level of assessment is raised,

concomitant to the specialised training of Life Orientation examiners, moderators, markers and teachers/lecturers. Both the raising of the level of assessment as well as the training of teachers/lecturers are achievable. Ideally an action plan and time frame for this to take place should be developed as a matter of urgency.

There is an urgent need to assure all involved in education that Life Orientation in the NCS is a subject that will remain and receive greater support. It is not fathomable that a subject that will help to prevent the racism and inequity of the apartheid era from ever happening again, as we move forwards in our emerging democracy, is reduced or eliminated. It is not logical that a subject that equips learners with the skills to be successful and realise their potential and promote their health, while enhancing their career-preparedness and employability, could be removed from the school curriculum. It is not viable to remove or drastically reduce a subject that focuses on 21st century skills dissemination and that is unique in what it offers. The recommendation is to support and strengthen Life Orientation in both the NCS and NC(V), as per the findings outlined in this report.

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TABLES COMPARING THE TOPICS FOR NC(V) LEVELS 2 TO 4 AND NCS GRADES 10 TO 12

Table 16: Comparison of NC(V) Level 2 and NCS Grade 10 Topics	
NC(V) Level 2	NCS CAPS Grade 10
<p>Topic 1 Personal and career development (22 hours)</p> <p>Subject Outcome 1.1: Profile personal strengths and abilities to demonstrate self-awareness and to promote self-motivation in terms of a chosen career path</p> <p>1.1.1 Explain the benefits of being confident and having a positive self-image</p> <p>1.1.2 Identify strengths and abilities in a personal SWOT analysis</p> <p>1.1.3 Identify factors that detract from self-esteem and suggest how to counter these</p> <p>1.1.4 Explain the meaning and value of self-motivation</p> <p>1.1.5 Provide examples of self-motivation</p> <p>1.1.6 Explore strategies to motivate oneself</p> <p>1.1.7 Identify sources for own job opportunities and collect information about a range of possible careers</p> <p>Subject Outcome 1.2: Set realistic goals for personal development, studies and career</p> <p>1.2.1 Set SMART goals (SMART: specific, measurable, achievable, realistic and time bound) for personal development and studies</p> <p>1.2.2 Prioritise goals</p> <p>1.2.3 Identify examples of perseverance in self and others</p> <p>1.2.4 Explain attitudes, values and skills that impact positively on the achievement of goals in relation to goals set. Range not limited to but including: self-motivation, perseverance, positive thinking and self-image, ambition, responsibility, punctuality.</p> <p>1.2.5 Identify factors that impact negatively on the achievement of goals and contingency measures to overcome these obstacles. Range of factors not limited to but include: absenteeism, late coming, laziness, unplanned pregnancy, poverty, taking care of minors, peer pressure, making harmful choices.</p> <p>Subject Outcome 1.3: Plan and manage time in terms of activities and responsibilities</p> <p>1.3.1 Identify and describe the principles of time management</p> <p>1.3.2 Explain the importance of punctuality and due dates (deadlines)</p> <p>1.3.3 Describe the negative effects of procrastination</p> <p>1.3.4 Identify common time wasters and suggest ways to counter these</p> <p>1.3.5 Identify and use time management tools to plan on a short, medium and long term basis</p>	<p>Topic 1 Development of the self in society (8 hours)</p> <p>Strategies to enhance self-awareness, self-esteem and self-development: factors influencing self-awareness and self-esteem including media</p> <ul style="list-style-type: none"> Strategies to build confidence in self and others: communication, successful completion of tasks or projects, participation in community organisation or life, making good decisions and affirmation of others Acknowledge and respect the uniqueness of self and others and respect differences (race, gender and ability) <p>Definition of concepts: power, power relations, masculinity, femininity and gender</p> <ul style="list-style-type: none"> Differences between a man and a woman: reproduction and roles in the community, stereotypical views of gender roles and responsibilities, gender differences in participation in physical activities Influence of gender inequality on relationships and general well-being: sexual abuse, teenage pregnancy, violence, STIs including HIV and AIDS <p>Value of participation in exercise programmes that promote fitness: cardiovascular fitness, muscular strength, endurance and flexibility</p> <ul style="list-style-type: none"> Relationship between physical and mental health, leader and follower Evolving nature of and responsibilities inherent in each role; how roles change and affect relationships Handling each role effectively: influence of society and culture <p>Changes associated with development towards adulthood: adolescence to adulthood</p> <ul style="list-style-type: none"> Physical changes: hormonal, increased growth rates, bodily proportions, secondary sex/gender characteristics, primary changes in the body (menstruation, ovulation and seed formation) and skin problems Emotional changes: maturing personality, depth and control of emotions, feelings of insecurity, changing needs, interests, feelings, beliefs, values and sexual interest Social changes: relationship with family, interaction with social groups, need for acceptance by and dependence on peer group, moving into the workforce and increased responsibilities

Table 16: Comparison of NC(V) Level 2 and NCS Grade 10 Topics (continued)	
NC(V) Level 2	NCS CAPS Grade 10
<p>Subject Outcome 1.4: Discover ways to manage emotions and personal relationships intelligently</p> <p>1.4.1 Describe the characteristics of a positive relationship. <i>Range of characteristics include but not limited to: respect for different opinions, trust, empathy, sharing, listening, and inclusivity and non discriminative behaviour.</i></p> <p>1.4.2 Identify appropriate ways to express emotions in personal relationships and at college</p> <p>1.4.3 Explain how to deal constructively with emotions such as anger, disappointment and sadness</p> <p>1.4.4 Explore strategies to establish constructive and beneficial relationships</p> <p>1.4.5 Describe how to resist negative peer pressure and bullying</p> <p>1.4.6 Identify strategies to cope with the challenges of being a college student. <i>Range for strategies include but not limited to: resilience, positive attitude, decision-making skills, coping with independence and choice, coping with change.</i></p> <p>Topic 3: Health and well-being (8 hours)</p> <p>Subject Outcome 3.1: Describe a balanced lifestyle</p> <p>3.1.1 Identify the key habits of a balanced lifestyle, for example, healthy nutrition, regular exercise, avoiding stimulants and making healthy lifestyle choices</p> <p>3.1.2 Explain the benefits of regular physical exercise</p> <p>3.1.3 Measure and record own level of fitness in terms of cardiovascular endurance, muscular strength and flexibility. <i>Note: Use of sophisticated equipment is not required; use basic fitness measures like jogging on the spot or around the building, climbing stairs, rapidly standing up and sitting down and taking heart and pulse rates.</i></p> <p>3.1.4 Plan a fitness programme to maintain or improve recorded fitness levels</p> <p>3.1.5 Identify own nutritional habits and develop an action plan to maintain or improve healthy nutrition</p> <p>Subject Outcome 3.2: Describe the effects of substance abuse on a person and society</p> <p>3.2.1 Define 'addiction'</p> <p>3.2.2 Discuss different types of addictions and their symptoms/signs, including smoking, alcohol abuse, drug abuse and overuse of OTC and prescription medicines</p> <p>3.2.3 Discuss the dangers of not following instructions for medication</p>	<p>Coping with change: importance of communication and making friends</p> <p>Values and strategies to make responsible decisions regarding sexuality and lifestyle choices to optimise personal potential</p> <ul style="list-style-type: none"> • Behaviour that could lead to sexual intercourse and teenage pregnancy, sexual abuse and rape • Values such as respect for self and others, abstinence, self-control, right to privacy, right to protect oneself, right to say 'No' and taking responsibility for own actions • Skills such as self-awareness, critical thinking, decision-making, problem-solving, assertiveness, negotiations, communication, refusal, goal-setting and information gathering relating to sexuality and lifestyle choices • Where to find help regarding sexuality and lifestyle choices <p>Relationship between recreational activities and emotional health</p> <p>Topic 4 Careers and career choices (11 hours)</p> <p>Knowledge about self in relation to own subjects, career fields and study choices: interests, abilities, talents and strengths</p> <ul style="list-style-type: none"> • Difference between career field, occupation, career and job • Requirements for National Curriculum Statement (NCS): various subjects and career options, steps in choosing and decision-making process • Knowledge about life domains: being (physical, psychological and spiritual), becoming (practical, leisure and growth) and community (social, physical and community) <p>Socio-economic factors as considerations for career and study choices: community needs, availability of finances, affordability, stereotyping, accessibility and impact of income tax on final salary package</p> <p>Diversity in jobs:</p> <ul style="list-style-type: none"> • Economic sectors: primary (raw materials), secondary (finished products or goods) and tertiary (infrastructure and providing services) • Work settings: workplace environment and conditions; indoors and outdoors (laboratory, mine) • Activities involved in each job: designing, assembling and growing • Skills and competencies: information gathering or analysis and instruction • Various facets of self and integration into the world of work

Table 16: Comparison of NC(V) Level 2 and NCS Grade 10 Topics (continued)	
NC(V) Level 2	NCS CAPS Grade 10
<p>3.2.4 Identify and explain the effects of different types of addiction on the person, family and community</p> <p>3.2.5 Identify available support services and how they can be accessed</p> <p>Subject Outcome 3.3: Describe human sexuality within relationships</p> <p>3.3.1 Describe the biological/physiological differences between females and males.</p> <p>3.3.2 Compare and describe gender roles, responsibilities and behaviour within relationships</p> <p>3.3.3 Identify situations which are likely to lead to risky sexual encounters and behaviour. Range: date rape, unwanted pregnancies and STIs, including HIV.</p> <p>3.3.4 Explain how to avoid these situations and make informed and responsible decisions in terms of sexuality and relationships</p> <p>Subject Outcome 3.4: Explain fire safety measures</p> <p>3.4.1 Identify fire risks</p> <p>3.4.2 Explain how to prevent fires</p> <p>3.4.3 Describe what to do in a fire emergency</p> <p>3.4.4 Describe basic first aid for burn victims</p> <p>Topic 4: Citizenship (12 hours)</p> <p>Subject Outcome 4.1: Explain human rights and responsibilities</p> <p>4.1.1 Identify appropriate responsibilities with each human right as stated in the South African Bill of Rights</p> <p>4.1.2 Describe the attributes of a good South African citizen with reference to role models</p> <p>4.1.3 Investigate ways to protect the environment at the college</p> <p>Subject Outcome 4.2: Explain ethical behaviour at college and in personal life</p> <p>4.2.1 Explain what ethical and moral behaviour means</p> <p>4.2.2 Explain responsibilities and duties as a college student with reference to bursaries and other funding, for example parental funding</p> <p>4.2.3 Describe own ethical values and behaviour at the college</p> <p>Subject Outcome 4.3 Volunteer in a community project</p> <p>4.3.1 Explain the need for and importance of volunteering in the community</p> <p>4.3.2 Work in a group to do a community volunteer project</p> <p>4.3.3 Report on teamwork and leadership skills</p>	<p>Opportunities within different career fields including work in recreation, fitness and sport industries:</p> <ul style="list-style-type: none"> Research skills, salary package, promotion and further study prospects Profitable use of time, how to use talents in working and career opportunities, enjoyment and transfer of skills to other related industries <p>Awareness of trends and demands in the job market: emerging demands or changing patterns of careers and scarce skills and the job market:</p> <ul style="list-style-type: none"> Reading the market for trends regarding jobs and identifying niches Growth and decline of various occupations and fields of work and competencies linked to these jobs SAQA, the NQF framework and recognition of prior learning <p>The need for lifelong learning: ability to change, re-train, flexibility and ongoing development of the self</p> <ul style="list-style-type: none"> Different kinds of learning: formal, informal and non-formal <p>Topic 2 Social and environmental responsibility (4 hours)</p> <p>Contemporary social issues that impact negatively on local and global communities:</p> <ul style="list-style-type: none"> Concepts: social and environmental justice Social issues: crime, poverty, food security, food production, violence, HIV and AIDS, safety, security, unequal access to basic resources, lack of basic services (water and health services) Harmful effects of these issues on personal and community health <p>Social, constructive and critical thinking skills necessary to participate in civic life:</p> <ul style="list-style-type: none"> Social responsibilities including the knowledge and skills to make informed decisions and take appropriate action Youth service development: youth and civic organisations, community services or projects and volunteerism Purpose and contribution, areas of strength and possible improvements Own contribution to these services, projects and organisations: a group project to address a contemporary social issue that impacts negatively on local and/or global communities

Table 16: Comparison of NC(V) Level 2 and NCS Grade 10 Topics (continued)	
NC(V) Level 2	NCS CAPS Grade 10
	<p>Topic 3 Democracy and human rights (7 hours) Concepts: diversity, discrimination and violations of human rights</p> <ul style="list-style-type: none"> Contexts: race, religion, culture, language, gender, age, rural/urban, xenophobia, human trafficking and HIV and AIDS status <p>Bill of Rights, International Conventions and Instruments: Convention on the Rights of the Child, the African Charter on the Rights and Welfare of Children, Committee on the Elimination of Discrimination Against Women (CEDAW) and other bills, charters and protection agencies, rules, codes of conduct and laws</p> <ul style="list-style-type: none"> Types of discriminating behaviour and violations: incidences of discriminating behaviour and human rights violations in SA and globally The nature and source of bias, prejudice and discrimination: impact of discrimination, oppression, bias, prejudice and violations of human rights on individuals and society Challenging prejudice and discrimination: significant contributions by individuals and organisations to address human rights violations Contemporary events showcasing the nature of a transforming South Africa: South African initiatives and campaigns, one's own position, actions and contribution in discussions, projects, campaigns and events which address discrimination and human rights violations, nation-building and protection agencies and their work <p>Living in a multi-religious society: understanding ethical traditions and/or religious laws of major religions in South Africa</p> <ul style="list-style-type: none"> Major Religions: Judaism, Christianity, Islam, Hinduism, Buddhism, Baha'i Faith and African Religion Indigenous belief systems in South Africa: origins and practices <p>Coverage of sport: ways to redress biases</p> <ul style="list-style-type: none"> Gender, race, stereotyping and sporting codes Unfair practices: drug-taking, match-fixing, subjective umpiring and maladministration in sport Process of analysis and critical evaluation
<p>Topic 2: Learning skills (8 hours) Subject Outcome 2.1: Explain how the brain works in terms of learning 2.1.1 Give a basic description of how the brain works when we learn</p>	<p>Topic 5 Study skills (3 hours) Study skills: listening, reading, comprehension, concentration, memory, organisation and time management</p>

Table 16: Comparison of NC(V) Level 2 and NCS Grade 10 Topics (continued)	
NC(V) Level 2	NCS CAPS Grade 10
<p>2.1.2 Explain why sufficient sleep is compulsory for good performance</p> <p>2.1.3 Identify the brain's nutritional needs and identify foods that detract from concentration when studying</p> <p>2.1.4 Suggest affordable sources of food to ensure optimal brain functioning during study times</p> <p>2.1.5 List the multiple intelligences and identify own strengths in terms of the intelligences</p> <p>Subject Outcome 2.2: Develop a study plan</p> <p>2.2.1 Compare the advantages and disadvantages of joining a study group</p> <p>2.2.2 Draft a study time table/plan to allow sufficient time for study</p> <p>2.2.3 Track academic progress in all subjects and devise an action plan to maintain or improve academic performance</p>	<ul style="list-style-type: none"> Study methods: note-taking, mind-mapping, selecting important concepts and content, assignment and essay construction and making comparisons Critical, creative and problem-solving skills Process of assessment: internal and external Annual study plan

Table 17: Comparison of NC(V) Level 3 and NCS Grade 11 Topics	
NC(V) Level 2	NCS CAPS Grade 10
<p>Topic 1 Personal and career development (20 hours)</p> <p>Subject Outcome 1.1: Develop a personal development plan (PDP) in terms of career pathing</p> <p>1.1.1 Identify personal strengths and abilities and complete a skills audit</p> <p>1.1.2 Conduct basic career research to investigate employment opportunities</p> <p>1.1.3 Collect information and investigate trends and demands in job markets to identify scarce skills and align with own career path. (Note: Consult documents and websites such as published scarce skills lists, Statistics South Africa's Labour Bulletin, SAQA career helpline, useful career websites.)</p> <p>1.1.4 Research and explore job functions in a specific vocational field. (Note: Could interview a professional in the field.)</p> <p>1.1.5 Map own career path by compiling a personal development plan (PDP)</p> <p>Subject Outcome 1.2: Explore work shadowing and volunteering options to gain work experience</p> <p>1.2.1 Explain what is meant by work shadowing</p> <p>1.2.2 Explore the value of what the student can learn during a work shadowing experience</p>	<p>Topic 1 Development of the self in society (11 hours)</p> <p>Plan and achieve life goals: apply various life skills as evidence of an ability:</p> <ul style="list-style-type: none"> Types of goals: short-term, medium and long-term; steps in planning and goal-setting, problem-solving skills, perseverance and persistence Important life goals and prioritising: family, marriage, parenting, career choices and relationships Relationship between personal values, choices and goal-setting <p>Relationships and their influence on own well-being: different types with different people/groups and their changing nature</p> <ul style="list-style-type: none"> Relationships that contribute or are detrimental to well-being: rights and responsibilities in relationships, social and cultural views that influence and/or affect relationships, qualities sought in different relationships and individuality in relationships Impact of the media on values and beliefs about relationships <p>Healthy and balanced lifestyle choices:</p> <ul style="list-style-type: none"> Characteristics of a healthy and balanced lifestyle: physical, psychological, social, emotional and spiritual facets Factors that impact negatively on lifestyle choices:

Table 17: Comparison of NC(V) Level 3 and NCS Grade 11 Topics (continued)	
NC(V) Level 2	NCS CAPS Grade 10
<p>1.2.3 Identify possible volunteering options in a work environment related to the specific vocational programme of current study (Note: Examples of work environments and/or workplaces include hospitality and tourism industry, engineering related workplaces and industry, business studies and related institutions.)</p> <p>1.2.4 Use examples to explain networking and its importance for future job prospects</p> <p>1.2.5 Describe strategies to establish networking</p> <p>Subject Outcome 1.3: Investigate the principles for work productivity</p> <p>1.3.1 Distinguish between productive and unproductive work behaviour</p> <p>1.3.2 Explain why unproductive work behaviour is unethical and morally unacceptable</p> <p>1.3.3 Draw up a personal code for work ethics and productivity</p> <p>Subject Outcome 1.4: Use strategies to manage emotions and workplace relationships intelligently</p> <p>1.4.1 Explain with examples the following concepts related to workplace relations: Sexual harassment, Workplace bullying, Gender discrimination</p> <p>1.4.2 Describe and illustrate with practical examples, measures to counter sexual harassment, gender discrimination and bullying in the workplace. Range: human rights, reporting, mechanisms and disciplinary actions, assertiveness.</p> <p>1.4.3 Describe basic conflict resolution strategies to deal successfully with emotions and relations in the workplace. Range, including but not limited to: mediation, negotiation, and arbitration, personal conflict resolution skills such as listening, appropriate expression of emotions, problem solving and assertive skills.</p> <p>Topic 3: Health and well-being (10 hours)</p> <p>Subject Outcome 3.1: Explore the principles of a balanced lifestyle in a workplace context</p> <p>3.1.1 Explain with examples, what physical well-being means</p> <p>3.1.2 Explain with examples, what mental well-being means</p> <p>3.1.3 Explain how physical and mental well-being impact on work productivity.</p> <p>3.1.4 List the criteria of an employee wellness programme</p>	<p>Accidents: types of accidents; lack of knowledge and skills; unsafe attitudes and behaviours; unsafe environments and emotional factors</p> <p>Risky behaviour and situations: personal safety, road use, substance use and abuse, sexual behaviour, risk of pregnancy, teenage suicides, hygiene and dietary behaviour, sexually-transmitted infections (STIs), HIV and AIDS and peer pressure.</p> <p>Socio-economic environment: literacy, income, poverty, culture and social environment</p> <ul style="list-style-type: none"> Factors that impact positively on lifestyle choices: <p>Positive role models: parents and peers; personal values; belief system; religion; media, social and cultural influences; economic conditions</p> <ul style="list-style-type: none"> Impact of unsafe practices on self and others: physical, emotional, spiritual, social, economic, political and environmental Individual responsibility for making informed decisions and choices: coping with and overcoming barriers regarding behaviour and seeking support, advice and assistance <p>Role of nutrition in health and physical activities</p> <p>Gender roles and their effects on health and well-being: self, family and society</p> <ul style="list-style-type: none"> Unequal power relations, power inequality, power balance and power struggle between genders: abuse of power towards an individual (physical abuse), in family (incest), cultural (different mourning periods for males and females), social (domestic violence and sexual violence/rape) and work settings (sexual harassment) Negative effects on health and well-being. Addressing unequal power relations and power inequality between genders <p>Topic 4 Careers and career choices (8 hours)</p> <p>Requirements for admission to additional and higher education courses: National Senior Certificate (NSC) requirements for certificate, diploma and degree studies</p> <ul style="list-style-type: none"> Evaluating additional and higher education options: Admission Score Points for institutions of higher learning and admission requirements for specific programmes/courses <p>Options for financial assistance: bursaries, study loans, scholarships, learnerships and SETAs</p> <ul style="list-style-type: none"> Obligations in terms of financial arrangements

Table 17: Comparison of NC(V) Level 3 and NCS Grade 11 Topics (continued)	
NC(V) Level 2	NCS CAPS Grade 10
<p>3.1.5 Design an employee wellness programme. (Range: not limited to but including organising a physical fitness event such as an indigenous games festival or cultural dance competition.)</p> <p>Subject Outcome 3.2: Indicate strategies and lifestyle changes to avoid risk behaviour</p> <p>3.2.1 Explain how to avoid risk behaviour in terms of peer pressure with, for example the use of assertive and refusal skills</p> <p>3.2.2 Identify situations where abuse is encouraged and explain how to avoid these situations</p> <p>3.2.3 Describe date rape drugs and explain how to avoid consuming these substances</p> <p>Subject Outcome 3.2: Know and understand HIV and AIDS, STIs and opportunistic infections</p> <p>3.3.1 Describe and explain, using appropriate examples, how diseases and infections can compromise the immune system and describe infection control measures</p> <p>3.3.2 Explain the modes of transmission for HIV and STIs</p> <p>3.3.3 Identify opportunistic infections and how they occur, with special reference to TB</p> <p>3.3.4 Explain how HIV and AIDS and opportunistic diseases can be prevented.</p> <p>3.3.5 Identify available health-related support services and how they can be accessed</p> <p>Subject Outcome 3.4: Explain water safety measures</p> <p>3.4.1 Identify potential risk situations near or in water</p> <p>3.4.2 Explain safety measures to avoid water accidents</p> <p>3.4.3 Describe basic first aid skills to assist victims of near-drowning/water accidents</p> <p>Topic 4: Citizenship (20 hours)</p> <p>Subject Outcome 4.1: Identify ways to oppose human rights violations and abuse in terms of the Constitution and Bill of Rights</p> <p>4.1.1 Describe the concepts 'diversity' and 'culture' and provide examples</p> <p>4.1.2 Explain the benefits of respecting diversity in the workplace and give examples of how respect can be shown</p> <p>4.1.3 Describe the concepts 'discrimination', 'racism', 'prejudice' and 'stereotyping'</p> <p>4.1.4 Provide examples of human rights violations with specific reference to gender and child abuse, human trafficking, genocide and xenophobia</p>	<p>Competencies, abilities and ethics that will assist in securing a job and developing a career:</p> <ul style="list-style-type: none"> Studying advertisements, writing an application letter and completing application forms Writing and building a CV: all forms of experience gained, acquisition of testimonials and evidence (job shadowing and informal jobs) Managing meetings, managing a project and office administration skills Interview skills: personal appearance and preparation for typical questions Ethics and ethical behaviour: transparency and accountability <p>Personal expectations in relation to job/career of interest:</p> <ul style="list-style-type: none"> Expectancy and reality Chances of success and satisfaction Suitability audit <p>Knowledge about self in relation to the demands of the world of work and socio-economic conditions: skilled, semi-skilled, unskilled and physical labour</p> <ul style="list-style-type: none"> Additional and higher education studies required for different careers Expectancy, reality and perseverance <p>Topic 2 Social and environmental responsibility (3 hours)</p> <p>Environmental issues that cause ill-health:</p> <ul style="list-style-type: none"> The use of harmful substances in food production Inhumane farming methods Impact of degradation on society and the environment: environmental hazards such as soil erosion, pollution, radiation, floods, fires, damage caused by wind and loss of open space or lack of infrastructure Impact of depletion of resources such as fishing stocks, firewood and land Dealing with environmental factors that cause ill-health on a personal level: attitudes, safety and first aid skills and coping with disasters

Table 17: Comparison of NC(V) Level 3 and NCS Grade 11 Topics (continued)	
NC(V) Level 2	NCS CAPS Grade 10
<p>4.1.5 Investigate and explain how to oppose, and report and where to get help and support in such instances of abuse and violation of human rights. <i>Range: The Constitutional Court, Equality Court, Human Rights Commission and Commission on Gender Equality (CGE) and International Courts for example the United Nations, and protective bodies such as Amnesty International.</i></p> <p>Subject Outcome 4.2: Explain measures to report corruption in the workplace</p> <p>4.2.1 Distinguish between morally acceptable and unacceptable behaviour at work by way of examples</p> <p>4.2.2 Identify instances of corruption and economic crimes in South Africa and globally</p> <p>4.2.3 Describe the effects of corruption and economic crimes on the individual, society and country</p> <p>4.2.4 Describe the process of reporting corruption and economic crimes</p> <p>4.2.5 Explain the pros and cons of reporting corruption</p> <p>Subject Outcome 4.3: Participate in a community or national campaign or project</p> <p>4.3.1 Identify a project to assist people living in impoverished socio-economic conditions or regarding environmentally responsible behaviour in the workplace. (Range: Volunteer work must be with people living in poverty or in needy situations, or within the workplace from an environmental perspective, or part of a national campaign, for example the 16 Days of Activism for No Violence Against Women and Children; or the HIV Counselling and Testing campaign.)</p> <p>4.3.2 Participate as a group member in such a project</p> <p>4.3.3 Compile a typed report on the experience, including a reflection on personal teamwork and leadership skills</p>	<p>Climate change: causes, impact on development, mitigation and adaptation</p> <p>Participation in a community service that addresses a contemporary environmental issue indicating how this harms certain sectors of society more than others</p> <p>Topic 3 Democracy and human rights (7 hours)</p> <p>Principles, processes and procedures for democratic participation: public participation and petition process, governance, the law-making process, Rule of Law, transparency, representation and accountability</p> <p>Democratic structures: national, provincial, local government and community structures, traditional authorities and political parties, interest groups, business, public participation and petition process</p> <ul style="list-style-type: none"> Local community structures: non-governmental, community-based and faith-based organisations and representative councils of learners Principles and functions of structures in addressing the interests of civil society and how structures change: constitutions, elections, representation of constituencies, mandates, lobbying, advocacy and the running of meetings Processes whereby civil society can participate in the structures as well as in the governance and law-making process of the country <p>Role of sport in nation building: participant and spectator behaviour in sport</p> <ul style="list-style-type: none"> Incidence of particular behaviour and what triggers certain behaviour Exposure to positive behaviour programmes Impact of behaviour on participants, spectators, teams, opposition, community, society and nation at large How sport can support or detract from nation building <p>Contributions of South Africa's diverse religions and belief systems to a harmonious society and own belief system:</p> <ul style="list-style-type: none"> Clarify own values and beliefs Identify and critically analyse various moral and spiritual issues and dilemmas: right-to-life, euthanasia, cultural practices and traditions, economic issues and environmental issues Respect differing opinions

Table 17: Comparison of NC(V) Level 3 and NCS Grade 11 Topics (continued)	
NC(V) Level 2	NCS CAPS Grade 10
<p>Topic 2: Learning skills (10 hours)</p> <p>Subject Outcome 2.1: Develop a study method</p> <p>2.1.1 Explain the concept of left and right brain dominance</p> <p>2.1.2 Describe different learning styles. Range of learning styles: visual, auditory, tactile, kinaesthetic, taste and smell</p> <p>2.1.3 Identify own learning style and preferences and describe how they impact on the way you learn</p> <p>2.1.4 Develop study techniques based on own learning style and preferences. <i>Range of study technique, for example: SQ3R method or similar, making summaries, drawing mind maps, drawing comparative tables, drawing flow charts, moving around while learning, reciting information aloud, working in silence, working while listening to music.</i></p> <p>2.1.5 Track academic progress in all subjects and devise an action plan to maintain or improve academic performance</p> <p>Subject Outcome 2.2: Apply learning and thinking skills and strategies in various contexts</p> <p>2.2.1 Explore mnemonic techniques and develop own memory skills</p> <p>2.2.2 Use examples to apply decision making methods</p> <p>2.2.3 Use examples to apply problem-solving methods</p> <p>2.2.4 Practise creative thinking skills within the context of problem solving and learning. <i>Range: creative thinking; lateral thinking, innovative idea generation and whole brain thinking.</i></p>	<p>Topic 4 Study skills (4 hours)</p> <p>Applying own study skills, styles and study strategies:</p> <ul style="list-style-type: none"> Study skills: examine how learning takes place and reflect on effectiveness Study styles as preferred way of approaching tasks Study strategy as a way to approach a specific task in the light of perceived demands <p>Examination writing skills and process of assessment</p> <p>Time management skills and annual study plan</p> <p>Goal-setting skills: personal development goals regarding study, health and fitness</p>

Table 18: Comparison of NC(V) Level 4 and NCS Grade 12 Topics	
NC(V) Level 4	NCS CAPS Grade 12
<p>Topic 1 Personal and career development (18 hours)</p> <p>Subject Outcome 1.1 Revise and refine personal development plan (PDP) in terms of chosen career path</p> <p>1.1.1 Review personal profile and indicate areas to strengthen in future</p> <p>1.1.2 Set goals for lifelong learning and explain its value</p> <p>1.1.3 Explain and factor into plan how to continue developing employability and job market related skills sets.</p>	<p>Topic 1 Development of the self in society (9 hours)</p> <p>Life skills required to adapt to change as part of ongoing healthy lifestyle choices: stressors, change and quality of life</p> <ul style="list-style-type: none"> Identify stressors: physical, emotional, social and environmental factors (abuse, vocation, life crises, personality and social pressure) Assess levels of stress: signs and symptoms of stress, positive stress and negative stress

Table 18: Comparison of NC(V) Level 4 and NCS Grade 12 Topics (continued)	
NC(V) Level 4	NCS CAPS Grade 12
<p>Range of skills sets:</p> <ul style="list-style-type: none"> • Creative and critical thinking and problem-solving skills • Human relations skills including communication and conflict resolution • Flexibility, adaptability and skills transfer • Computer literacy • Money management skills • Information research and management skills • African and English language proficiency • Ability to lead and work in teams • Self-management including a positive attitude, energetic behaviour and ability to work without supervision <p>Subject Outcome 1.2 Compile a job application toolkit</p> <p>1.2.1 Draft and update a brief CV</p> <p>1.2.2 Prepare and type documents to lodge a job application</p> <ul style="list-style-type: none"> • A job application letter/a covering letter • Complete an application form • Update references and testimonials <p>1.2.3 Explain the value of an online job application and posting your CV on the internet</p> <p>1.2.4 Complete an online job application and post a CV on the internet</p> <p>Subject Outcome 1.3 Explore strategies and skills for successful interviews</p> <p>1.3.1 Identify different types of job interviews Range includes but not limited to: individual interviews, panel interviews, Skype/video, interviews, telephonic interviews and interviews requiring a presentation.</p> <p>1.3.2 Explain how to prepare for different types of interviews: <i>Range includes but not limited to: correct attitude, posture and clothing, and appropriate preparation for the job interview</i></p> <p>1.3.3 Explain how to respond to an invitation to an interview</p> <p>1.3.4 List typical interview questions and prepare suitable answers</p> <p>1.3.5 Differentiate between good and bad interviewee behaviour</p> <p>1.3.6 Explain the importance of showing confidence during the job interview</p> <p>1.3.7 Explain protocol to follow after the interview</p> <p>Subject Outcome 1.4 Describe parenting as an example of a challenging life situation</p> <p>1.4.1 Explain why having children is a lifelong responsibility for both parents</p>	<ul style="list-style-type: none"> • Stress management: coping mechanisms and/or management techniques, develop and implement own strategy • Conflict resolution skills: inter personal and intra personal • Initiating, building and sustaining positive relationships: importance of communication (understanding others, communicating feelings, beliefs and attitudes) • Factors that influence effective communication: personality, attitudes and values, acceptance of responsibilities, appropriate expression of views and feelings, respect the feelings of others • Adapting to growth and change: change in circumstances • Transition between school and post-school destination, positive and negative aspects of change, investigation of other views, insights regarding the life cycle and related traditional practices <p>Personal lifestyle plan to promote quality of life</p> <p>Human factors that cause ill-health, accidents, crises and disasters: psychological, social, religious, cultural practices and different knowledge perspectives:</p> <ul style="list-style-type: none"> • Lifestyle diseases as a result of poverty and gender imbalances: cancer, hypertension, diseases of the heart and circulatory system, tuberculosis, sexually transmitted infections including HIV and AIDS • Contributing factors: eating habits, lack of exercise, smoking, substance abuse and unsafe sexual behaviour • Intervention strategies: prevention and control, early detection, treatment, care and support <p>Commitment to participate in physical activities for long-term engagement: develop an action plan</p> <ul style="list-style-type: none"> • Long-term effects of participation: physical, mental, social and emotional • Value-added benefits and diseases of lifestyle. <p>Topic 4 Careers and career choices (Total 8 hours)</p> <p>Commitment to a decision taken: job or course application for additional or higher education, skills for final action (availability of funds, completing forms, accommodation and travel arrangements), locate appropriate work or study opportunities from various sources and determine requirements for acceptance and possible challenges.</p> <ul style="list-style-type: none"> • Strategies to achieve goals

Table 18: Comparison of NC(V) Level 4 and NCS Grade 12 Topics (continued)	
NC(V) Level 4	NCS CAPS Grade 12
<p>1.4.2 Explain why children should be loved, respected and cared for and why child abuse is wrong</p> <p>1.4.3 Describe basic parenting skills</p> <p>1.4.4 Investigate and calculate the costs of having a baby and raising a child</p> <p>1.4.5 Explain the concept and effects of postnatal depression on caring for a baby</p> <p>1.4.6 Identify support structures for new parents</p> <p>Topic 3: Health and well-being</p> <p>Subject Outcome 3.1: Manage stress in order to maintain a balanced lifestyle</p> <p>3.1.1 Define 'stress' and list the symptoms of stress</p> <p>3.1.2 Describe types of stress</p> <p>3.1.3 Identify the causes of stress in general and in the workplace</p> <p>3.1.4 Explain the effects of stress on personal and work situations</p> <p>3.1.5 Explain the harmful effects of using substances such as drugs, smoking and alcohol to alleviate stress</p> <p>3.1.6 Suggest strategies to prevent and deal with stress</p> <p>3.1.7 Determine own levels of stress and develop an action plan to prevent and manage stress</p> <p>Subject Outcome 3.2: Understand and deal with depression in personal and work situations</p> <p>3.2.1 Explain what depression means and show the link between stress and depression</p> <p>3.2.2 Identify the symptoms of depression</p> <p>3.2.3 Identify the effects of depression on personal and work situations</p> <p>3.2.4 Suggest strategies to prevent and cope with depression</p> <p>3.2.5 Identify support structures for people living with depression</p> <p>3.2.6 Explain how to deal with a suicidal colleague or friend</p> <p>Subject Outcome 3.3 Advocate helpful ways to deal and live with HIV and AIDS and opportunistic infections</p> <p>3.3.1 Explain what ARVs are and when they should be used</p> <p>3.3.2 Identify an appropriate nutritional plan for people living with HIV and AIDS</p> <p>3.3.3 Explain how a supportive environment can be created for people living with HIV and AIDS, with specific reference to the workplace</p> <p>3.3.4 Identify instances of discrimination and stigma regarding STIs such as HIV, and human rights violations against people living with HIV and AIDS, with specific reference to the workplace</p>	<p>Reasons for and impact of unemployment</p> <p>Innovative solutions to counteract unemployment: volunteering, part-time jobs, community work, entrepreneurship and informal jobs</p> <ul style="list-style-type: none"> Financial and social viability of entrepreneurship and other employment options including awareness of SARS tax obligations The impact of corruption and fraud on the individual, company, community and country. <p>Core elements of a job contract: worker rights and obligations; conditions of service</p> <ul style="list-style-type: none"> Labour laws: Labour Relations Act, Employment Equity Act and Basic Conditions of Employment Act Principles of equity and redress Recruitment process: general trends and practices Trade unions and organised labour Work ethics and societal expectations <p>The value of work: how work gives meaning to life.</p> <p>Refinement of portfolio of plans for life after school: record of plans and progress towards achievement of those plans</p> <ul style="list-style-type: none"> Admission requirements for degree/diploma or higher certificate for the intended field of study Details of identified institutions that offer finance for the intended course(s): option 1 and 2 Identified possible employment opportunities Letters of application and responses for employment/study/bursary A short CV, for application for part-time or full-time employment or for a bursary

Table 18: Comparison of NC(V) Level 4 and NCS Grade 12 Topics (continued)	
NC(V) Level 4	NCS CAPS Grade 12
<p>3.3.5 Explain measures to counter stigma, discrimination and human rights violations related to HIV and TB, with specific reference to the workplace</p> <p>3.3.6 Describe how TB can be prevented and cured</p> <p>Subject Outcome 3.4: Advocate road safety measures</p> <p>3.4.1 Investigate the effects of traffic accidents on the individual, the community and work productivity</p> <p>3.4.2 Explain why road safety is a national priority</p> <p>3.4.3 Identify different causes of traffic accidents and explain how these accidents could be prevented</p> <p>3.4.4 Describe traffic safety measures</p> <p>3.4.5 Explain the dangers of drunk driving</p> <p>3.4.6 Apply basic first aid skills to traffic accident victims</p> <p>3.4.7 Describe the purpose and process of donating blood with specific reference to traffic accident victims. <i>Range includes but not limited to: criteria required to qualify as a blood donor and a description of the process of donating blood.</i></p>	
<p>Topic 4: Citizenship (22 hours)</p> <p>Subject Outcome 4.1: Describe workers' rights and responsibilities</p> <p>4.1.1 Explain the value of work</p> <p>4.1.2 Explain what a job contract is and why it is important</p> <p>4.1.3 List the basic items a job contract should cover</p> <p>4.1.4 Describe basic workers' rights and responsibilities as cited in labour legislation: <i>Range: Use the Department of Labour website for resources such as the Basic Conditions of Employment Act, Labour Relations Act, Employment Equity Act, Employment Services Bill and other related Labour legislation. Include the South African Constitution: Bill of Rights, with regard to labour rights.</i></p> <p>Subject Outcome 4.2: Explore ways to deal with infringement of worker rights and to settle labour disputes</p> <p>4.2.1 Describe grievance and complaints procedures in a workplace</p> <p>4.2.2 Explain the meaning of conciliation and dispute resolution and describe how the CCMA assists workers</p>	<p>Topic 2 Social and environmental responsibility (3 hours)</p> <p>Community responsibility to provide environments and services that promote safe and healthy living:</p> <ul style="list-style-type: none"> Responsibilities of various levels of government: laws, regulations, rules and community services Educational and intervention programmes; impact studies <p>Formulating a personal mission statement for life based on:</p> <ul style="list-style-type: none"> Personal views, values, belief system, religion, ideologies, lifestyle (physical and emotional well-being), environmental responsibility, goals for studies and career choices <p>Impact of vision on:</p> <ul style="list-style-type: none"> Actions/behaviour in life Immediate community and society at large

Table 18: Comparison of NC(V) Level 4 and NCS Grade 12 Topics (continued)	
NC(V) Level 4	NCS CAPS Grade 12
<p><i>Range includes but not limited to: arbitration, bargaining council, conciliation, litigation, mediation, negotiation and identification of different types of disputes dealt with by the Department of Labour and CCMA.</i></p> <p>4.2.3 Explain the course of action in case of unfair dismissal</p> <p>4.2.4 Explain what 'retrenchment' is and how to cope with this situation</p> <p>4.2.5 Describe the correct procedure for strike action</p> <p>4.2.6 Explain the benefits of belonging to a union</p> <p>Subject Outcome 4.3: Describe the voting procedure</p> <p>4.3.1 Explain why it is important to vote in elections. Range including but not limited to: national, provincial, municipal and college elections and by-elections.</p> <p>4.3.2 Indicate who is eligible to vote in national and provincial elections</p> <p>4.3.3 List the required documents for voting</p> <p>4.3.4 Describe the voting process</p> <p>4.3.5 Critically analyse the role of the IEC in elections</p> <p>4.3.6 Describe good voter behaviour</p>	<p>Topic 3 Democracy and human rights (4 hours)</p> <p>Responsible citizenship:</p> <ul style="list-style-type: none"> Evaluating own position when dealing with discrimination and human rights violations, taking into account the Bill of Rights: participation in discussions, projects, campaigns and events which address discrimination and human rights violations Evaluation regarding outcomes of campaigns and events <p>The role of the media in a democratic society: electronic and print media</p> <ul style="list-style-type: none"> Freedom of expression and limitations Extent to which media reporting reflects a democratic society: topics covered, positions taken by editors, space allocated to topics and geographical distribution (accessibility of information to different groups in society) Critical analysis of media and campaigns Coverage of sport, sports personalities and recreation activities <p>Ideologies, beliefs and world views on recreation and physical activity across cultures and genders</p>
<p>Topic 2: Learning skills (8 hours)</p> <p>Subject Outcome 2.1: Apply advanced cognitive skills and strategies in various contexts</p> <p>2.1.1 Use case studies and problem scenarios to develop logical reasoning and argument skills</p> <p>2.1.2 Describe the concept of reflective thinking</p> <p>2.1.3 Apply reflective strategies and techniques to personal learning experiences and studies</p> <p>Subject Outcome 2.2: Investigate examination writing skills</p> <p>2.2.1 Analyse own exam writing skills and study techniques</p> <p>2.2.2 Describe good exam writing skills</p> <p>2.2.3 Identify common exam writing errors</p> <p>2.2.4 List hints for writing exams</p> <p>2.2.5 Explain the meaning of common words used in exam questions. Range includes but not limited to words such as: describe, explain, compare, contrast, list, analyse, evaluate, illustrate, track, tabulate, state.</p> <p>2.2.6 Track academic progress in all subjects and devise an action plan to maintain or improve academic performance</p>	<p>Topic 5 Study skills (4 hours)</p> <p>Reflect on the process of assessment and examination writing skills and apply these skills: revise own study skills, strategies and styles</p> <ul style="list-style-type: none"> Revise examination writing skills (read the question, plan the response, answer the questions, etc.) <p>Importance of School Based Assessment</p> <p>Importance of obtaining the National Senior Certificate (NSC): develop a study plan for Grade 12</p> <p>Preparing for success: strategies to follow in order to succeed in the Grade 12 examination</p> <ul style="list-style-type: none"> Revision of own study skills Revision of examination writing skills

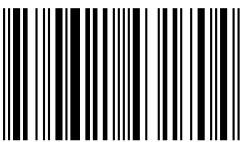
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