

OXFORD

Life Orientation

Career Guidance
Pocket Guide

Grade 8–12

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Introduction

The Life Orientation syllabus includes a focus on the choices available to learners regarding their future careers. In the Senior Phase, this section is called 'World of work' and in the FET Phase it is called 'Careers and career choices'.

Learners should receive guidance on the best way for them as individuals to study, on which career field would suit each of them and on what subject choices to make to ensure that they can pursue their chosen career. Information on where they can study and obtaining financial aid for their studies should also be discussed. This part of the Life Orientation curriculum forms a foundation for their future after school and should therefore not be neglected.

In this booklet we have addressed each high school grade separately, providing information on what teachers can do to assist learners.

The information in this booklet has been extracted from *Oxford Practical Teaching: Career Guidance* (ISBN 978 0 19 040992 0), available to order from May 2015.

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Grade 8: Learning styles

A learning style is the learner's preferred way of learning. Knowing and understanding their own learning style helps learners to learn more effectively. Through identifying their learning styles, you will be able to help them to capitalise on their strengths.

Below are four different learning styles and the strategies that learners can use with each. If learners find that they have more than one preferred learning style, they should simply combine all the relevant strategies for more effective learning.

Visual learners

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Visual learners have an interest in art and things of beauty. They may be drawn to images and colour and enjoy visual projects and presentations. They "see" what they study in their heads and can remember diagrams, charts and maps easily.

They understand information best when they *see* it.

Learner strategies for best learning:

- Write down the things that you want to remember.
- Look at the person who is speaking to you; it will help you focus.
- If you miss something a teacher or lecturer says or do not understand, ask politely if they could repeat or explain.
- Use colour to highlight main ideas.
- Before reading a section of work, preview it first by scanning the pictures, headings and so on.
- Write your own flashcards. Look at them often and then practise writing out the main points in full.
- Where possible and appropriate, use charts, maps, posters, films, videos, computer software and overhead projectors, both to study from and to present your work.

Auditory learners

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Auditory learners learn best through listening in class and saying or reading what they are learning out loud. They enjoy oral presentations, small-group discussions and debates. They can remember instructions well. They often remember things they hear in songs.

They understand information best when they *hear* it.

Learner strategies for best learning:

- Read out loud. You need to *hear* the words as you read them in order to understand them well.
- Study with a friend so you can talk about the information and *hear* it again.
- When reading, skim through and look at the pictures, chapter titles and other clues and say out loud what you think the section of work could be about.
- Make flashcards and use them repeatedly, reading them out loud. Use different colours to aid your memory.
- Set goals for your assignments and say them out loud each time you begin.
- Use different colours and pictures in your notes, exercise books, etc.
- Make your own recordings of work you want to remember and listen to them repeatedly.

Read or write learners

Some learners learn best by reading and writing things down. Read or write learners are generally good readers and have a good vocabulary. Their best method of learning is reading the textbooks and writing detailed class notes. They usually prefer to read in a quiet space with no disturbances.

Writing notes or rewriting information from textbooks in their own words helps these learners to understand the information better and helps them to remember it.

They may also highlight words in colours to help them to remember. They comprehend and remember what they read and they often enjoy writing. They do well in written assignments and projects where they need to work on their own.

Learner strategies for best learning:

- Re-write your notes after class.
- Find a quiet place to learn and study.
- Write notes to yourself in the margins.
- Write out key concepts and ideas.
- Use coloured pens and highlighters to focus in on key ideas.
- Compose short explanations for diagrams, charts and graphs.
- Write out instructions for each step of a procedure or Maths problem.
- Stick note cards/Post-its in places you see often, like on the bathroom mirror, on a cupboard door or on the bottom of the TV remote.
- Compare your notes with someone else's.

Kinaesthetic learners

The kinaesthetic learner must do things to have the best chance of learning.

Kinaesthetic learners perform best when action and movement are part of the learning process. They also remember things better through experience. They are generally more active than other types of learners and use their bodies and hands when speaking to “show” people what they are trying to say. They often enjoy sports and physical activities. They prefer classroom activities which involve experiments and demonstrations, and projects which involve building or making things. They learn best from real-life situations and like to touch, feel, hold or experience what they are learning about.

Learner strategies for best learning:

- To improve memorisation, pace or walk around while reciting to yourself or using flashcards or notes.
- Play with a stress ball or tennis ball when learning and try doing hand/finger exercises while you work.
- You might not study best while at a desk. Try lying on your stomach or back.
- Studying with music in the background might suit you. Classical music is best, as opposed to heavy rhythm-based music or music with words which may distract you.
- Use coloured paper to cover your desk or even decorate your whole study area. Choose your favourite colour as this will help you to focus. This technique is called colour grounding.
- While studying, take frequent breaks, but be sure to settle back down to work quickly. A reasonable schedule would be to alternate 15 to 25 minutes of study with 3 to 5 minutes of break time.
- When learning new information, make task cards, flashcards, electro-boards, card games, floor games, etc. This will help you to process the information.





Grade 8: Six career categories

The career we choose is influenced very much by our interest in a particular field. If we can find a career that suits our interests then we will be more likely to be satisfied with that job.

John Holland's Theory of Career Choice (RIASEC) maintains that most people can be categorised as one of six types, namely:

- **R**ealistic
- **I**nvestigative
- **A**rtistic
- **S**ocial
- **E**nterprising
- **C**onventional

The way in which an individual relates to the environment indicates his or her type:

Type	Strengths and skills	Possible careers	Subjects to take at school
Realistic			
<ul style="list-style-type: none"> • You like to work with your hands, fixing, making or building, using tools and machinery • You enjoy outdoor, mechanical and physical activities and occupations • You enjoy using and operating equipment and machinery 	<ul style="list-style-type: none"> • Working with your hands: making, fixing, baking, cutting, designing, etc. • Working with animals and plants • Practical and logical thinking • Planning and organising 	builder, carpenter, chef, industrial designer, computer engineer, electrician, engineer, farmer, horticulturist, pilot, security guard, park ranger	Maths Physical Sciences Information Technology Civil Technology Engineering & Design Mechanical Technology Agricultural Sciences Agricultural Technology
Investigative			
<ul style="list-style-type: none"> • You like to discover and research ideas, observe, investigate and experiment • You are analytical and intellectual and enjoy research, mathematical or scientific activities • You like to read and study books and other data instead of working "hands-on" 	<ul style="list-style-type: none"> • Mathematics and science • Analytical thinking: understanding why and how things work • Observation skills • Written communication • Reading • Gathering, comparing and classifying information 	archaeologist, chemist, doctor, forester, laboratory technician, laboratory analyst, dentist, scientist, surgeon, zoologist	Maths Physical Sciences Information Technology Geography History Agricultural Sciences

Type	Strengths and skills	Possible careers	Subjects to take at school
Artistic			
<ul style="list-style-type: none"> You like using words, art, music or drama to express yourself, communicate or perform You like to create or design things You appreciate beauty, and enjoy interesting and unusual people, sights and sounds 	<ul style="list-style-type: none"> Creative activities such as art, drama, music, dance and crafts Creating, imagining and expressing Coming up with new ideas Thinking about familiar things in new ways; thinking "outside the box" 	actor, artist, dancer, editor, illustrator, composer, fashion designer, musician, photographer, hairdresser, stylist	Languages Dance Studies Design Dramatic Arts Visual Arts
Social			
<ul style="list-style-type: none"> You like working with people to teach, train, inform, help, treat, heal, serve and greet You are concerned about others' wellbeing and welfare You use feelings, words and ideas to work with people You enjoy closeness, sharing and group work 	<ul style="list-style-type: none"> Communication skills Listening skills (caring and empathetic) Cooperative skills: working together to solve problems Friendly and dependable Getting on with diverse groups and cultures 	nurse, counsellor, police officer, social worker, salesperson, customer service representative, waiter, teacher, human resources officer, early childhood educator, trainer, community health worker	Languages History Geography Consumer Studies Hospitality Studies Tourism
Enterprising			
<ul style="list-style-type: none"> You like meeting people, leading, talking to and influencing others, encouraging others, working in business You are often a leader, enjoy money, power, status and being in charge 	<ul style="list-style-type: none"> Communicator Presenting and debating Convincing others and selling ideas Entrepreneurial Leadership High energy levels Ambitious Sociable 	salesperson, lawyer, politician, estate agent, accountant, business owner, executive or manager, sports promoter	Maths Economics Business Studies Accounting
Conventional			
<ul style="list-style-type: none"> You like working indoors and at tasks that involve organising, being accurate, being methodical, following procedures, working with data or numbers, planning work and events You like to work with data and numbers, carry out tasks in detail and follow through on the instructions of others 	<ul style="list-style-type: none"> Working with numbers Logical planning and organising Attention to detail Concentration Accurate data management and classification 	accountant, clerk, secretary, receptionist, office worker, librarian, computer operator, stores and dispatch, systems administrator	Economics Business Studies Accounting Computer Applications Technology Information Technology



Grade 9: Prioritising tasks

In Grade 9, learners will spend some time learning how to prioritise their tasks and work more productively. This will ultimately help them to study more effectively.

Explain to learners that one of the biggest causes of stress and unhappiness is not being in control. Being organised will help learners to gain some control in their lives. Ask learners to draw up a year planner indicating the following:

- exam times
- school holidays, religious holidays and public holidays
- birthdays and special days.

They should keep this year planner up to date throughout the year. Check regularly to see that they use it.

Encourage learners to also create a weekly planner showing Monday to Sunday, as illustrated below. Learners must list all the activities and tasks that they need to complete in the week ahead.

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
<ul style="list-style-type: none">• Creative Arts project due• Rugby practice• Prepare for Thursday Maths test	<ul style="list-style-type: none">• Prepare for Thursday Maths test	<ul style="list-style-type: none">• Rugby practice• Teacher/parent meeting	<ul style="list-style-type: none">• Maths test• Technology research with Jason• Practise Eng oral	<ul style="list-style-type: none">• English oral• Auditions for school play• Buy Carol's birthday present	<ul style="list-style-type: none">• Rugby match!• Family supper	<ul style="list-style-type: none">• Choir performance• Carol's birthday picnic

Once learners have completed the list of weekly tasks, encourage them to write a list of ten things that they have to complete within the next week. This is called a To Do list. Learners need to decide which activities are important and which are less important. It may be helpful to let learners work in pairs to help each other decide on the importance of each task.

They should:

- write down next to each item the date by which it needs to be completed
- work out how much time they need to complete the tasks
- tick whether the tasks are urgent or not urgent
- rewrite the list in order of priority, with the most urgent tasks at the top of the list and the least urgent tasks at the bottom of the list.

#	To do	By when?	Urgent	Not urgent
1	Prepare for Maths test	Thursday		
2	Practise English oral	Friday		
3				

It is easy to waste time, but learners may not be aware of their own time-wasting behaviours. Give them the list below and discuss each one with them. As a class, discuss how these can be avoided.

Top 10 time wasters		
	Time waster	Description
1	Procrastination	I postpone actions, putting them off until tomorrow, especially the things that are difficult or unpleasant.
2	Not being able to say no!	I find it difficult to say no so I take on more and more tasks in order to please people.
3	Being disorganised	I get muddled about what I should be doing and when I should be doing it.
4	Interruptions	I allow people to distract me from what I am doing.
5	Not planning	I do not set clear yearly and daily goals and objectives.
6	Not being able to delegate	I try to do everything myself. I am afraid to ask for help or am not willing to allow people to do things for me.
7	Untidiness	I have lots of clutter around so I am constantly sorting through things, looking for things or repeating the same thing.
8	Cell phone, e-mail or internet	I spend a lot of time talking to friends. Every time my phone beeps I need to see who the message is from.
9	Crisis management, fire fighting	I feel like I'm running around like a headless chicken. I am not focused on what is important and so I'm in such a hurry, things are not done well.
10	Interruptions	There are always people coming round or phoning me. My work and personal life are always interrupting each other.



Grade 9: Subject selection for Grades 10 to 12

In Grade 9, learners need to select their subjects for the next three years. This can be stressful for both learners and their parents as incorrect subject choice combinations can limit future career options. Learners may also legally exit the school system at this level in order to get a job or choose to study through a Technical and Vocational Educational and Training (TVET) College.

It is therefore important that teachers provide a supportive environment in which learners will have the time and resources to research different subject combinations and options for entry into various fields. Learners must understand, however, that they do not need to choose a career in Grade 9. They are only required to identify a field(s) in which they are interested.

Schooling options after Grade 9: National Senior Certificate vs National Certificate Vocational

NC(V) stands for National Certificate Vocational and it is offered at TVET (FET) colleges. The NC(V) gives learners who are completing Grade 9 an alternative to the National Senior Certificate (NSC) which is offered at school (Grades 10 to 12).

The NC(V) also gives learners who have already passed Grades 10 to 12 the opportunity to obtain a National Qualifications Framework level 2-4 industry-related qualification. The NC(V) is a little different to the NSC in terms of its focus, in that it is vocationally focused and aims to provide students with an industry-related qualification. Its programmes are designed to incorporate both theory and practice.

Name	National Certificate Vocational	National Senior Certificate
Description	Offered at a TVET College	School-leaving certificate in South Africa (commonly known as a Matric)
Where?	FET College	High school
Minimum entrance?	Grade 9 or ABET Level 3 (Learners may also enter the programme after completing Grades 10, 11 or 12)	Learners begin in Grade R
Duration	A three year course, starting at Level 2. Learners are issued with a certificate on successful completion of each level of study	Learners begin in Grade R and end in Grade 12

Subjects	Learners complete seven subjects: one language, either Mathematics or Mathematical Literacy, Life Orientation and four vocational subjects.	Learners complete seven subjects: two compulsory official South African languages, either Mathematics or Mathematical Literacy, Life Orientation and three elective subjects
Focus	Vocations and careers, e.g. engineering, hospitality or marketing; both theory and practice	Academic; mainly theoretical
Financial aid	Loans and bursaries via National Student Financial Aid Scheme	Few bursaries available. Certain schools have been classified as no-fee schools, based on the economic level of the local community

Identifying academic strengths

Ask learners to write down their subjects and marks from Grade 8 (or their Grade 9 June results, if these are available). Explain to learners that there will always be subjects that they will find more difficult than others and that their marks in Grade 8 and 9 are an indication of how they will probably perform in those subjects in Grades 10 to 12. They should keep this in mind when choosing their subjects.

Subject	Mark
Home Language	
First Additional Language	
Mathematics	
Life Orientation	
Social Sciences	
Natural Sciences	
Technology	
Economic and Management Sciences	
Creative Arts	

Subject requirements for Grades 10 to 12

The National Curriculum Statement requires all learners in Grades 10 to 12 to do seven subjects, of which four are compulsory and three are their own choice.

Four compulsory subjects:

- Languages: Two of these subjects must be South African languages. Of these, one must be the language of teaching and learning, referred to as the Home Language (HL), and the other must be a First Additional Language (FAL).
- Mathematics or Mathematical Literacy: All learners must take either Mathematics or Mathematical Literacy.
- Life Orientation: All learners must take Life Orientation.

Three further subjects:

- In addition to these four compulsory subjects, learners must choose three other subjects from the approved subject list.
- Learners can take up to four languages as part of their seven-subject package.
- Some of the approved subjects have been classified as designated subjects and are more suitable for learners who wish to progress to tertiary studies after school.



Grade 10: The job market

Many people are working in jobs just to pay the bills in order to survive. Think about all the people working in South Africa: factory workers, miners, gardeners, taxi drivers, shop assistants, hawkers, subsistence farmers, security guards, farm labourers and others. How do these people see their work? Do they see themselves in a career or in a job? What are their prospects for promotion, advancement or further study?

In Grade 10, we examine the nature of the job market and the economy in more detail. We introduce the concept of economic sectors, trends within the job market and how the demand for appropriately skilled or talented people in any given career generally improves those people's chances for advancement and mobility. We research the work environment and conditions of employment, including salaries, benefit packages and the prospects for promotion and further study.

Important concepts	
Career field	A family of similar careers, e.g. Art, Language, Engineering, Medicine, Science
Career	Activities, positions, vocations, occupations and jobs associated with an individual's lifetime of work
Job	A paid position of regular employment
Talent	A special or unique quality or ability which makes an individual stand out from his or her peers
Job trends	An economic development, fashion or style resulting from innovation
Scarce skills	A scarcity or shortage of suitably qualified and experienced people. Scarcity of skills in an organisation usually occurs because people with these skills are not available or they are available but do not meet the organisation's employment criteria

Career fields

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A career field is a group of careers that has something in common. The table on the next page lists some career fields and the careers linked to them.

Career field	Careers
Information Technology Developing and maintaining hardware and electronics	telecommunications technician, network engineer, electronic engineer
Language and communication Using language, including writing and reading	copy writer, editor, interpreter, journalist, news reporter, proof reader, radio announcer, translator, comedian
Visual arts Designing, drawing and using other visual art forms	architect, costume designer, desktop publisher, display artist, draughtsman, fashion artist, tattoo artist
Performing arts Performing in front of others and managing such performances	acrobat, model, musician, singer, sound operator, stage manager, theatre technician, ventriloquist
Marketing and sales Selling services or goods	estate agent, fundraiser, marketing manager, medical rep, model, public relations, sales manager, sales rep
Management and planning Organising and planning other people's work activities	project manager, construction manager, credit manager, event manager, farm manager, production manager
Financial management Dealing with and controlling finances	accountant, actuary, credit controller, auditor, management accountant, quantity surveyor, tax official
Clerical and secretarial Working in administration in an office environment	clerk, archivist, bookkeeper, cargo controller, data capturer, office manager, post office clerk, receptionist
Plants and animals Working outdoors with animals and/or plants	agronomist, animal breeder, apiarist, bonsai culturist, ecologist, entomologist, farmer, game ranger, geographer, landscape architect, viticulturist, zoologist
Sport Participating in sport and managing sports activities	biokineticist, diver, fitness instructor, golf caddie, jockey, personal trainer, referee, sports scientist
Engineering Using of scientific methods to design, develop and construct	auto-electrician, bricklayer, carpenter, civil engineer, extraction metallurgist, fitter, locksmith, millwright, photographer, lithographer, plasterer, rigger, upholsterer, welder
Sciences Investigating and understanding our natural world	astronomer, biochemist, chemist, geneticist, geographer, mathematician, microbiologist, oceanographer, physicist
Health support services Taking care of people's health	anaesthetist, chiropractor, dermatologist, dietician, pathologist, ambulance driver, midwife, masseur, paramedic
Social sciences Supporting and understanding people and society	anthropologist, archaeologist, criminologist, economist, sociologist, psychologist, political scientist, psychometrist



Subject choices

Learners made their subject choices at the end of Grade 9 and their choice of subjects will determine which career fields they can enter. However, within any given career *field*, there are a number of different careers that they can choose from.

Each career will have different training requirements. In some instances, learners can immediately enter the job market and learn while working. For other jobs, a diploma or certificate from a college may be sufficient. Some jobs, however, require a degree from a university or university of technology.

Learners should start investigating their options in Grade 10.

Minimum requirements for tertiary institutions

Learners should understand that each tertiary institution will have its own minimum entry requirements which are governed by the Higher Education Act, Act No. 101 of 1997. They may think that a Matric certificate will be enough to gain entry into any institution and any study field, but this is not the case and it may lead to disappointment when they apply at their preferred institution.

	Requirements
To pass Matric	<ul style="list-style-type: none"> Achieve at least 40% in three subjects, one of which is an official language at Home Language level Achieve at least 30% in three other subjects
To study an NC(V) at an FET College	<ul style="list-style-type: none"> Pass a minimum of Grade 9
To study at a university of technology	<ul style="list-style-type: none"> An NSC with an achievement rating of at least 3 (moderate achievement, 40 to 49%) in four recognised NSC 20-credit subjects Note: Each university of technology will have its own minimum requirements for entry. To find out more about these requirements, contact the specific institution directly
To study at a university	<ul style="list-style-type: none"> An NSC with an achievement rating of at least 4 (adequate achievement, 50 to 59%) in four recognised 20-credit NSC subjects Note: Each university will have its own minimum requirements for entry. To find out more about these requirements, contact the specific institution directly

Additional requirements

Certain certificate, diploma or degree programmes have additional requirements. For example:

- Engineering will require Mathematics and Physical Sciences
- Commerce will require Mathematics
- Art will require a portfolio which means that studying Art at school is recommended

Research on possible careers

Once learners understand the different career fields and how their subject choices and the entrance requirements of tertiary institutions can influence their career options, they can do some research on careers that would interest them.

On the next page are a few questions that will guide them in their research. Encourage learners to think carefully about their answers and to complete this questionnaire for more than one career. They will have to think about a variety of aspects of the career, some of which they may not have considered before.



Career research questionnaire

1. Career name:
2. Career description (approximately 120 words):.....
3. What will you do in this career?.....
4. Features of this career:.....
5. Tick (✓) the relevant blocks. Where might you work?

<input type="checkbox"/> outdoors	<input type="checkbox"/> in consulting rooms	<input type="checkbox"/> in a laboratory
<input type="checkbox"/> in an office	<input type="checkbox"/> in a classroom	<input type="checkbox"/> elsewhere

 Explain further:.....
6. Tick the relevant block. You would be working ...

<input type="checkbox"/> by yourself	<input type="checkbox"/> in a team
--------------------------------------	------------------------------------

 Explain further:.....
7. Tick the relevant block. Your working hours would be ...

<input type="checkbox"/> standard hours	<input type="checkbox"/> overtime
<input type="checkbox"/> shift work	<input type="checkbox"/> flexible

 Explain further:.....
8. Tick the relevant blocks. Your place of work would be ...

<input type="checkbox"/> clean	<input type="checkbox"/> smelly	<input type="checkbox"/> a health hazard
<input type="checkbox"/> dirty	<input type="checkbox"/> noisy	

 Explain further:.....
9. Tick the relevant blocks. Your level of responsibility would mean that you are:

<input type="checkbox"/> closely monitored	<input type="checkbox"/> supervising others	<input type="checkbox"/> loosely supervised
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 Explain further:.....
10. Personal and physical requirements: What personal qualities do you need to be successful in this career?

<input type="checkbox"/> good with figures	<input type="checkbox"/> height	<input type="checkbox"/> physical strength
<input type="checkbox"/> patience	<input type="checkbox"/> able to concentrate for long periods	<input type="checkbox"/> other

 Explain further:.....
11. Are there any special physical requirements?

<input type="checkbox"/> height limit	<input type="checkbox"/> colour vision
<input type="checkbox"/> health requirements	<input type="checkbox"/> other

 Explain further:.....
12. Educational requirements: What kind of training or education would you require?
13. Where can you study this career?

<input type="checkbox"/> university	<input type="checkbox"/> university of technology	<input type="checkbox"/> other
<input type="checkbox"/> FET college	<input type="checkbox"/> private college	

 Explain further:.....
14. A salary range is the general amount an employer will be willing to pay an employee based on experience and other considerations. What is the salary range for this career?
15. Future prospects: What are the chances for growth in this career?
16. What opportunities are available in this career? Is there a demand for this career?

Scarce skills

If you have specific skills that very few others have, you will be in demand in any associated career field. There are many reasons why there might be a shortage of skilled people to do a specific job, including:

- not enough people have studied the appropriate subjects or gained the relevant qualifications to fill these posts
- special experience is required, e.g. years of management experience
- the job is restricted to a particular town, city or geographical area
- employment equity requirements cannot be met, e.g. the organisation needs to employ more women, but there are very few women in that career field.

National Qualifications Authority

The National Qualifications Framework (NQF) was introduced to align all education and training systems in the country into one standardised system or framework. Its aim is to improve the quality of education and training and to make learning more accessible to many more people, including those already in the workplace.

The NQF recognises three broad bands of education:

- General Education and Training, including Adult Basic Education and Training (ABET)
- Further Education and Training
- Higher Education and Training

All education and training in South Africa fits within this framework. The levels are described as follows:

NQF Level	Qualification
NQF 10	Doctoral degrees
NQF 9	Masters degrees
NQF 8	Post-graduate degrees Post-graduate diplomas
NQF 7	Bachelor degrees
NQF 6	Diplomas Advanced certificates
NQF 5	Higher certificates Advanced national certificates
NQF 4	Grade 12
NQF 3	Grade 11
NQF 2	Grade 10
NQF 1	Grade 9 or ABET 4
ABET 1–4	Grades R to 9



Grade 11: Requirements for tertiary education

Grade 11 is an important year for career decisions. The learners' Grade 11 year-end results are used when applying for acceptance into higher education, as well as when applying for bursaries and loans.

Learners will be thinking about their prospects after Matric and many of the choices they are making at this point are critical to their future career paths. Some learners may be considering their prospects for employment after school, rather than further studies, and some may be considering starting a small business. It is therefore important to develop job-hunting skills which include the writing of a CV and job interview techniques.

Study options

Learners' subjects and the marks that they achieve in Grade 11 will determine whether they can study at a university, a university of technology or a TVET college after school. We will explore the minimum requirements



for entry into certificate, diploma and degree programmes as determined by the Department of Higher Education, but there are many other factors that limit learners' study options. These include university Admission Point Scores (APS), as well as financial limitations.

The choice of what and where to study requires thought, investigation and, preferably, discussion with other people about the options being considered.

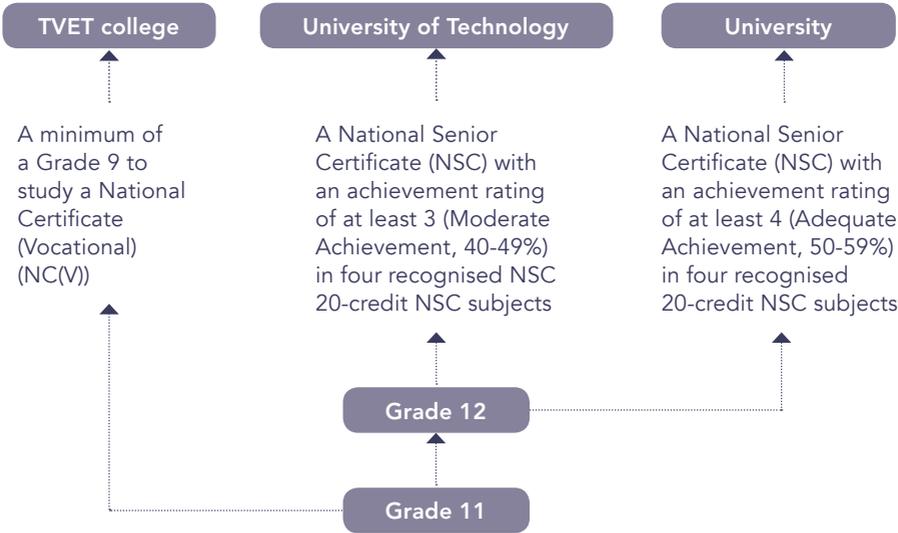
University	University of Technology	Public TVET college	Private college
What is the entry requirement for this institution?			
<ul style="list-style-type: none"> National Senior Certificate with university pass or <ul style="list-style-type: none"> National Certificate Vocational 	<ul style="list-style-type: none"> National Senior Certificate with diploma entrance or <ul style="list-style-type: none"> National Certificate Vocational 	<ul style="list-style-type: none"> Grade 9 Certificate or higher 	<ul style="list-style-type: none"> Varies depending on the programme

University	University of Technology	Public TVET college	Private college
What is the purpose of this training institution?			
<ul style="list-style-type: none"> • Preparation for professional occupations • Emphasis on basic scientific methods and theoretical knowledge • Research orientation 	<ul style="list-style-type: none"> • Training for a specific career • Practice-orientated training • Close liaison with industry 	<ul style="list-style-type: none"> • Training towards a National Certificate Vocational (NC(V)) • Training for a specific career • Practical training • Close liaison with industry • Training for self-employment • Adult Basic Education and Training 	<ul style="list-style-type: none"> • Varies depending on the programme
What fields of study does this institution offer?			
<ul style="list-style-type: none"> • Arts • Science • Agricultural Sciences • Law • Theology • Economic and Management Sciences • Veterinary Sciences • Education • Medicine • Dentistry • Engineering 	<ul style="list-style-type: none"> • Visual and Performing Arts • Computer Science • Agriculture • Secretarial • Public Relations • Management • Building • Biological Sciences • Health Sciences • Accounting • Engineering • Food and Textile Technology • Chemical and Physical Sciences 	<ul style="list-style-type: none"> • Arts, including graphic design • Social Services: educare, care of children, the handicapped and the aged • Utilities: hairdressing, clothing production, interior decorating, food service supervision, etc. • Agriculture • Business Studies (various) • Engineering studies: mechanical, civil, electrical and utilities 	<ul style="list-style-type: none"> • Varies depending on the programme
What kind of training will I receive?			
<ul style="list-style-type: none"> • Theoretical training (full-time/part-time/distance) 	<ul style="list-style-type: none"> • Theoretical and practical training (full-time/part-time/distance) • Experiential training in industry 	<ul style="list-style-type: none"> • Theoretical and practical training (full-time/part-time/distance) • In-service training in industry 	<ul style="list-style-type: none"> • Varies depending on the programme
What qualification can I obtain?			
<ul style="list-style-type: none"> • Certificate • Diploma • Bachelor's degree to Doctor's degree 	<ul style="list-style-type: none"> • National Certificate to National Higher Certificate • National Diploma • National Higher Diploma • Bachelor's degree (B.Tech.) to Doctor's degree (D.Tech.) 	<ul style="list-style-type: none"> • NC(V) • N1–N3 Certificate • National Intermediate Certificate • N4–N6 Certificate • National Diploma 	<ul style="list-style-type: none"> • Varies depending on the programme

Admission points score (APS)

Every university sets minimum entry requirements per faculty. Prospective students are admitted on a competitive basis, based on their APS. The APS system allocates point values to the levels of achievement obtained for NSC (Matric) subjects.

The following requirements are governed by the Higher Education Act, 1997 (Act No. 101 of 1997). These are the minimum requirements for entry into further and Higher Education, but it is vital that learners understand that each university has its own additional entry requirements for each programme of study.



Financial assistance

A degree or diploma at a university or university of technology takes a minimum of three years to complete. Families should remember that the cost of study will include tuition fees *and* living expenses, including transport. Learners should first research the costs involved and then look at ways to fund their studies. The costs of study vary from programme to programme and institution to institution.

Different types of financial aid:

Name	Description
Bursary	An amount of money granted to a student for the purposes of study. Bursaries are granted on the basis of academic performance, financial need and other requirements.
Scholarship	An amount of money granted to a student on the basis of outstanding academic or other achievement in a defined field of study or sport.
Student loan	Student loans are offered by banking or other institutions for the purpose of paying for studies. Student loans must be repaid once the student has graduated. Most banks require students to pay back their student loan over the same number of years that it took to complete their studies and loans must be paid back with interest. Most banks will require some form of surety or security before they grant a student loan.
National Student Financial Aid Scheme (NSFAS)	The National Student Financial Aid Scheme of South Africa (NSFAS) is a financial aid system that enables academically deserving and financially needy students to study. The student receiving a loan from NSFAS must pay back the capital and interest on the loan, as they would have to do for a bank's student loan. However, interest charged by NSFAS is less than that charged by the commercial banks. The student will be expected to pay the money back at a rate in line with the income of the student at the time the payback period begins. The repayment period and the monthly amount required take into account what the person is earning. The first step in the process is for the student to apply to and be accepted by a university, university of technology or TVET college.
Eduloan	Eduloan is a private finance company that focuses exclusively on educational finance. Eduloan assists learners who are not able to pay for their own studies, or that of their dependants, and who do not qualify for traditional financing through the formal banking sector or government aid schemes.
Learnership	A programme which allows students to work and learn at the same time. Combines theory and on-the-job training.
Distance education	Studying via distance education will save students money and allow them to work at the same time to pay off their studies. There are numerous distance education universities and colleges, which provide affordable tuition. Students should be cautious before going the distance education route, however. If they are not self-disciplined and able to study independently, then distance education is not the right choice as often very little support is provided by the institutions concerned.



Grade 11: Finding work after school

There are a number of ways that young people can improve their chances of finding employment. These include networking, scanning the job market and developing personal marketing skills to make themselves visible in the marketplace. Simply having a well-structured and up-to-date curriculum vitae (CV) and participating actively in community organisations has been shown to improve the chances of getting a job.

Job advertisements tend to appear in newspapers and magazines and on the internet or community notice boards. These media represent about 20% of the job opportunities available so they are a good place to start looking for jobs and work-related opportunities such as learnerships.

This area of study will also be dealt with in Grade 12, when learners will be starting to look for jobs if they are not intending to study further.

CVs

When seeking employment, the place to start is putting together an excellent CV and covering letter.

Covering letter:

The covering letter that accompanies a CV is the applicant's introduction to the company and is therefore vitally important. It should have the following structure:

- **Contact person:** Ideally, address the letter personally to the person who is going to hire you, if your job application is successful.
- **Opening:** Begin by mentioning how you came to hear of the position and stating exactly which job you are applying for. If possible, the opening statement should capture the attention of the reader.
- **Body:** Tell the reader about your unique qualifications or skills that are applicable to the position concerned. State why you are applying for the job. Give a short description of your experience and knowledge and why they are suitable for the position for which you are applying.
- **Formal closing:** At the end of the letter, request an interview and give dates and times when you would be available. Use a fairly formal closing, such as "Yours sincerely".

Compiling a CV:

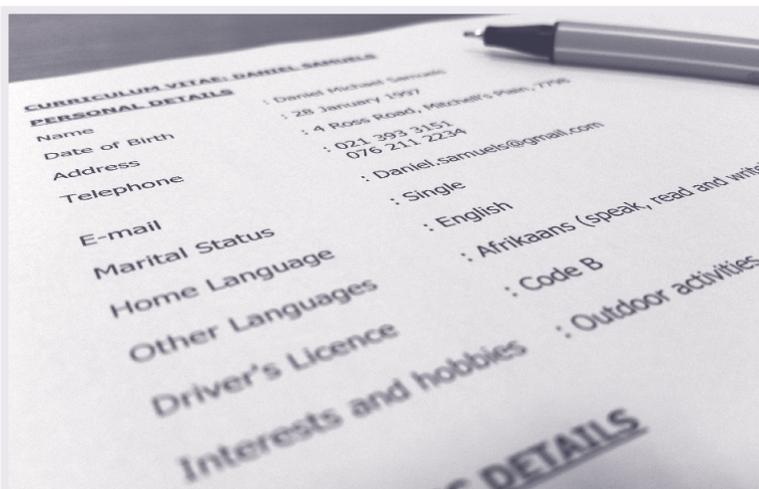
A CV is a personal record of who the applicant is and what they have achieved up to this point in their life. It also provides the employer with a summary of the applicant's past experiences and training.

Most learners do not yet have work experience, but all learners should have some kind of work-related experience. Work-related experience includes experiences gained through hobbies, part-time work, involvement in social and other groups such as youth groups, involvement in volunteer organisations, job shadowing experiences and so on.

- **Length:** Any CV that you submit to a company for employment should be no more than two pages long. This is because an employer gets numerous applications for each job and does not have the time to read through lengthy documents. Only give the most important information that is relevant to the job you are applying for.
- **Tailoring to the position:** A CV should emphasise those abilities and achievements that are directly relevant to the job or position you are applying for. Read the advertisement and job specification to make sure that you understand exactly what the employer is looking for. Show how you meet the criteria using the covering letter and the CV as a reference. You can upgrade your CV as you get new qualifications, skills and experience and you can emphasise different aspects of your experience for different job applications.
- **Emphasise your skills:** If you lack work experience, it is important to highlight skills that you have acquired by emphasising what you can do for the employer. List short courses that you have done or experience that you have had outside formal school hours. List any special skills you have, such as with language/s, computers, leadership, organisation, etc.

CV tips:

- Use good-quality A4 paper.
- Make sure it is clean.
- Make sure it does not have dog-eared pages (i.e. that the corners of the pages are not bent).
- Check that spelling and grammar are correct throughout.
- Make sure that it is neat.
- Leave plenty of white space.
- Type it out yourself or ask someone else to type it for you.





Grade 12: Options after school

There are three options available to learners when they leave school. In Grade 12, learners are required to commit to one of these options and to plan how they will achieve their goals. Whilst some learners may already have made up their minds to study after school at a university or TVET college, others may not have made decisions yet or may be seeking employment after matric. As the teacher, provide as much support and advice as possible to assist these learners.

Options after school:

- Study further.
- Get a job.
- Start a business.

For each of these options there are clear and manageable steps that can be taken to improve the learners' chances of success.

Finalising plans

.....

Assist learners to finalise their plans for the year after school and for life thereafter:

- Those planning to study further need to choose and apply to an institution and research possible finance options.
- Learners seeking employment need to scan the job market for work opportunities. Job hunting includes creating a CV, writing letters of application and developing interview skills.
- Learners planning to start a business need to identify a product or service, their target market and the costs for setting up a new business.

Help learners to focus on their plans by giving them a checklist such as the following:

	Yes	No
I have made a final choice on my direction after Matric		
I am going to study further after school		
I am planning to get a job after school		
I am planning to start a business after school		
<i>Alternative options:</i>		
I want to take a gap year after school		
I want to join a volunteer programme after school		
Other:		

Once learners have completed the checklist and returned it to you, you can assist them with their own specific route.

Studying further

Learners intending to study further should complete the following checklist. If there is something that they have not done yet, or are unsure of, assist them with guidance and advice. However, it is important that they make their own plans; you should not do it for them.

	Yes	No
I have identified where I am going to study (which institution)		
I have identified what I am going to study (which course or programme)		
I meet the requirements for entry (APS score)		
I have collected (or downloaded) application forms		
I have completed and submitted the application forms		
I have met the closing date, which was ____/____/____		

Learners need to have a realistic plan to finance their studies. There are different options:

- Parents or family
- Bursary or scholarship
- Bank loan
- NSFAS loan
- Self

If learners are unsure about these options, refer back to the Grade 11 Career Guidance curriculum.

Seeking employment

Unemployment is a reality in South Africa and many learners may have family members, neighbours or others in their community who are unemployed. Learners may also struggle to find employment immediately after school, so it is necessary to teach them to think creatively about finding work.

The “traditional” way of finding employment is to scan through job advertisements in the job classifieds and then make contact with an employer through a personnel agent. The “non-traditional” way of finding employment is through personal networks through family, friends, volunteer work, part-time work and other means.



Learners should be encouraged to use several different strategies as they search for employment. The more they do, the greater their chances of finding an opportunity which suits their interests and skills.

Strategy	Description
Scan the media	Scanning the media means checking online and through recruitment and social networking sites for what is available.
Cold-call	Cold-calling is a way of finding a job or networking with people. There are two ways of cold-calling. The first is to draw up a list of organisations you would like to target and then to call them on the telephone directly. The second is to select an area or industry in a specific geographic location and to visit the businesses within that area by walking door-to-door.
Get involved	Do not sit around and do nothing. This will only make you depressed. Get involved in as many groups as you can. Whether you enjoy chess or singing or sport, get involved in things you are interested in and in places where you can network with employers and do things to keep yourself stimulated.
Volunteer	A volunteer is someone who works for the benefit of a community or organisation out of his or her own free will, without receiving payment. Volunteers work for charities, welfare organisations, hospitals, non-governmental organisations, youth organisations, churches or religious organisations, libraries, education centres, sports clubs, trade unions and other organisations that do work on behalf of those in need. Volunteering is an excellent way of creating new personal networks.
Start a learnership	A learnership is a structured learning programme that leads to a qualification in a certain field. There are some learnerships that are specifically created for young people with no previous work experience. A learnership programme includes theoretical and practical components and usually takes about a year to complete. Look for learnership opportunities in the media.
Start a business	Find a need in your community and start a business. Identify your product or service, identify your target market and get going.
Network	Networking is something that we do in daily life through the people we meet and the contacts we make. Networking builds solid relationships and enhances career possibilities, business expansion and general goodwill. Start with people you already know! Stay in touch with these networks and seek assistance by requesting references and opportunities to work part-time or to volunteer.
Develop skills	Develop your skills in computer literacy, reading, mathematics, etc. Many courses are available, some of which are online or are run by your local library or high school.
Register with DoL	Register as a work seeker with your local Department of Labour (DoL).

Strategy	Description
Register online	Register online for newsletters published on websites such as www.gostudy.net . This will provide monthly reports on learnerships, internships and bursaries for study.
Apply to the SANDF	Have you ever thought of working in the South African Defence Force or South African Police or Metro Police Department? These departments have annual recruitment and placement drives for young people with Matric.

Networking:

Learners may be intimidated by the idea of networking. As a start, they can make a list of people they know personally who can help them find a job. Let learners share ideas on who can help them, as that will help others to identify useful people in their own networks.

Name of person	Where they work	Contact number

Volunteering:

Volunteering is an excellent way to:

- get to know people and make new contacts
- gain knowledge and experience
- build up a track record on the learner's CV
- improve self-confidence through serving and improving the local community.

Encourage learners to make a list of organisations that work in the employment areas that they are interested in. Keep an up-to-date list of the contact details they find which might be of interest to future Grade 12 learners.

Name of person	Where they work	Contact number

Starting a business

Another way in which learners can find employment is by starting their own business. The concept of starting a business may be new to most learners so it is important to introduce it in an enjoyable and interesting way.

Explain to learners that an entrepreneur is simply a person who takes the risk of starting a new business. There are many people in South Africa who will not find jobs working for other people. Starting a business is an alternative way of making a living.

As a fun activity, ask learners to write a two-page description of a business they could start, using the following headings:

- What is my business name?
- What does my business do? What product or service do I provide?
- How much does my product or service cost? A service may be charged hourly, whereas a product is charged per item.
- What is my target market? Who do I intend selling to?
- What makes my product or service special? What makes my business different from all the other businesses doing the same thing – price, service or something else?
- How will I market my business – through family, pamphlets, the internet or another way?

Encourage learners to use their imaginations during this activity and to think of interesting new businesses, rather than those that are already found in their communities. If they want to describe an existing type of businesses, they must make sure that it is different from those that are already there.

If learners are excited about the activity, or come up with some really good ideas, encourage them to develop their concepts further and turn their ideas into reality.



Grade 12: Working conditions

Once learners enter the workforce, they will have to be aware of the rules, regulations and rights that are applicable to the labour force. Discuss workers' rights and obligations as conditions of service, as outlined in the Basic Conditions of Employment Act (BCEA). Also introduce them to the Labour Relations Act and the Employment Equity Act which were established as a means of redress.

Make sure that they are familiar with the following new terminology:

Terminology	Definition
Basic Conditions of Employment Act	An Act of Parliament that establishes and governs the minimum standards of employment for employees in South Africa. The Act controls employment conditions relating to leave, working hours, employment contracts, pay slips, overtime, termination of employment, etc.
Employment contract	A written, legally binding agreement between an employer and an employee that spells out the rights and obligations of both employer and employee.
Rights	An agreed minimum standard of protection, provision or opportunity to which everyone is entitled. Rights are those things that are fair and just for a person to have, or to be able to do.
Trade union	An association of employees that forms an organisation to protect employee rights and improve employee working conditions.
Work ethic	A set of values that a person has towards work and the role of work in society.

Employee rights

The general rights outlined in the Basic Conditions of Employment Act (BCEA) and Employment Equity Act include the right to:

- receive a salary at an agreed date and time
- have various benefits relating to leave, working hours, overtime and so on, as outlined in the BCEA

- be treated fairly and with respect
- not be discriminated against
- work under safe conditions
- be equipped with the necessary equipment and resources to successfully complete the job required.

Employee obligations

The obligations of an employee include the obligation to:

- not choose to stay away from work as they wish
- be at work on time
- not leave the workplace without permission
- not take sick leave by pretending to be sick.

The contract of employment

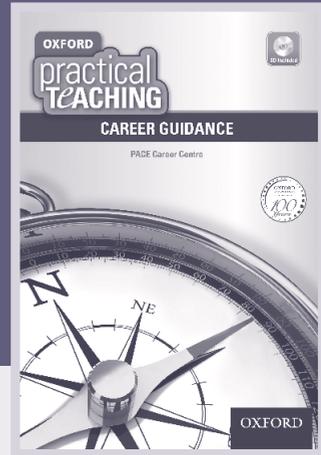
One of the first things to do when accepting an offer of employment is to sign a contract of employment. A contract of employment is a legally binding document that outlines the employee's rights and obligations, as well as their conditions of service. Each organisation and job position will have its own conditions of service. However, all conditions of service are subject to the employment laws.

Introduce learners to contracts of employment and explain that it is very important for them to read these carefully before they accept a position and sign the contract. It is a legally binding document so if they do not understand the content, they need to ask for help.

All contracts should contain the following basic information:

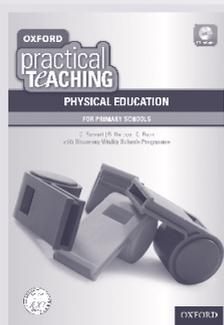
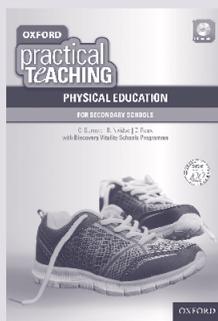
- Names of the parties to the contract (employer and employee)
- Start date
- Job title and description
- Agreed salary
- Hours of work
- Leave to which employee is entitled, including sick leave and maternity leave
- Medical aid and pension benefits (if these are offered)
- Notice period
- Disciplinary and grievance procedures.

The content in this guide has been extracted from ***Oxford Practical Teaching: Career Guidance*** (ISBN 978 0 19 040992 0).



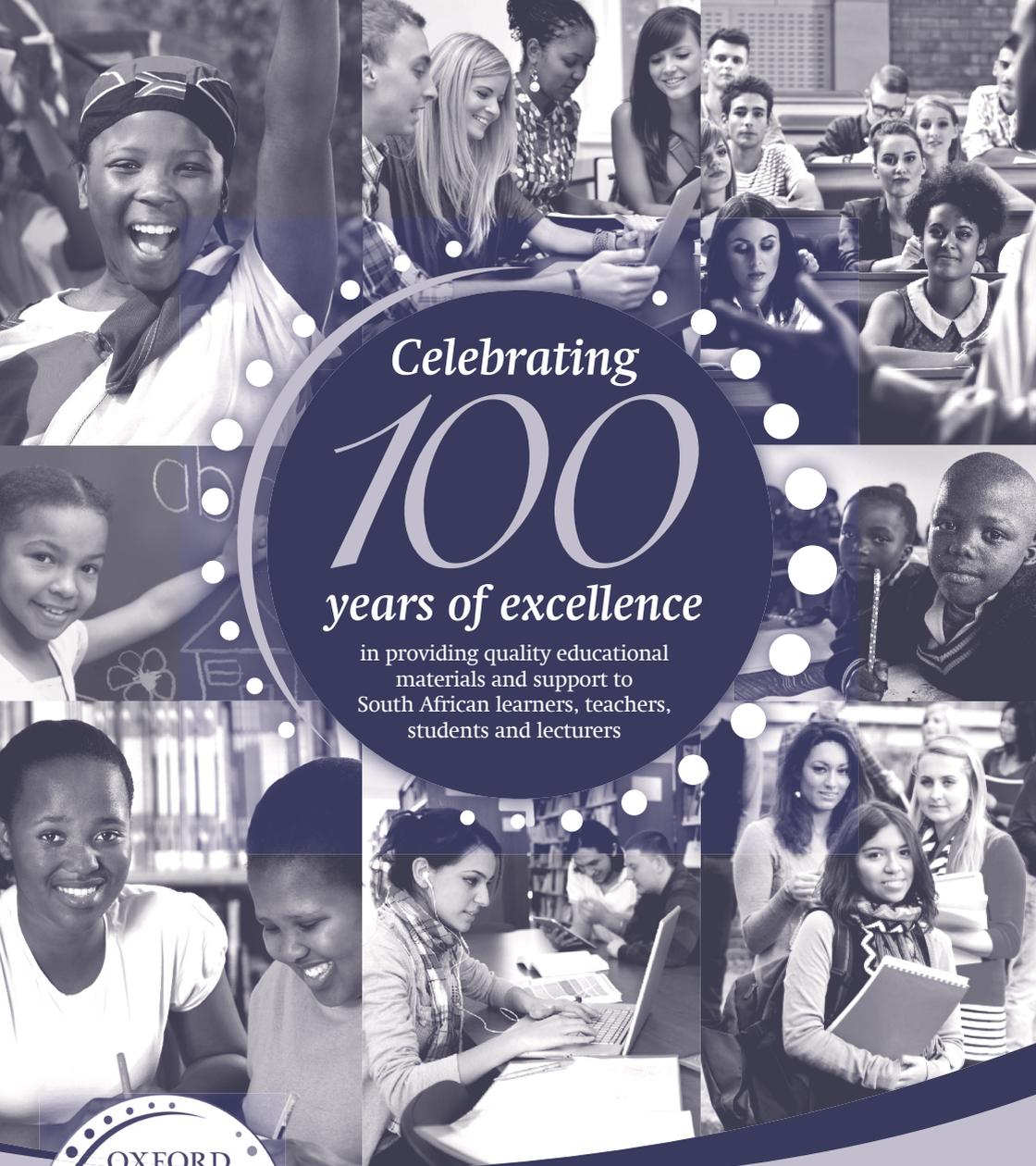
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