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Western Cape Government
Education

DIRECTORATE: CURRICULUM FET

REVISION BOOKLET
LIFEORIENTATION
CAPS
GRADE12

2019

P1 – 17 (English)
P18 – 33 (Afrikaans)

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WESTERN CAPE EDUCATION DEPARTMENT

LIFE ORIENTATION

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 (on the e-portal at www.wcedeportal.co.za) and 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	COMPLETED/SUBMITTED
1	Written Task	80		
	PET: Fitness	20		
2	Mid-Year Exam	80		
	Project	80		
	PET: Sport and Games	20 x 2 40		
3	Final Exam	80		
	PET: Recreation	20		

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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

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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

NOTE: Resources

- **Past Q. Papers 2014-2017**: https://bit.ly/2ltcYEm
- **TIPS FOR SUCCESS**

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

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HERE ARE SOME EXAMPLES ON ANALYSIS OF QUESTIONS

How to answer specific action words/ instruction verbs:

UNDERLINE THE <u>KEY INSTRUCTION</u> AND <u>KEY WORDS</u> IN THE QUESTION, e.g.

SECTION A

- **Multiple choice:**

  A person <u>commits fraud when</u> 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 <u>stressor</u> that originates from <u>destructive relationships</u> with <u>others</u>.

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

- **Why is <u>time management</u> an <u>important</u> aspect to include in a <u>study plan</u>? (1x2)**

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

  Note how marks are allocated

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SECTION B AND C

- **<u>Define</u> the term high blood pressure/*<u>hypertension</u>*/and <u>explain</u> ONE <u>lifestyle choice</u> 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 (✓) <u>which may</u> cause the heart to work harder/put pressure on the cardiovascular system. (✓)

- **<u>Evaluate in two ways how</u> physical participation in sports can impact <u>positively</u> on the <u>emotional</u> 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 (✓) <u>and therefore</u> the self-respect of the drug addict may <u>improve</u>. (✓)

- **<u>Recommend/Discuss</u> TWO ways in which a <u>personal lifestyle</u> plan could <u>assist</u> you, and further motivate <u>how</u> 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 (✓) <u>by</u> not participating in unlawful activities (✓) <u>and in this way</u> 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

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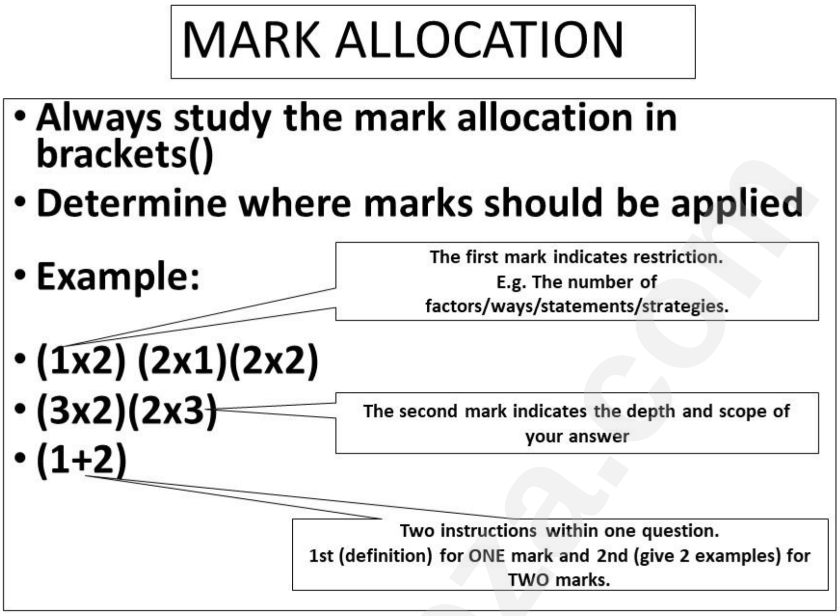

Just do it!

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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**

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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		
• Reflect on the process of assessment and examination writing skills and apply these skills: revise own study skills, strategies and styles - 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		
• 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 - 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 - 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		

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Term 2

	Completed (✓ / X)	Revised (✓ / X)
Democracy and Human rights		
• Responsible citizenship: - 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 - 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		
• Community responsibility to provide environments and services that promote safe and healthy living: - 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: - 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: - Actions/behaviour in life - immediate community and society at large		

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Term 3

	Completed (✓ / X)	Revised (✓ / X)
Development of the self in society		
• human factors that cause ill-health, accidents, crises and disasters: psychological, social, religious, cultural practices and different knowledge perspectives - 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 - Long-term effects of participation: physical, mental, social and emotional - Value-added benefits and diseases of lifestyle		
Careers and Career choices		
• Core elements of a job contract: worker rights and obligations; conditions of service - 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		

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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.

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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

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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)

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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 the 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

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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.

criticise/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.

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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.

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LEWENSORIËNTERING:

INLEIDING

Die Lewensoriënteringkurrikulum bestaan uit 6 hoofonderwerpe, naamlik:

1. Selfontwikkeling in die samelewing
2. Sosiale en omgewingsverantwoordelikheid
3. Demokrasie en menseregte
4. Beroepe en Beroepskeuses
5. Studievaardighede
6. Liggaamlike opvoeding.

Elke hoofonderwerp, bestaan uit verskillende onderwerpe met die relevante konsepte.

- Bestudeer die subonderwerpe as 'n eenheid. Maak seker dat jy al die subonderwerpe onder elke hoofonderwerp studeer.
- Gebruik jou handboek en jou Gr.12 Lewensoriënteringkernaantekeninge, en lees die inhoud deeglik en met insig deur. Maak 'n lys van al die vakterminologie wat in die betrokke onderwerp gebruik word en skryf die betekenis daarvan neer. Maak seker dat jy die betekenis van elk van die konsepte of terminologie deeglik ken.
- Verkry afskrifte van eksamenvraestelle (op die e-portal by www.wcedeportal.co.za) en werk deur die vrae. Oefen gereeld die verskillende tipe vrae in die vraestel.

PROGRAM VAN ASSESSERING VIR GRAAD 12

Die volgende assesseringstake sal bydra tot jou bevorderingspunt

KWARTAAL	ASSESSERINGSTAAK	PUNT	DATUM	VOLTOOID/INGEHANDIG
1	Geskrewe Taak	80		
	LOT: Fiksheid	20		
2	Junie Eksamen	80		
	Projek	80		
	LOT: Sport en Spele	20 x 2 40		
3	Finale Eksamen	80		
	LOT: Rekreasie	20		

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ALGEMENE WENKE OM LEWENSORIËNTERING TE SKRYF

HOE OM JOU LEWENSORIËNTERING-EKSAMEN TE BENADER

Afdeling A en B in die vraestel is verpligtend en moet deur al die kandidate beantwoord word. Hierdie twee afdelings vereis dat duidelike Lewensoriënteringsinhoud geïdentifiseer word, soos in die weergee van kennis, en ook dat begrip, interpretasie en die toepassing van kennis gedemonstreer word.

- Maak seker dat jy al die vrae beantwoord
- Moet geen vraag onbeantwoord laat nie

Skakel eers al ooglopend verkeerde alternatiewe uit by die meervoudige keusevrae in Afdeling A. Kies dan die korrekte antwoord uit die oorblywende alternatiewe.

Afdeling B bestaan uit twee 15-punt verpligte vrae.

- Hierdie vrae bestaan uit kort oopvrae gebaseer op scenario's, bronne en gevallestudies.
- Jy moet begrip toon van die werklike lewenskwessies wat die jeug en die gemeenskap oor die algemeen aanraak en moontlike oplossings bied.
- Skryf alle antwoorde in volsinne.
- Onderstreep die sleutel- en die opdragwerkwoorde in elke vraag om te bepaal wat in jou antwoord vereis word.
- Punte vir 2 tot 3-puntvrae word soos volg toegeken: EEN punt vir n stelling/opinie en EEN punt vir die motivering/rede, en nog EEN punt vir die uitkoms of opsomming.

Afdeling C

- Drie 15 punt vrae, waarvan jy twee moet beantwoord
- Die totaal vir Afdeling C is 30 punte
- Antwoorde moet in paragraafvorm geskryf word
- Dit behels probleemoplossing, besluitneming, raad gee, voorstelle maak, krities te bespreek, en evalueer of ondersoek van 'n kwessie

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OPDRAGWERKWOORDE EN DIE BETEKENIS DAARVAN
Die volgende word die meeste in LO gebruik.

Opdragwerkwoord	Verduideliking
Identifiseer/ Noem/ Lys	Om te kies uit 'n gegewe lys/situasie. Noem die noodsaaklike kenmerk(e).
Verduidelik	Gee 'n duidelike beskrywing van 'n idee; interpreteer die inhoud en verskaf meer inligting.
Bespreek	Skryf/Praat asof jy jou kennis met iemand deel. Gebruik besonderhede en voorbeelde om die onderwerp te verduidelik.
Onderskei (tussen begrippe)	Om die verskil tussen twee konsepte duidelik te stel. Voorbeeld*: Onderskei tussen die volgende twee begrippe: diskriminasie en xenofobie*
Analiseer	Ondersoek en verdeel inligting in dele - identifisering, oorsake. Maak gevolgtrekkings en vind bewyse of voorbeelde om jou stellings en gevolgtrekkings te ondersteun.
Evalueer / Assesseer	Bied 'n noukeurige evaluering van die probleem/situasie wat beide voordele en beperkings beklemtoon. Toon ook beoordeling (is dit reg of verkeerd?) oor die inligting. En verskaf voorbeelde vir jou idees Gee jou eie mening en verdedig dit.
Aanbeveel/Stel voor/ Adviseer	Dit is geskikte idee of plan wat jy voorstel in 'n gegewe konteks

LET WEL: Bronne

- **Ou-vraestelle**: https://bit.ly/2ltcYEm
- Gebruik ook **WENKE VIR SUKSES**

Moet nooit jou studie beskou as 'n moeisame taak nie, maar eerder as 'n gulde geleentheid om te leer☺

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VOORBEELDE VAN VRAAGANALISE

Hoe om spesifieke aksiewoorde/ opdragwerkwoorde te beantwoord:

ONDERSTREEP DIE KERN INSTRUKSIE EN RELEVANTE KERNWOORDE IN DIE VRAAG, bv.

AFDELING A

- **Meervoudige vrae (Veelkeuse)**

'n Persoon pleeg bedrog wanneer hy/sy ...

A. werksgeleenthede vir familie en vriende gee.

B. geld of gunste deur dwang of dreigemente bekom.

C. spesiale gunste aan mense gee wat dit nie verdien nie.

D. oneerlik is oor sy/haar kwalifikasies

- **Gee EEN WOORD/TERM vir elk van die volgende beskrywings….**

  'n Tipe stressor wat ontstaan as gevolg van afbrekende verhoudings met ander.

  - Sosiale stressor (verhoudings)
  - Emosionele (impak – afbrekende…)

- **Waarom is tydsbestuur 'n belangrike aspek wat by 'n studieplan ingesluit moet word?** **(1x2)**

  Dit kan jou help om tydverkwisting op sosiale media/met TV kyk/speletjies, ens. te vermy (✓) sodat jou tyd meer effektief vir studie gebruik (✓)

  [Let Op: puntetoekenning]

AFDELING B EN C

- **Definieer die term hoë bloeddruk/ hipertensie en verduidelik EEN leefstylkeuse wat daartoe kan lei.** **(1+2)**

  Dit is 'n siekte waar die bloeddruk in jou bloedvatstelsel konstant hoog is. (✓) As jy bv. verkies om in 'n verhouding te bly waar jy mishandel word, (✓)kan dit uiterste emosionele spanning veroorsaak wat tot hoë bloeddruk/hipertensie lei. (✓)

- **Evalueer hoe fisiese deelname in sport 'n positiewe impak kan maak op die emosionele welstand van 'n gerehabiliteerde dwelmverslaafde. (2x2) (✓✓)(✓✓)**

  [LW: Twee antwoorde word benodig; Elke antwoord moet verduidelik word]

  →**Eerste antwoord**: Dit verbeter die gevoel van selfwaarde (✓) en daarom sal die selfrespek van die dwelmverslaafde verbeter. (✓)

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- **Bespreek/Beveel TWEE maniere (aan) waarop 'n persoonlike leefstylplan jou kan help, en motiveer verder hoe so 'n plan jou sal help om by te dra tot 'n veiliger gemeenskap.** **(2x3)** ✓✓✓+✓✓✓

*[**LW** twee antwoorde word vereis]*

Eerste antwoord:
Dit kan my inspireer om 'n verantwoordelike/ wetsgehoorsame burger te bly/word (✓)deur nie aan onwettige aktiwiteite deel te neem nie.(✓) en op die manier sal ek nie die veiligheid en gesondheid van ander bedreig nie. (✓)

LET WEL: Die diepte van antwoorde

Baie antwoorde in Afdeling B en C sal die onderstaande diepte van dinkwerk vereis.

- DEFINISIES
- OORSAKE/GEVOLGE
- EFFEK/IMPAK/REDES
- DOELWITTE/FAKTORE
- FUNKSIES/AKSIES/PRAKTIESE STRATEGIEË
- OPLOSSINGS/ADVIES/INTERVENSIES
- BELANGRIKHEID VAN…
- VERSKIL TUSSEN / ONDERSKEI

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Onthou, doen dit vir jouself !

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Liewe Graad 12 leerder

Die volgende lys sal jou ‘n oorsig gee van die Graad 12 inhoud, wat gedek moet word vir 2019. Dit sal jou help om:

- Jou vordering te meet
- Jou nasienprogram op te stel en te monitor
- Jou voor te berei vir die **Finale Eksamen**

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KONSEPTE-KONTROLELYS OM LEERDERS TE ONDERSTEUN

Kwartaal 1	***Ek het voltooi* (✓/X)**	***Ek het hersien* (✓/X)**
Selfontwikkeling in die samelewing		
• Vereiste lewensvaardighede om by verandering aan te pas as deel van deurlopende gesonde leefwysekeuses: stresfaktore, veranderinge en lewenskwaliteit - Identifiseer stresfaktore: fisiese-, emosionele-, sosiale- en omgewingsfaktore (misbruik, roeping, lewenskrisisse en sosiale druk) - Assesseer stresvlakke: tekens en simptome van stres, positiewe stres en negatiewe stres - Hantering van stres: hanteringsmeganismes en/of bestuurstegnieke, ontwikkeling en toepassing van eie strategie - Konflikhanteringsvaardighede: interpersoonlik en intrapersoonlik - Aanvoering, opbou en volhoubaarheid van positiewe verhoudinge: belangrikheid van kommunikasie (begrip vir ander, kommunikasie van gevoelens, religie en houdings) - Faktore wat effektiewe kommunikasie beïnvloed: persoonlikheid, houdings en waardes, aanvaarding van verantwoordelikhede, gepaste gee van sienings en uitdruk van gevoelens, respek vir ander se gevoelens - Aanpassing by groei en verandering: verandering in omstandighede - Oorgang tussen skool en post-skool bestemming, positiewe en negatiewe aspekte van verandering, ondersoek ander sienings, insigte rakende die lewensiklus en verwante tradisionele praktyke • Persoonlike leefwyseplan om kwaliteitlewe te verseker		
Studievaardighede		
• Skenk oorweging aan die assesseringsproses en eksamenskryfvaardighede en die toepassing van hierdie vaardighede: hersien eie studievaardighede, -strategieë en -style - Hersien eksamenskryfvaardighede (lees die vraag, beplan die antwoord, beantwoord die vrae, ensovoorts) • Belangrikheid van skoolgebaseerde assessering • Belangrikheid van die verkryging van die Nasionale Senior Sertifikaat: ontwikkeling van 'n studieplan vir graad 12		
Loopbane en loopbaankeuses		
• Verbintenis tot 'n besluit: betrekking of kursusaansoek vir addisionele- of hoëronderwys, vaardighede vir finale aksie (beskikbaarheid van fondse, voltooiing van vorms, verblyf- en reisreëlings), vind van geskikte werks- of studiegeleenthede uit verskeie bronne en bepaal die vereistes vir aanvaarding en moontlike uitdagings - Strategieë om doelwitte te bereik • Redes vir en die impak van werkloosheid • Innoverende oplossings om werkloosheid teen te werk: vrywillige werk, deeltydse werk, samelewingswerk, selfondernemings en informele werk - Finansiële en sosiale lewensvatbaarheid van selfondernemings en ander betrekkingsopsies insluitend die bewustheid van belastingpligtigheid - Die impak van korrupsie en bedrog op die individu, maatskappy, samelewing en land		

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Kwartaal 2	***Ek het voltooi*** (✓ / X)	***Ek het hersien*** (✓ / X)
Demokrasie en menseregte		
• Verantwoordelike burgerskap: - Evalueer eie posisie by die hantering van diskriminasie en menseregteskendings deur die Menseregteverklaring in aanmerking te neem: deelname aan besprekings, projekte, veldtogte en gebeure wat diskriminasie en menseregteskendings aanspreek - Evaluasie aangaande die uitkomste van die veldtogte en gebeure • Die rol van die media in 'n demokratiese samelewing: elektroniese en gedrukte media - Vryheid van uitdrukkings en beperkinge - Die mate wat mediaverslaggewing 'n demokratiese samelewing weerspieël: onderwerpe wat gedek word, die redakteur se posisie, ruimte wat aan die onderwerpe toegestaan word en die geografiese verspreiding (bereikbaarheid van die inligting ten opsigte van verskillende groepe in die samelewing) - Kritiese analisering van media en veldtogte - Sportdekking, sportpersoonlikhede en rekreasie-aktiwiteite • Ideologieë, religie en wêrelduitgangspunte ten opsigte van rekreasie en fisiese aktiwiteit oor kulture en geslagte heen		
Sosiale en omgewingsverantwoordelikheid		
• Samelewingsverantwoordelikheid om omgewings en dienste te voorsien wat veilige en gesonde leefwyse bevorder: - Verantwoordelikhede van verskeie regeringsvlakke: wette, regulasies, reëls en samelewingdienste - Opvoedings- en ingrypingsprogramme; impakstudies • Formulering van 'n persoonlike missieverklaring vir die lewe wat gebaseer is op: - Persoonlike sienings, waardes, religiesisteem, religie, ideologieë, leefwyse (fisiese- en emosionele welsyn), omgewingsverantwoordelikhede, doelwitte vir studie en loopbaankeuses • Die impak van die visie op: - Lewensaksies/-gedrag - Onmiddelike samelewing en samelewing as 'n geheel		

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Kwartaal 3	*Ek het voltooi* (✓/X)	*Ek het hersien* (✓/X)
Selfontwikkeling in die samelewing		
• Menslike faktore wat gesondheidsrisiko's inhou, ongelukke, krisisse en rampe: sielkundige-, sosiale-, religieuse-, kulturele praktyke en verskillende kennisperspektiewe - Leefwyse-siektes as gevolg van armoede en geslagsongelykheid: kanker, hoë bloeddruk, hartkwale en bloedsomloopsiektes, tuberkulose, seksueel oordraagbare siektes insluitend MIV en VIGS - Bydraende faktore: eetgewoontes, tekort aan oefening, rook, dwelmmisbruik en gevaarlike seksuele gedrag - Ingrypingstrategieë: voorkoming en beheer, vroeë ontdekking, behandeling, sorg en ondersteuning • Verbintenis om aan langtermyn fisiese aktiwiteite deel te neem: ontwikkeling van 'n aksieplan - Langtermyn effekte van deelname: fisies, geestelik, sosiaal en emosioneel - Waarde-toegevoegde voordele en leefwyse-siektes		
Loopbane en loopbaankeuses		
• Kernelemente van 'n werkskontrak: werkerregte en verpligtinge; diensvoorwaardes - Arbeidswette: Die Wet op Arbeidsverhoudinge, die Wet op Gelyke Indiensneming en die Wet op Basiese Diensvoorwaardes - Beginsels van gelykheid en regstelling - Werwingsproses: algemene tendense en praktyke - Vakbonde en georganiseerde arbeid - Werketiek en samelewingsverwatinge • Die waarde van werk: hoe werk lewensbetekenis gee		

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WOORDELYS

ONDERWERP EEN: SELFONTWIKKELING IN DIE SAMELEWING

selfgeldend – (1) weet wat jy wil hê en hoekom, en om die nodige stappe te kan doen om dit binne 'n spesifieke konteks te bereik; ook eie regte positief afdwing. Dit verwys na die vermoë om (1) jou gevoelens, behoeftes of begeertes openlik en direk uit te druk, maar op respekvolle wyse;
(2) staan op vir jou oortuigings sonder om ander in die proses af te druk;
(3) weet wat jy wil hê en in staat wees om die nodige stappe te doen om dit binne 'n spesifieke konteks te bereik.

konflik oplossing - die vermoë om 'n vyandige situasie van wrywing tussen mense kalm en rustig te hanteer. Onenigheid kan normaal en gesond wees, maar wanneer dit in geweld ontwikkel, word dit 'n probleem wat meer versigtige en berekende hantering benodig. Konflikoplossing poog om wedersydse respek en oorweging te gebruik om vernietigende konfrontasie te verminder of uit te skakel.

hantering van emosies – hantering van emosoes verwys na die vermoë om ‘n probleem effektief te bestuur of te kan hanteer. Emosies is verstandelike of instinktiewe gevoelens in reaksie op interne of eksterne stimuli. Emosies kan as positief of negatief beskou word. Ongeag van hul aard, kan dit vernietigend wees as dit swak gehanteer of opbouend is indien dit behoorlik bestuur word.

hantering van stres - die effektiewe bestuur van 'n situasie wat swaar weeg op 'n persoon se verstandelike vermoëns as gevolg van verhoogde fisiese of emosionele druk. Stres verwys na 'n toestand van verhoogde aktiwiteit in die liggaam wat die individu oorweldig as wat sy verstandelike vermoë kan hanteer.

effektiewe kommunikasie - die vermoë om in enige gegewe omstandighede duidelik en gepas te wees tydens interaksies met ander mense. Verbale of nie-verbale kommunikasie is die essensie van menslike verhoudings.

emosionele geletterdheid - die vermoë om ons eie gevoelens en dié van ander te erken, om onsself te motiveer en om emosies in onsself en in ons verhoudings goed te bestuur. Dit is die vermoë om jouself en ander lief te hê terwyl jy eerlikheid ontwikkel en die vermoë om verantwoordelikheid te neem vir eie optrede.

lewensstylsiekte - dit word gewoonlik geassosieer met swak dieet, rook, dwelmmisbruik en gebrek aan oefening of dit word veroorsaak deur ongesonde gewoontes en / of gedrag / ongesonde lewe.

positiewe stres - is die stres wat jou motiveer, jou aanmoedig en laat jy jouself druk.

negatiewe stres - is die stres wat jou laat voel jy is nie in staat om die druk van die stressors wat verhoudings beïnvloed, te hanteer nie.

Seksteks/’sexting’ - die uitruil van selfgegenereerde seksueel eksplisiete beelde, deur 'n mobiele prentjie of webkamera oor die internet.

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ONDERWERP TWO: DEMOKRASIE EN MENSEREGTE

regstellende aksie - gee werkgeleenthede aan voorheen benadeelde / aangewese groepe (swart mense, vroue en gestremdes) om die wanbalanse van die verlede of maatreëls reg te stel om te verseker dat toepaslik gekwalifiseerde werknemers van voorheen benadeelde / aangewese groepe (swart mense, vroue en gestremdes) het gelyke indiensnemingsgeleenthede en is billik verteenwoordig in alle beroepskategorieë en vlakke van die werksmag.

diskriminasie - is die onregverdige / ongelyke behandeling van ander omdat hulle van 'n ander ras / etnisiteit / geslag / seksuele oriëntasie / godsdiens / of ander geloof is.

elektroniese media - is virtuele media waar video's en aanlynartikels gekyk word **OF** dit is enige media wat aangedryf word deur elektrisiteit of batterye, soos die internet en e-posse, webwerwe, blogs, Facebook, Twitter, radio, TV, films en DVD's.

gedrukte media - is media wat deur middel van gedrukte hulpbronne besigtig word, soos koerante, tydskrifte, pamflette, brosjures, plakkate en reklameborde.

ideologie - die leerstellings, menings of denkwyses van 'n persoon, groep of nasie; ‘n samehorigheid en stelsel van idees gebaseer op superioriteit / minderwaardigheid of 'n stel oortuigings en waardes wat mense se wêreldbeskouings sterk beinvloed.

ondersoekende joernalistiek – die term word gebruik om joernaliste te beskryf wat poog om inligting te vind wat gewoonlik vir die publiek weggesteek word.

stereotipering - 'n oortuigde idee of indruk wat mense van 'n spesifieke groep mense het. Dit gebeur wanneer sekere eienskappe van sekere individue binne die groep veralgemeen en op die hele groep van toepassing gemaak word sonder om voorsiening te maak vir verskille en individualiteit binne daardie groep.

deursigtigheid- openheid en regverdigheid in alles, niks word weggesteek nie

wêreldbeskouing – verwys na die diepe kulturele invloed van godsdiens, oortuigings en waardes

xenofobie - spesifieke vorm van diskriminasie / vooroordeel / haat / afkeer teen / van vreemdelinge / buitelanders **OF** haat of vrees vir vreemdelinge of buitelanders

ONDERWERP DRIE: SOSIALE EN OMGEWINGSVERANTWOORDELIKHEID

impakstudie - die navorsing wat uitgevoer is om die sukses van 'n intervensie program te bepaal

intervensiestrategie is 'n kombinasie van elemente of strategieë wat ontwerp is om veranderinge te laat plaasvind of om die omstandighede van individue of 'n hele bevolking te verbeter. Dit sluit in dienste wat deur die regering verskaf word om ekonomiese ongelykhede te verminder en maatskaplike welsyn te bevorder. 'n Strategie om 'n sosiale risiko of uitdaging te herstel of te voorkom.

missieverklaring- ‘n kort en duidelike stelling oor wie jy is en wat jy in die lewe wil bereik (jou waardes en doelstellings)

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ONDERWERP VIER: LOOPBANE EN LOOPBAANKEUSES

werkloosheid – wanneer mense aktief besig is om werk te soek en nie werk kan vind nie

entrepreneurskap- die vermoë en gewilligheid om 'n besigheid te ontwikkel, te organiseer en te bestuur met gepaardgaande risiko's in 'n poging om wins te maak. Om 'n nuwe besigheid te begin is 'n algemene voorbeeld van 'n entrepreneurskap.

bedrog-'n misdaad waar oneerlike metodes gebruik word om iets waardevol van iemand te bekom; dit kom voor wanneer 'n persoon iemand anders wil verneuk deur voor te gee wat hy/sy nie is nie; 'n weergawe wat as die outentieke voorgestel word, terwyl dit nie is nie om mense te verneuk.

aanlyn-werwing - wanneer maatskappye / organisasies internet tegnologie / webgebaseerde instrumente aanwend om poste op die web te adverteer om aanlyn werksoekers te teiken.

informele werk - daardie werk wat nie by die Departement van Arbeid / Suid-Afrikaanse Inkomstediens (SAID) geregistreer is nie of die werk wat buite die formele ekonomie gedoen word of die werk wat binne die informele sektor van die ekonomie gedoen word.

oppergesag van die gereg – is die hoeksteen van die Grondwet en weerspieël ons land se verbintenis tot 'n ordelike en burgerlike samelewing waarin alle inwoners gebonde is aan die reëls, beginsels en waardes van ons Grondwet as die hoogste vorm van die wet en gesag of waarvan die wet in ons samelewing die hoogste is. Niemand (politikus, regering, regter, unie, burger) is bo die wet of die oppergesag van die gereg verhewe nie en dit vereis dat geregtelike besluite geneem word deur 'n hof wat afhanklik is van enige invloed of druk deur die uitvoerende en wetgewende takke van die regering.

deursigtig (konteks van korrupsie en bedrog) - daar moet openheid en regverdigheid wees ten opsigte van finansies en aanstellings sodat daar geen oneerlikheid is nie en alle sake regverdig en openlik gedoen word

vrywilliger werk – 'n vrywilliger is 'n persoon wat sy tyd en arbeid vir 'n saak of organisasie aanwend sonder betaling. Dit verwys na enige aktiwiteit waar tyd bestee word wat tot voordeel van die omgewing of iemand is sonder enige betaling. '*n Persoon wat vrywillig in 'n sopkombuis werk is 'n voorbeeld van 'n vrywilliger.*

werksetiek - 'n stel beginsels en norme wat 'n werknemer se gedrag bepaal

fluitjieblaser / **informant** - 'n persoon wat onwettige aktiwiteite in enige sektor van die samelewing rapporteer.

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ONDERWERP VYF: STUDIEVAARDIGHEDE

kreatiewe denke - die vermoë om te dink aan moontlikhede en dit te ondersoek hoe om 'n taak te doen of op meer as een manier 'n probleem te hanteer. Dit kan behels dat jy vorendag kom met 'n nuwe idee, of ‘n meer uitdagende manier vind om 'n taak te doen of 'n probleem te benader / kreatiewe denke is om nuwe idees te genereer om 'n probleem op te los.

kritiese denke - die vermoë om situasies voldoende te deurdink , die voor- en nadele op te weeg om sodoende gepaste besluite oor jou eie of ander se omstandighede te maak. Dit behels die beoordeling van die oorsake van 'n probleem.

kritiseer / kritiek / evalueer / analiseer krities (as 'n eksamenskryfvaardigheid) - eksamenskryfvaardigheid wat gebruik word om aan te toon of jy in staat is om ‘n onderwerp te begryp en te kan ontlleed.

soeklees – Wanneer jy SOEKLEES, beweeg jou oë vinnig oor ’n blad of lys om een spesifieke inligting te vind. Soeklees laat jou toe om vinnig ’n enkele feit, datum, naam of woord in ’n teks te vind, sonder om die res van die stuk te lees of te verstaan. Jy mag later daardie feit of woord nodig kry om ’n vraag te beantwoord of om spesifieke inligting te voeg by iets wat jy skryf.

vluglees – jy lees vinnig om die hoofgedagte van ’n paragraaf, bladsy, hoofstuk of artikel, en ’n paar (maar nie alles nie) van die besonderhede te verkry.
Vluglees laat jou toe om vinnig te lees om ‘n algemene idee van ’n teks te verkry sodat jy kan besluit of dit nuttige inligting vir jou is. Jy kan ook vluglees om ’n sleutelbegrip te verkry. Nadat jy ’n stuk gevluglees het, mag jy besluit dat jy wil of het ‘n behoefte om dit meer breedvoerig te lees.

leerstrategie - die manier hoe 'n leerder 'n spesifieke taak benader in die lig van die verwagte eise wat die taak stel. 'n Studiestrategie kom vanaf 'n studiestyl.

leerstyl - kenmerke van 'n leerder se voorkeur manier om ‘n taak te benader

ONDERWERP SES: LIGGAAMLIKE OPVOEDING

uithouvermoë soos gebruik in fisiese aktiwiteite - dit verwys na die vermoë van die spiere om oor 'n lang tydperk te funksioneer.

fiksheid: is die meting van die hoeveelheid fisiese vermoë eerder as 'n meting van welsyn / dit is 'n gevolg van fisiese aksie / goeie fisiese toestand is as gevolg van oefening en behoorlike voeding.

spierkrag - word gedefinieer as die vermoë van 'n spiergroep om maksimale sametrekkende krag teen 'n weerstand in 'n enkele sametrekking te ontwikkel.

soepelheid- die vermoë om jou gewrigte en spiere om deur hul volle omvang te kan beweeg.

kardiovaskulêre fiksheid – die vermoë van jou hart(kardio), bloedvate(vaskulêr) en longe om genoeg suurstof en voedingstowwe aan die selle van jou liggaam te lewer om liggaamlike aktiwiteite uit te voer.

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spieruithouvermoë -is die vermoë van 'n spiergroep om maksimale krag uit te oefen vir lang tydperke

Liggaamsamestelling – hoeveelheid vetmassa in vergelyking met maer spiermassa, bene en organe

Arobiese aktiwiteite – Enige volgehoue oefeninge wat die hart en longe stimuleer en versterk en dus die liggan se verbruik van suurstof bevorder.

Fiksheidsoptekening – ‘n geskrewe rekord van fiksheidsaktiwiteite

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Heroes represent the best of ourselves, …anyone can be a hero who shows courage when faced with a challenge .

Western Cape Government
Education

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