



LIFE ORIENTATION



LAST PUSH – EXAM REVISION PACK PART 1 – STUDY SKILLS GRADE 12 2023



NOTE TO THE LEARNER

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DEAR LEARNERS

- It is imperative that you **SHOULD** go through the content and make your own summaries.
- FOR EASY ACCESS, THE FIRST SLIDE FOR EACH TOPIC HAS THE CONTENT OUTLINE! **PLEASE ENSURE THAT YOU GO THROUGH THE TOPICS ON THESE SLIDES!**
- UTILISE past LOCAT QP **ONLY** for revision and reinforcement **PURPOSES.**
- **Remember that the Past LOCAT papers will never be re-assessed verbatim! However, it is pivotal that learners cover all the content and that they also pay attention to the structure and examining style of the LOCAT QP.**
- **AS THE CURRICULUM UNIT WE FOLLOW THE TOPICS PRESCRIBED IN THE CAPS/ATPs. The EXAM PANEL may however require you to show APPLICATION of knowledge and higher thinking skills!**
- **This resource consists of 5 packages:**
 - **PART 1 – STUDY SKILLS**
 - **PART 2 – TERM 1 REVISION PACK**
 - **PART 3 – TERM 2 REVISION PACK**
 - **PART 4 – TERM 3 REVISION PACK**
 - **PART 5 – PE AND STUDY SKILLS PACK**
- Hope you find this useful!

GOOD LUCK!!!



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Quick Tips and Tricks



- The Life Orientation Common Assessment Task (LO CAT) covers all six topics, albeit that only a selection of sub-topics will be assessed.
- On the next three slides you will have an overview of the TOPICS and SUB-TOPICS that you were supposed to do for the year.
- USE a RED PEN to TICK OFF what you have done.
- Ensure that you follow-up on those topics that you have not covered as they may be assessed in the LO CAT

The image shows the front cover of a National Senior Certificate (NSC) Life Orientation Common Assessment Task (LO CAT) question paper for September 2022. The cover is white with a black border. At the top left is the South African coat of arms. To its right, the text reads: 'basic education', 'Department: Basic Education', and 'REPUBLIC OF SOUTH AFRICA'. In the center, there are three stacked boxes: a dark blue box with 'NATIONAL SENIOR CERTIFICATE' in white, a light green box with 'GRADE 12' in black, and a yellow box with a dashed border containing 'LIFE ORIENTATION', 'COMMON ASSESSMENT TASK', and 'SEPTEMBER 2022'. Below these boxes, it says 'MARKS: 100' and 'TIME: 2½ hours'. Further down, it states 'This question paper consists of 9 pages.' At the bottom left, it says 'Copyright reserved' and at the bottom right, 'Please turn over'.

How are the questions set? Thinking skills and depth of knowledge are assessed!

Life Orientation

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Examination Guidelines

DBE/2021

2.4 Taxonomy of thinking skills

The table below provides the six categories in Bloom's taxonomy, the cognitive demands required, and examples of the action words/verbs associated with it.

LEVELS OF COGNITIVE DEMAND			
	Category	Definition	*Action Words
Lower Order	Knowledge Level 1	Ability to recall information, facts, terms and basic concepts previously learned	Tell, recite, list, memorise, select, remember, define, locate, give, match, recall, repeat, state, outline
	Comprehension Level 2	Demonstrate a basic understanding of facts and ideas Translate or rephrase into other words; give descriptors	Give examples, explain, summarise, show, define, describe, discuss, identify, interpret, infer, compare, contrast, demonstrate, classify, paraphrase
Middle Order	Application Level 3	Use information in a new or different situation/way by applying knowledge learned in one situation to another	Demonstrate, apply, make use of, guide, chart, arrange, illustrate, locate, construct, solve, plan
	Analysis Level 4	Examine and break information into parts and understand how parts relate to the whole. Understand motives or causes	Investigate, classify, categorise, compare, solve, relate, research, contrast, distinguish, report on, sort, debate
Higher Order	Evaluation Level 5	Judge the value of something regarding criteria and support judgement Present and defend opinions by making judgements about information, validity of ideas or the quality of something	Judge, evaluate, give opinion or point of view, prioritise, recommend, critique, discuss, compare, defend, assess, validate, explain, decide, estimate, predict, rate, select, support, justify, argue, conclude, why do you think
	Create/Synthesis Level 6	Reform individual parts to make a new whole	Design, create, plan, recommend, hypothesis, construct, forecast, rearrange parts, imagine, generate, compose, improve, predict, formulate, devise, examine, investigate, develop

*Some action words are interchangeable, depending on the nature of the question.

Life Orientation

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Examination Guidelines

DBE/2021

3. DEPTH/SCOPE OF CONTENT

The depth of content refers to the extent to which a topic is focused upon and explored. It helps to enhance the depth of learning as learners develop their content knowledge. It also assists in connecting the relevant content to a learner's real-life experiences.

The following EXAMPLES could be used as a guideline when dealing with the depth of content:

*Definition of concepts	Causes	Consequences
Impact	Effect	Value
Importance	Aims	Reasons
Factors	Solutions	Practical strategies
Result/Outcomes	Motive	Evidence
Benefits	Predict	Distinguish
Compare	Actions	Conclusion
Disapprove	Projecting	Functions
Difference	Priorities	Choices
Advise	Interventions	Approve
Similarities	Connection between	Decisions

EXAMPLES:

Class discussions on a topic and subtopic, such as **'Human factors causing ill health: contributing factors: unhealthy sexual behaviour'** would include, e.g.:

1. The definition of each key concept, e.g. **ill health, unsafe sexual behaviour**.
2. Discuss reasons why this type of behaviour is still prevalent among the youth.
3. Assess the negative effects of unsafe sexual behaviour on the life of a young person.

*NOTE:

- Conceptual learning is considered to be the foundational underpinning knowledge that learners need in order to foster a deeper understanding and knowledge of subject content, so that they are able to transfer and apply what they have learnt to new situations.
- Teachers should refer to the **2017–2020 examination papers and marking guidelines** for more examples and guidance **AND** use these papers and marking guidelines as a teaching tool to mediate content more effectively.

5. CONTENT AND CONTEXT GUIDELINES

The overview of topics below is provided in the Curriculum and Assessment Policy Statement (CAPS) to assist teachers with preparing learners with the core knowledge and concepts required for the Grade 12 Common Assessment Task. Also refer to the Annual Teaching Plan (ATP) for ALL topics, subtopics and content to be covered per term.

TOPIC	GRADE 12
1. Development of the self in society	- Life skills required to adapt to change as part of ongoing healthy lifestyle choices - Stress management - Conflict resolution - Human factors that cause ill health - Action plan for lifelong participation in physical activity
2. Social and environmental responsibility	- Environments and services which promote safe and healthy living - Responsibilities of various levels of government - A personal mission statement for life
3. Democracy and human rights	- Responsible citizenship - The role of the media in a democratic society - Ideologies, beliefs and worldviews on construction of recreation and physical activity across cultures and genders
4. Careers and career choices	- Commitment to a decision taken: locate appropriate work or study opportunities in various sources - Reasons for and impact of unemployment and innovative solutions to counteract unemployment - Core elements of a job contract - Refinement of portfolio of plans for life after school
5. Study skills	- Reflection on own study and examination writing skills - Importance of school-based assessment/obtaining the NSC - Strategies to follow in order to succeed in Grade 12
6. Physical Education	- Achievement of own personal fitness and health goals - Long-term engagement in traditional and/or non-traditional sport or playground and/or community and/or indigenous games or relaxation and recreational activities - Safety issues *NOTE: Physical Education may be conducted for half an hour per week or for one hour fortnightly, depending on the timetable of the school and will be formally assessed in Grade 12 in Terms 1 and 2.

4. MARK ALLOCATION

- It is important to study the mark allocation in brackets before answering a question, in order to ensure that the correct format will be applied.
- The mark allocation is also an indication of the format, depth and length of answer required:

BREAKDOWN OF MARK ALLOCATION

The **first** number is the **restrictive** number indicating the **total** of **facts/statements/opinions** required.

(2 x 1) or (3 x 2)

(1 x 2) or (2 x 3)

The **second** number indicates the **MARK** with regard to the **DEPTH/SCOPE** of the answer required.

This mark allocation indicates **TWO** instructions within one question.

(1 + 2)

(2 x 3)

This mark allocation indicates:

- 1st mark **fact/statement/opinion** (✓)
- 2nd mark **qualifier** (✓)
- 3rd mark **result/outcome** (✓)

i.e. for **EACH** of the answers

This mark allocation could indicate:

- 1st mark **fact/statement/opinion** (✓)
- 2nd mark **elaboration/explanation** (✓)
- 3rd mark **qualifier** (✓)
- 4th mark **result/outcome** (✓)

when critically discussing.

OR

Evaluate, which should include the *positive* and *negative*:

- 1st mark **for the 1st fact/statement/opinion** (✓)
- 2nd mark **qualifier** (✓)
- 3rd mark **for the 2nd fact/statement/opinion** (✓)
- 4th mark **qualifier** (✓)

(1 x 4)

*Example: Evaluate/Critically discuss the implication of free higher education for all prospective students. (2 x 4)

*NOTE: Learners **MUST** also be taught how to **break down/analyse** a question in order for them to understand and answer questions efficiently.

2.2 Outline of examination

The outline below will be followed when setting Life Orientation question papers.

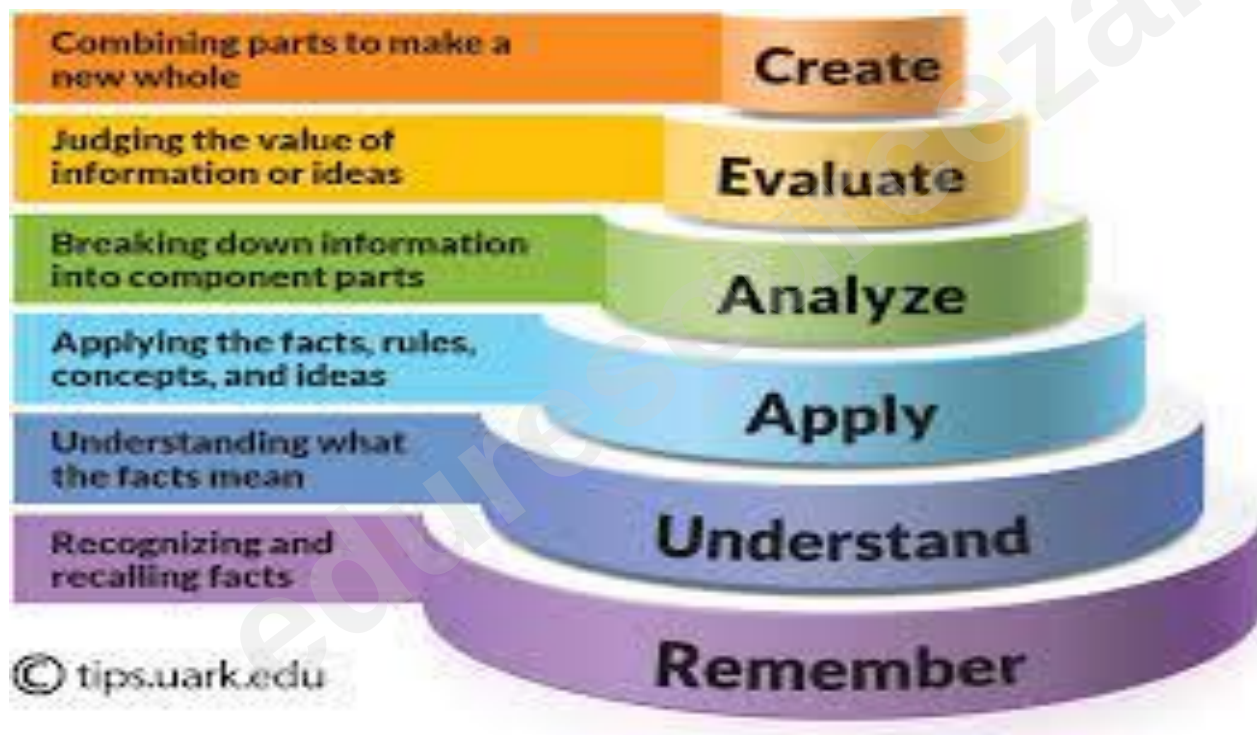
SECTION A: 20 MARKS	SECTION B: 40 MARKS	SECTION C: 40 MARKS
All questions are COMPULSORY. - A short source may be used to contextualise some of the questions. - The questions must include a combination of THREE or more types of questions from the list below: - Multiple-choice questions - One-word responses (list, state, provide, give) - Definitions - Short explanations (why, how, describe, explain, discuss) - Questions should test understanding and factual knowledge. - Responses should be short and direct. - Mark allocation for the questions should range between 1–2 marks.	All questions are COMPULSORY. - Learners will answer TWO 20-mark questions. Short open-ended questions could be: - Scenario-based - Source-based - Case study - Cartoon - Illustration - Graph - Questions should be knowledge-based, from information learners have acquired from the Life Orientation content in the FET band. - Learners should display, present and apply knowledge and skills gained from the Life Orientation content. - Mark allocation for questions in this section could range between 2–4 marks in total per question.	Learners will answer TWO 20-mark questions out of THREE. - Questions will predominantly focus on the application of knowledge and skills. - A short text/diagram/data/graphs/cartoons can be provided as a stimulus. - Learners will be required to: - Explain/examine/analyse/evaluate/critically discuss a topic - Make decisions and give advice - Provide recommendations - Draw conclusions - Solve problems - Learners should provide responses through extended writing of descriptive paragraphs or short essays. - Mark allocation for subquestions in this section could range between 4–8 marks in total per question.

NOTE: Should learners be required to write a short essay, the structure of the essay would include an introduction, elaboration/body and conclusion, **based on the specific key concepts** in the question.

COMMAND/ACTION VERBS used in the LO CAT

Term	Definition	Term	Definition
Mention/name/state	Write about something without explaining. No details.	Assess	Make a judgement that you can justify by giving reasons.
Define	Give the exact meaning of the word/term.	Describe	Give an account of something where you recall what you have learned.
Discuss	Give a fact and a supporting statement/qualifier.	Evaluate	Give your own opinion and provide evidence to support your evaluation. Make judgement based on facts.
Differentiate	Look at two or more things and show similarities and differences.	Identify	Recognize and name someone or something.
Explain	Make it clear, explain in detail so that it could be understood.	Suggest/Propose/recommend	Give possible reasons/ideas about what could be done with supporting statements.

Bloom's Taxonomy: used to set the questions on different cognitive levels



30% of the questions will require **HIGHER COGNITIVE ORDER THINKING**

40% of the questions will require **MIDDLE COGNITIVE ORDER THINKING**

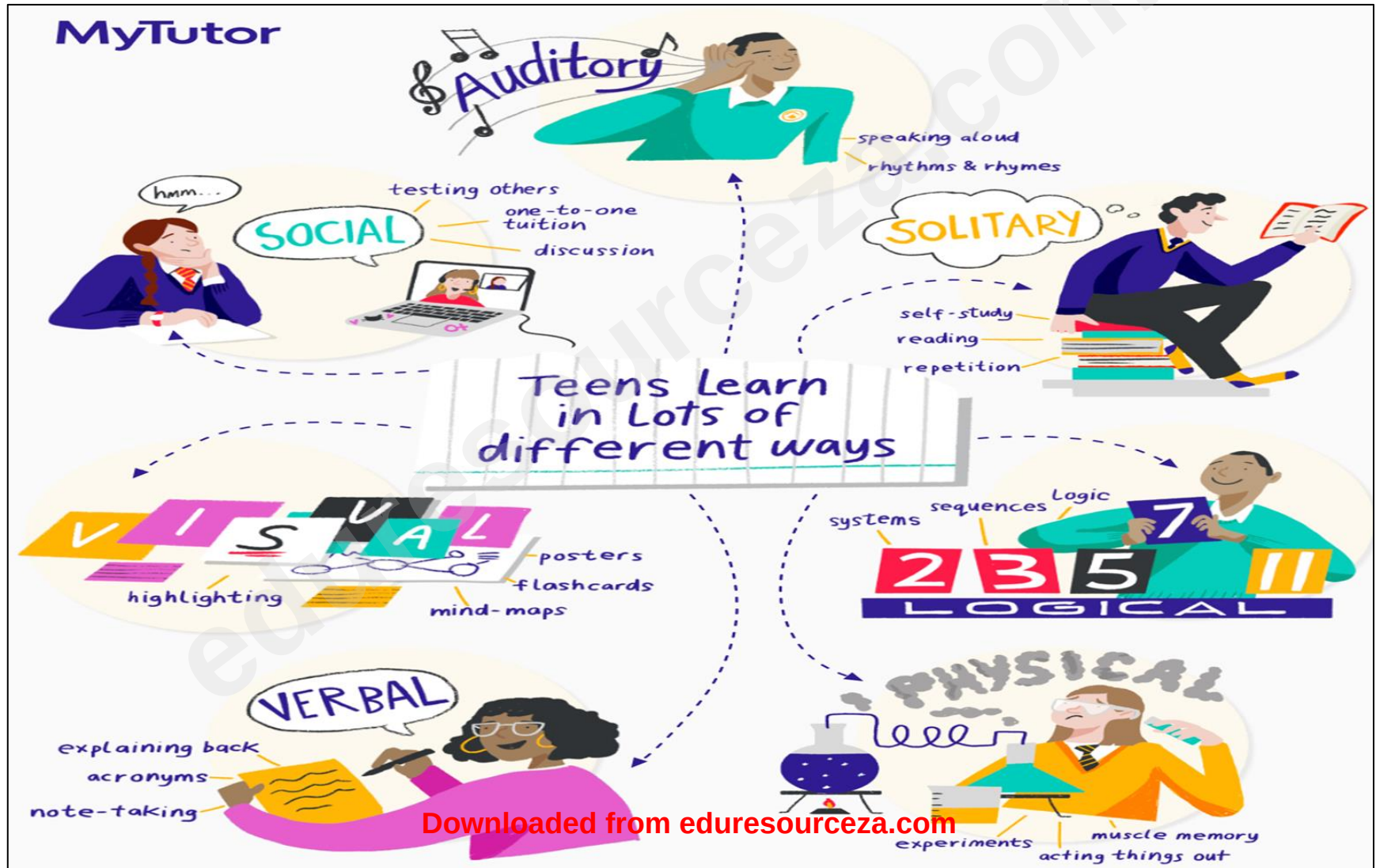
30% of the questions will require **HIGHER COGNITIVE ORDER THINKING**

SECTION B: STUDY TIPS AND EXAM PREP



What "kinda" learner are you?

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What is your learning style?



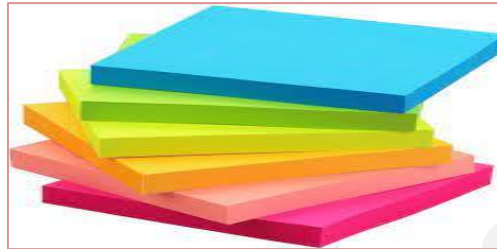
Use the following to help you to remember:

- Mind maps
- Spider diagrams
- Tables
- Summaries
- Mnemonics
- Mobile notes
- Highlighters
- Acronyms

MNEMONICS

Mnemonic is a learning technique that helps us organize, retain and remember information, by making recall easy.

STUDYING MADE EASY QUICK TIPS

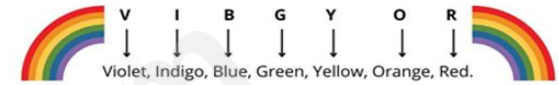


You can use STICKY NOTES (or any paper) to write short summaries

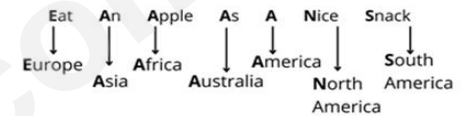


MNEMONICS

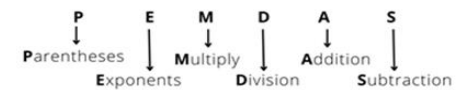
1) Rainbow Colors



2) Seven Continents



3) Order of operations



4) Whenever someone is in a new location and wants to recollect

S - Stop where you are
T - Think about what to do
O - Observe all around
P - Plan with these insights

5) Nine Planets in Sequence



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Five Proven Study Strategies

to recall, remember, and *make it stick*

1. Recite

- Look up from the material often and *silently* recite it to yourself as you read/study

2. Elaborate

- Express the material *outloud* to someone else
- Connect the material with what you already know (Can you relate it to your life?)

3. Self-Quiz

- *Quiz yourself* often on the material to strengthen memory - flashcards, note paper, or a quiz app on your phone

4. Visualize

- Draw or find an *image* to associate with a concept

5. Mnemonic Device

- Use the *first letter* of each word in a sequence to create a new phrase or sentence (or make up a *rhyme*)

STUDY STRATEGY	HELPFUL FOR
CONCEPT MAP	• Multiple-choice exams • Essay exams • Memorizing written material • Understanding concepts
FLASH CARDS	• Multiple-choice exams • Memorizing written material • Specific dates or definitions
RECALL WITH ASSOCIATION	• Memorizing written material • Complex or abstract concepts
TEACH THE MATERIAL ALOUD	• Oral examination • Complex or abstract concepts
STUDY SHEET	• Multiple-choice • Memorizing written material • Complex or abstract concepts

These are a collection of study strategies collected and compiled from various sources. Use them wisely!

Reduce Interference

1. Stay away from your bed.
2. Stay away from your phone.
3. Stay away from your computer.
4. Do not turn on the music



20 minute rule

Study for 20 minutes and take a 10 minute break.

Research shows that human attention span lasts for 20 minutes.



Use funny mnemonic to remember

You are more likely to remember the sequence of the planets in the solar system by remembering:

"My Very Educated Mother Just Served Us Nuts"

- 1) My - Mercury
- 2) Very - Venus
- 3) Educated - Earth
- 4) Mother - Mars
- 5) Just - Jupiter
- 6) Served - Saturn
- 7) Us - Uranus
- 8) Nuts - Neptune



Plan your schedule

It is important to plan your study schedule so that you will know exactly what you need to do to achieve success.

Remember, if you fail to plan you plan to fail.

Re-write what you have learnt

By writing what you have learnt again and again you will internalise the concepts.

This is an age old strategy which is still effective!

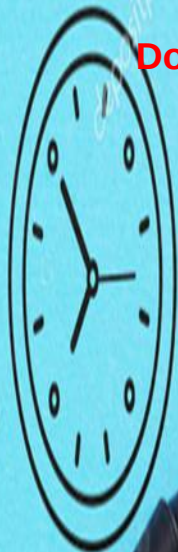


Use images to explain concepts

Images are very powerful tools. Our brain like images more than words.

Thus by translating a concept into a picture, you are more likely to remember it.

QUICK WINS



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10 STUDY TIPS FOR ALL STUDENTS



1 Find Your Space



Your study space should inspire you and make you feel comfortable.

But make sure it is distraction free!

2 Pick Your Time



Find the time that suits you. Some study better at night, while others in the morning.

Don't push yourself to study when you're tired - it just won't work!

3 Make A Plan



Use a wall planner or the calendar on your phone. Make to-do lists to break down large tasks. Set alarms and reminders to keep you on track.

4 Set Goals

Write out your goals when you begin. Make sure they are:

**SPECIFIC
MEASURABLE
ACHIEVABLE
RELEVANT
TIMED**



5 Find Your Style



Get to know your learning style.

Do you learn best by listening, seeing, or doing?

6 Review



Revising your work is the best way to make the knowledge stick.

Quiz yourself or make flashcards to really understand your topic.

7 Take Breaks



Studying tired isn't going to be productive.

Take a break, walk around every now and then and the time you spend working will be much more efficient.

8 Just Ask



If you're stuck - ask for help!

Even talking with friends or family might help you see a problem in a different way.

9 Stay Healthy



A healthy mind needs a healthy body.

Make sure you are eating well and drinking plenty of water.

10 Be Motivated



Use your goals and study space to keep you motivated. Stick up quotes that inspire you - they will help you remember what you are working towards.



STUDYING 101



HOW TO STUDY MORE EFFECTIVELY!

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#1 BEFORE CLASS

- Read your assigned readings **BEFORE** you get to class!



- Explain concepts and ideas in your **own words**.



- **HIGHLIGHT IMPORTANT** information, definitions, and ideas! (don't forget to **COLOR CODE!**)

#3 AFTER CLASS

- Make a new **STUDY GUIDE**



- **Condense** your notes in your own words!!

- **TRANSFORM** important info into easier forms for review.



- **STUDY YOUR STUDY GUIDE!**



#2 IN CLASS

- Take **GOOD Notes!** (short hand abbreviations can help you write faster!)



- If you don't get it **ASK QUESTIONS!!!**

- If you made yourself a **STUDY GUIDE** add comments from class discussion!

#4 REVIEW!



- The weekend after class, spend **30 mins** a day reviewing your **STUDY GUIDE**.

- Quiz yourself! Make it **FUN!**

#5 PREP 4 EXAMS

- Schedule your test dates on a **CALENDAR**:
- Decide **what, when, & how** you will study each day and **ADD IT** to your calendar.



- **STICK TO YOUR PLAN!**



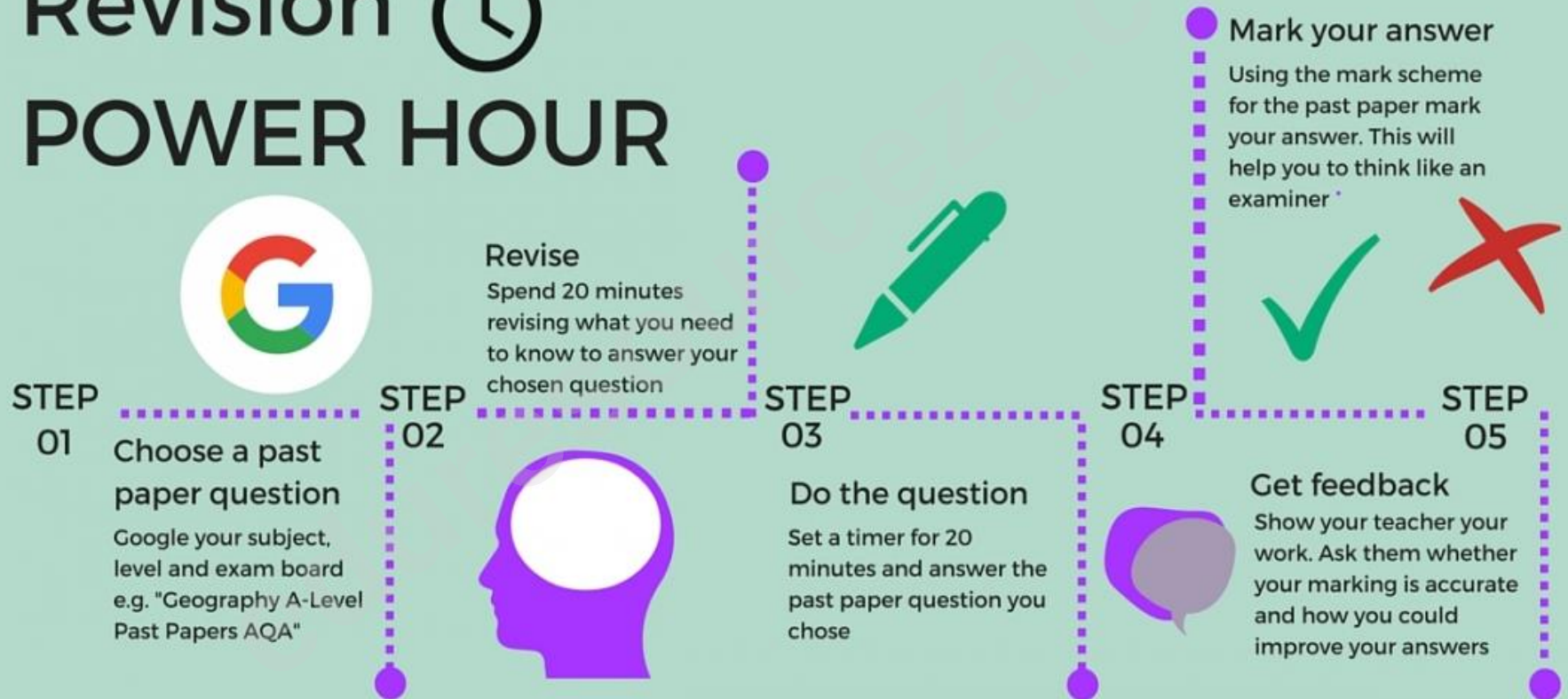
STAY FOCUSED!

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REVISION

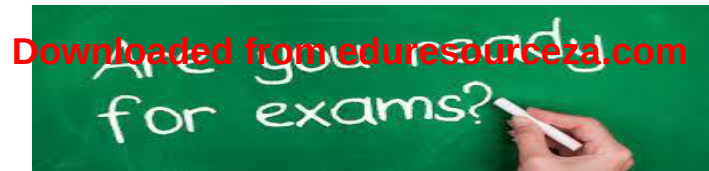
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Revision ⌚ POWER HOUR



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7

tips for during and after exams

1

Read all titles and subtitles.
Read the instructions on the paper and ensure that you pay attention to what is compulsory and optional.

2

Check every page of the paper.
At the end of the exam, go over the paper again. Ensure that you didn't miss any questions hiding on the back!

3

Make enough points to get all the marks.
Every exam question comes with a certain number of marks assigned. If it's a 4 mark question, make 5 points.

4

Own the paper.
Use the spare space on the paper to make notes, underline key words, write out an equation triangle. Whatever you need to do.

5

Choose your own order.
If a question has confused you, move on and come back to it. You can choose to do the questions in any order. It's your call.

6

Pay no attention to anyone else.
Someone near you will ask for extra paper after five minutes, another will keep dropping their pen. Ignore them all.

7

Pay no attention to post-exam chit-chat.
You wrote or drew what you thought was best at the time. It's done. Move on.



Tips to reduce exam & revision stress



Reach out

These are unusual times!
Often talking things through
with a loved one will help



Plan

Create a revision schedule
but remember to include
breaks!



Shh!

Work somewhere where you
can concentrate and put
your phone down to avoid
distractions



You time

Schedule downtime to
do something you enjoy



Eat & drink well

Go for healthy food and
stay hydrated



Zzz...

Try to get enough sleep
and don't stay up too
late!

6 Tips for the Morning of an Exam

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Eat breakfast as this will help fuel your brain



Arrive at school with plenty of time



Avoid people who stress you out



Remind yourself of all the hard work and preparation you have put in



Feeling nervous? Pause for a minute and take some deep breaths



Remind yourself of your exam strategy

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STAY
POSITIVE,
WORK
HARD,
MAKE IT
HAPPEN.

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GOOD LUCK!



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