



LIFE ORIENTATION

REVISION BOOKLET 2020 TERM 2

Grade 12

This revision program is designed to assist you in revising the critical content and skills covered during the 2nd term. The purpose is to prepare you to understand the key concepts and to provide you with an opportunity to establish the required standard and the application of the knowledge necessary to succeed in the NCS examination.

The revision program covers the following topics:

- Tips on how to approach and write the exams
- Instructional Verbs
- Analysis of questions
- Concepts checklists
- Glossary

INTRODUCTION

The Life Orientation Curriculum consists of 6 main topics, namely:

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

Each main topic, consists of sub-topics and relevant concepts.

- Study the topics as a unit. Do not leave out any sub-topics and their related concepts when studying a main topic.
- Use the **CONCEPT CHECKLIST** to determine whether the core knowledge and concepts as prescribed in the Curriculum content, on which you will be assessed, was covered.
- Use your textbook and the Gr 12 Life Orientation workbook/notebook and read through the content carefully and with insight. Make sure that you know the meaning of each of the concepts or terminology. Acquaint yourself with the way your teacher infused current Life Orientation issues, newspaper articles, etc. in the teaching of the subject.
- Obtain copies of [past examination questions papers](#) work through the questions. Practice regularly answering the different types of questions in the question paper.

PROGRAMME OF ASSESSMENT FOR GRADE 12

The following assessment tasks will contribute towards your promotion mark.

TERM	ASSESSMENT TASK	MARKS	DUE DATE	SUBMITTED
1	Written Task	80		
	PET: Fitness	20		
2	Mid-Year Exam	80		
	Project	80		
	PET: Sport & Games	20 x 2 = 40		
3	Final Exam	80		
	PET: Recreation	20		

**DUE TO OUR CRISIS AROUND THE COVID 19 PANDEMIC, THIS POA
WILL BE ADAPTED FOR 2020, BY
THE NATIONAL DEPARTMENT OF BASIC EDUCATION**

GENERAL TIPS FOR WRITING LIFE ORIENTATION

HOW TO APPROACH YOUR LIFE ORIENTATION EXAMINATION

Section A and B of the question paper are compulsory and must be answered by all the candidates. These two sections demand clearly identified Life Orientation content, recalling knowledge-based, learned content, and moreover, require the ability to demonstrate understanding, interpretation and application of knowledge to new situations.

- Ensure that you answer all the questions in these two sections.
- Do not leave any questions blank.

When answering the **multiple-choice questions in Section A** eliminate the answers that are clearly the incorrect ones. Choose the correct answer from the remaining alternatives.

Section B consists of two 15-mark compulsory questions.

- The questions are short open-ended scenario-based, source-based and case study.
- Learners must display understanding of real life issues affecting youth and society at large and give possible solutions.

- All answers must be written in full sentences.
- Underline the key and command verbs in each question to determine what is required in the answer.
- Marks for 2 to 3 mark questions, are awarded as follows: ONE mark for a statement/opinion and ONE mark for the motivation/reason and another ONE mark for the outcome/summary.

Section C

- Three 15-mark questions will be set; of which you will be expected to answer two.
- The total in Section C is 30 marks
- Responses must be in paragraph form
- It will entail solving problems, making decisions, giving advice, making suggestions, critically discuss, evaluate or examine an issue

INSTRUCTIONAL VERBS AND MEANINGS

The following are the most commonly verbs used in LO.

Instructional verb	Explanation
Identify/State/Name/List	Single out, point out, apply knowledge to pick out.
Explain	To make clear, interpret and spell out the content.
Discuss	Write/talk as if you were sharing your knowledge with someone else. Use details and examples to explain the topic
Distinguish	Understand the difference between two things/concepts To perceive or recognise the way something differs from the other
Analyse	Examine and break information into parts. Give evidence or examples to support your statements and conclusions
Evaluate/ Assess	Give your own opinions/views and defend them. Give: Judgments (is this right or wrong) about the information Motivations/examples for your ideas, or the truth of something
Recommend/ Advise/ Suggest/ Propose	Idea or plan put forward for consideration most suitable in the context

An additional list with action verbs is available in Tips for Success



Resources:

- [PAST PAPERS](#)



- [TIPS FOR SUCCESS](#)



*Never
regard study
as a duty but
as the
enviable
opportunity
to learn*

HERE ARE SOME EXAMPLES ON ANALYSIS OF QUESTIONS

How to answer specific action words/ instruction verbs:

UNDERLINE THE KEY INSTRUCTION AND KEY WORDS IN THE QUESTION, e.g.

SECTION A

- **Multiple choice:**

A person commits fraud when he/she...

- A. gives employment opportunities to family
- B. obtain money or favours through force/threats
- C. gives special favours to those not deserving it
- D. misleads his/her employee about her/his qualifications

- **Give ONE WORD/TERM for each of the following descriptions...**

A type of stressor that originates from destructive relationships with others.

- Social stressor (relationships)
- Emotional stressor (impact on emotions– destruction)

- **Why is time management an important aspect to include in a study plan?**

(1x2)

It will help you to not waste time on social media/television/games/distractors (✓)
so that you may use your time more effectively for studying. (✓)

*** Note how marks are allocated**

SECTION B AND C

- **Define the term high blood pressure/hypertension/and explain ONE lifestyle choice that may lead to it. (1+2)**

It is an illness where the blood pressure in your arteries is constantly high. (✓).
A lifestyle choice that may lead to it could be smoking (✓) which may cause the heart to work harder/put pressure on the cardiovascular system. (✓)

- **Evaluate in two ways how physical participation in sports can impact positively on the emotional well-being of a recovering drug addict. (2 x 2)(✓✓)(✓✓)**

[Note: Two answers required; Each answer requires an explanation]

→**First answer:** It may improve feelings of self-worth/self-esteem (✓) and therefore the self-respect of the drug addict may improve. (✓)

- **Recommend/Discuss TWO ways in which a personal lifestyle plan could assist you, and further motivate how such a plan may help you to contribute towards a safer society. (2x3) ✓✓✓ + ✓✓✓**

[Note two answers required]

First answer: A personal lifestyle plan could inspire me to stay/become a responsible/law-abiding citizen (✓) by not participating in unlawful activities (✓) and in this way I will not threaten/risk the health and safety of others. (✓)

NOTE: Depth to answers

Many answers in Section B and C will require responses to

- DEFINITIONS
- CAUSES/EFFECTS/IMPACT
- CONSEQUENCES/REASONS
- AIMS/FACTORS
- FUNCTIONS/ACTIONS/PRACTICAL STRATEGIES
- SOLUTIONS/ADVICE/INTERVENTIONS
- IMPORTANCE OF...
- DIFFERENCES/DISTINGUISH

MARK ALLOCATION

- **Always study the mark allocation in brackets()**
- **Determine where marks should be applied**

- **Example:**

The first mark indicates restriction.
E.g. The number of factors/ways/statements/strategies.

- **(1x2) (2x1)(2x2)**

- **(3x2)(2x3)**

The second mark indicates the depth and scope of your answer

- **(1+2)**

Two instructions within one question.
1st (definition) for ONE mark and 2nd (give 2 examples) for TWO marks.



Just do it!

Dear Grade 12 Learner

The following checklist will provide you with an overview of the content to be covered in grade 12 for the year 2019. It will assist you to:

- Track your progress
- Design and monitor your revision programme
- Assist with preparation for the **Final examination**



TERM 1**CONCEPTS CHECKLIST TO SUPPORT LEARNERS**Completed
(✓ / X)Revised
(✓ / X)**Development of the self in society**

- Life skills required to adapt to change as part of ongoing healthy lifestyle choices: stressors, change and quality of life
 - 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
 - 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
- Personal lifestyle plans to promote quality of life

Study skills		
<ul style="list-style-type: none"> • Reflect on the process of assessment and examination writing skills and apply these skills: revise own study skills, strategies and styles <ul style="list-style-type: none"> - Revise examination writing skills (read the question, plan the response, answer the questions, etc.) • Importance of School Based Assessment • Importance of obtaining the National Senior Certificate (NSC): develop a study plan for Grade 12 		
Careers and career choices		
<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> - Strategies to achieve goals • Reasons for and impact of unemployment • Innovative solutions to counteract unemployment: volunteering, part-time jobs, community work, entrepreneurship and informal jobs <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 		

<u>TERM 2</u>	Completed (✓ / X)	Revised (✓ / X)
Democracy and Human rights		
<ul style="list-style-type: none"> • Responsible citizenship: <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 • The role of the media in a democratic society: electronic and print media <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 • Ideologies, beliefs and worldviews on recreation and physical activity across cultures and genders 		

Social and environmental responsibility		
<ul style="list-style-type: none"> • 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 • Formulating a personal mission statement for life based on: <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 • Impact of vision on: <ul style="list-style-type: none"> - Actions/behaviour in life - Immediate community and society at large 		

TERM 3

	Completed (√ / X)	Revised (√ / X)
Development of the self in society		
<ul style="list-style-type: none"> • Human factors that cause ill-health, accidents, crises and disasters: psychological, social, religious, cultural practices and different knowledge perspectives <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 • Commitment to participate in physical activities for long-term engagement: develop an action plan <ul style="list-style-type: none"> - Long-term effects of participation: physical, mental, social and emotional - Value-added benefits and diseases of lifestyle 		
Careers and Career choices		
<ul style="list-style-type: none"> • Core elements of a job contract: worker rights and obligations; conditions of service <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 • The value of work: how work gives meaning to life 		

GLOSSARY

TOPIC ONE: DEVELOPMENT OF THE SELF ON SOCIETY

assertiveness – knowing what one wants and why, and being able to take the necessary steps to achieve it within a specific context; also enforcing own rights positively. This refers to the ability to (1) express one's feelings, needs or desires openly and directly but in a respectful manner; (2) stand up for one's beliefs without putting down others in the process; (3) know what one wants and be able to take the necessary steps to achieve it within a specific context.

conflict resolution – the ability to handle a hostile situation of friction between people calmly and peacefully. Disagreement can be normal and healthy, but when it develops into violence it becomes a problem that needs more careful and calculated handling. Conflict resolution aims to use mutual respect and consideration to reduce or eliminate destructive confrontation.

coping with emotions – coping refers to the ability to manage or deal effectively with a situation or a problem. Emotions are mental or instinctive feelings in response to internal or external stimuli. Emotions may be considered positive or negative. Regardless of their nature, they can be destructive if poorly handled or constructive if adequately managed.

coping with stress – the effective management of a situation that weighs heavily on a person's mental capabilities as a result of increased physical or emotional pressures. Stress refers to a condition of increased activity in the body that overwhelms the individual beyond what their mental capacity can handle.

effective communication – the ability to express oneself clearly and appropriately during interactions with other people in any given circumstances. Verbal or non-verbal communication is the essence of human relationships.

emotional literacy – the capacity for recognising our own feelings and those of others, for motivating ourselves and for managing emotions in ourselves and in our relationships well. It is the capacity to love oneself and others while developing honesty and the ability to take responsibility for own actions

lifestyle disease – it is usually associated with poor diet, smoking, substance abuse and lack of exercise or it is brought about by unhealthy habits and /or behaviour /unhealthy living.

positive stress – is the stress that motivates you, encourages you and makes you push yourself.

negative stress - is the stress that makes you feel unable to cope with the pressure of the stressors negatively affecting relationships

sexting – the exchange of self-generated sexually explicit images, through mobile picture message or webcams over the internet.

TOPIC TWO: DEMOCRACY AND HUMAN RIGHTS

affirmative action- giving working opportunities to those from previously disadvantaged/ designated groups (black people, women and the disabled) first to redress the imbalances of the past or measures intended to ensure that suitably qualified employees from previously disadvantaged/designated groups (black people, women and the disabled) have equal employment opportunity and are equitably represented in all occupational categories and levels of the work force.

discrimination – is the unjust/unfair/unequal treatment of others because they are from a different race/ethnicity/gender/sexual orientation/religion/or other

electronic media - are virtual media that are viewed through videos and online articles **OR** it is any media that is powered by electricity or batteries, such as the Internet and e-mails, websites, blogs, Facebook, Twitter, radio, TV, films and DVDs.

ideology – the doctrines, opinions, or way of thinking of a person, group, or nation; sets, constellations and systems of ideas based on superiority/inferiority or a set of beliefs and values which strongly influences people's world views

print media - are media that are viewed through print resources, such as newspapers, magazines, pamphlets, brochures, posters and bill boards.

investigative journalists -term is used to describe journalists who aim to find information that is normally hidden from the public

stereotype – a fixed idea or impression that people hold of a specific group of people. It happens when certain characteristics of specific people are generalised to an entire group, not making allowances for differences and individuality within that group.

transparency – being open and fair in everything, nothing is hidden.

worldview – the deep cultural influence of religion, beliefs and values

xenophobia – specific form of discrimination/prejudice/hatred/dislike against /of foreign nationals/strangers or hatred or fear of foreigners or strangers

TOPIC THREE: SOCIAL AND ENVIRONMENTAL RESPONSIBILITY

impact study - the research conducted to determine the success of an intervention programme.

intervention strategy is a combination of elements or strategies designed to produce changes or improve the conditions among individuals or an entire population. It includes services provided by the government to reduce economic inequalities and promote social welfare. A strategy to remediate or prevent a social risk or challenge.

mission statement - formal summary of the aims and values of an individual, company or, organisation. (to which all employees can subscribe)

TOPIC FOUR: CAREER AND CAREER CHOICES

unemployment – not being currently employed but actively seeking for a job

entrepreneurship – It is a business venture that is committed to turning an idea into a profitable business / The capacity and willingness to develop/organize/manage a business venture along with any of its risks in order to make a profit.

fraud - wrong or criminal deception intended to result in financial gain

online recruitment - when companies/organisations use Internet technology/web-based tools to advertise vacant posts on the web to target online job seekers.

informal job – those jobs that are not registered with the Department of Labour/South African Revenue Service (SARS) or the jobs that fall outside the formal economy or the jobs that fall in the informal sector of the economy.

rule of law - a cornerstone of the Constitution and reflects our country's commitment to an orderly and civil society in which all are bound by the rules, principles, and values of our Constitution as the supreme source of law and authority or the law in our society is supreme.

transparent (context of corruption and fraud) - there must be openness and fairness with regard to finances and appointments so that there is no dishonesty and all business are done fairly and openly

volunteering – freely offer to do something; offer one's services

work ethics - a set of principles and norms which guides an employee's behaviour

whistle-blower/informant - a person who reports illegal activities in any sector of society

TOPIC FIVE: STUDY SKILLS

creative thinking – the ability to think of and explore the possibilities of doing a task or dealing with a problem in more than one way. It may involve coming up with a new idea, or trying out a new or more challenging way of doing a task or approaching a problem/creative thinking is to generate new ideas to solve a problem.

critical thinking – the ability to think through situations adequately, weighing up the advantages and disadvantages so as to be able to make appropriate decisions concerning one's own or other people's environment / it involves making judgement of the causes of a problem.

criticize/critique/ evaluate/critically analyse (as an examination writing skill) - examination writing skill that is used to make judgements that will show your understanding and analysis of a topic.

scanning – involves reading something quickly to get a general idea

skimming -- involves reading something quickly to get the main idea, without paying attention to the details

study strategy – the way a learner chooses to approach a specific task in view of the perceived demands of the task. A study strategy results from a study style.

study style – characterisation of a learner's preferred way of approaching tasks

TOPIC SIX: PHYSICAL EDUCATION

endurance as used in physical activities- it refers to the ability of the muscles to function over a long period of time.

fitness: is a measure of the amount of physical capability rather than a measure of well-being / it is a result of physical action / good physical condition resulting from exercise and proper nutrition.

muscular strength – is the amount of force a muscle can produce.

Flexibility - the ability of each joint to move through the available range of motion for a specific joint by stretching the muscle

Cardiovascular endurance - the heart and lungs work together to provide oxygen and fuel to the body during sustained activity.

muscle endurance – the ability of a muscle group to perform at their maximum for long periods of time.

Body composition - amount of fat mass compared to lean muscle mass, bone and organs.

Aerobic activity: Any sustained exercise that stimulates and strengthens the heart and lungs improving the body's use of oxygen.

Fitness log: A written record of fitness activities.
