

Full Name:	
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VISION OF THE DEPARTMENT OF HIGHER EDUCATION & TRAINING

Our vision is of a South Africa in which we have a differentiated and fully-inclusive post-school system that allows South Africans to access relevant post-school education and training, in order to fulfil the economic and social goals of participation in an inclusive economy and society.

DISCLAIMER

This booklet is a brief source of information to guide learners towards further sources of information regarding post-school education and training options.









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DEVELOPMENT RESOURCE PACK

CA RE ER



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VISION OF CAREER DEVELOPMENT SERVICES

All people of all ages have access to quality and differentiated career information and career services throughout their lives, so that they are able to make better and more informed career choices that deliver high levels of employment and help to increase sustainable economic growth in the country.

NTRODUCTION

ABOUT CAREER DEVELOPMENT SERVICE

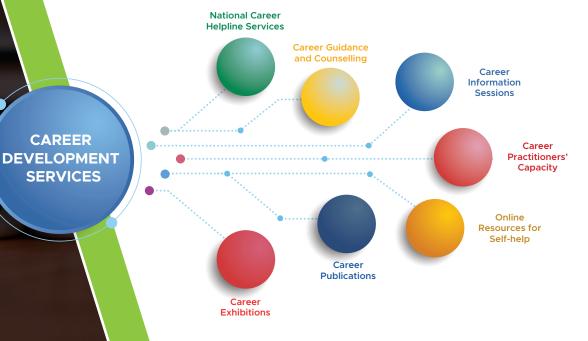
Career Development Services (CDS) is a South African government initiative to bring free quality career information, advice and counselling services to South Africans of all walks of life. CDS was established in 2010 following a decision by the Cabinet of the Republic of South Africa which sought to ensure that South Africans of 'all ages have access to quality and differentiated career information, advice and counselling services throughout their lives'.

The preamble to South Africa's Constitution notes the importance of 'freeing the potential of each person' while the National Development Plan talks about the need for every individual to 'embrace their full potential'. This embracing and freeing up of potential is critical to this nation's development and transformation. As CDS we do not just aim to provide quality career and study related information and counselling services but to also contribute to the larger goal of assisting our people to 'embrace' and fulfil their potential.

CDS further supports the vision of the **Department of Higher Education and Training** (DHET) by facilitating '...access to relevant post-school education and training...'.



ERVICES OFFERED BY CAREER DEVELOPMENT SERVICES



ABOUT CAREER DEVELOPMENT SERVICES

- A national career helpline service through which information and advice on subject choice, career decisions, study choices; funding your studies, occupations in high demands is provided.
- Provision of career guidance and counselling services by Registered Counsellors and Psychologist. This may include the use of formal and informal career assessment instruments.
- Conducting career information sessions on selected topics for learners, students and unemployed youth. These sessions are based on understanding opportunities in the post-school system, choosing subjects, developing employability skills, job hunting techniques.
- 4. Improving the **capacity of Career Practitioners**, including Teachers. Many of those who work in our schools and communities often do not have the requisite information, skills and knowledge to provide career services. We run workshops aimed at developing the capacity of Career Practitioners to provide quality information and support to their communities.

- 5. Development of **online resources** to support self-help. We have developed three main online platforms aimed to support various career and study related needs that exist in our communities. These are the careerhelp website which is mainly an information resource, the National Career Advice Portal {NCAP} which provides a range of tools and questionnaires to help you make career related decision and the Information Hub, which is designed to assist Teachers and other Career Practitioners.
- 6. Development and **publications of a range of career publications.** These include the Apply Now! Booklet and the Post-School Publication among others. These are distributed widely to schools, libraries and at career events.
- Participation in career exhibitions across the country. These are done in partnership with other Government Departments and agencies.

DS KEY MESSAGES

CDS supports the National Development Plan's vision of "a country where opportunity is determined not by birth, but by ability, education and hard work". It is to this end that we drive the following key messages:



A BOUT THIS GUIDE

The Grade 10 booklet aims to make learners aware of the need to gather relevant and up-to-date information that can assist them in Grade 12 when they have to consider and apply to different post-school opportunities. Learners in Grade 10 need to understand the implications of their final exam results in terms of applying for various opportunities. Learners should also be encouraged to take this process seriously and put effort in the provided learner activities at the end of each session.

The lessons are guided by the Curriculum and Assessment Policy Statement {CAPS} which implies that they follow the Life Orientation scheduled as they are highlighted within the CAPS document.



OST-SCHOOL EDUCATION AND TRAINING (PSET) SYSTEM TERMINOLOGY



Below is a list of terms that you will come across while you pursue your studies and grow in your career.

Acceptance Letter:

A letter sent to learners by the institution they have applied to informing them that their application to the institution has been approved.

Acknowledgement of Application Letter:

A letter sent to learners by the institution they have applied to informing them that they have received their application forms. This letter differs from an acceptance letter.

Admissions Office:

The department at an institution of higher learning that deals with applications to study.

Admissions /Entrance Requirements:

What is needed (example specific subjects, marks, portfolios for certain courses) to be considered for a particular degree, diploma or certificate course. This does not mean that you will be accepted, but if you meet the admission requirements your application will be considered.

Admissions Tests:

Compulsory tests you have to write as part of your application

process. The National Benchmark Test is an example of an Admissions Test

Application:

Filling in forms for an institution where you would like to study. The application can be done by manually filling in a form or applying online.

Bursary:

Money given by an organisation to someone who wishes to study. There are sometimes conditions attached to accepting the bursary e.g. recepient work for the organisation after graduation.

Campus:

The physical environment (buildings and grounds) of an institution. Some institutions have a main campus and satelite campuses.

Course:

Part of a subject, usually studied over a semester (6 months) or a year.

Course Codes:

A code used by the institution to identify the course, what department it falls under and whether it is studied in first, second or final year.

Course Outline:

A short description of what you would study in a course.

Conditional Early Offer:

The offer of a place to study at an institution that a learner receives before the last exams on condition that good marks are maintained

Dean:

The head of a faculty at a university.

Designated Subjects:

Matric subjects required for entrance to an institution that are listed by that institution.

Department:

Manages a subject and is part of a faculty.

Doctorate:

Degree obtained after Masters. You are then referred to as a doctor in your field of study. This does not always mean a medical doctor.

Eligible:

It means you meet the requirements for what you are applying for.

Entrance Scholarships:

Funding awarded to someone applying to an institution who has obtained good marks in matric. No application is required for this, it is only offered based on academic excellence.

Extended Programmes:

A group of courses that are spread over a longer period of time to allow for extra tutoring for students whose potential has been identified but whose school background did not equip them adequately doe the demands of tertiary study.

Faculty:

A broad term to describe a group of subject departments.

Financial Aid:

Money given by an institution (could be in the institution of higher learning or financial institutions such as banks) to a student who does not have money to pay for fees and sometimes living expenses.

General Degree:

A degree with a broad number of subject options which you can choose yourself.

Graduation:

The ceremony where you are awarded your qualification after you have met all requirements for completion.

Honours Degree:

Postgraduate qualification after the successful completion of your first undergraduate degree, usually takes 1 year and specialises in a specific subject.

Loan:

Money that you borrow from a bank or organisation like Eduloan in order to study. You usually have to pay this back with interest when you start working.

Major or Specialisation:

A subject that you study until your final year with increasing levels of knowledge.

Masters Degree:

Degree pursued after successful completion of an Honours degree.

Means Test:

A way to calculate the income of a family to see if they qualify for financial aid.

Minimum Requirements/entrance requirement:

The minimum marks you need to be considered for a course or faculty.

National Benchmark Test:

A set of tests for applicants that is a country wide extra measure for application purposes. There are usually Language and Maths based tests.

Orientation:

This is usually a week or more before lectures start where you are introduced to campus life.

Point System:

Points allocated to certain symbols obtained in matric subjects used to work out whether you meet the entrance requirements.

Postgraduate Degree:

A degree you study after completing your first degree.

Probable Offer:

If you are attaining marks well above the minimum requirements for the course, you are very likely to be given an offer of a place to study.

Programme:

A specific group of courses studied together.

Prospective Student:

Someone who is applying to study at an institution.

Prospectus:

A booklet telling you what degrees and facilities the institution offers and how to apply.

Postgraduate Student:

A student who has completed a first degree and is studying further.

Residence:

A place for students to stay if they are living at an institution far from home.

Registration:

After you have been given a place to study, you arrive at the institution at the beginning of the year and sign up for the degree or diploma that you applied for.

Scholarship:

Money awarded to you to pay for your studies, usually because you have done well academically.

Semester:

The school year is divided into terms. At tertiary level the year is divided into 2 semesters which are 6 months in duration each (Jan – June: first semester, July-December: second semester). **Stream:** A set of courses following a specific direction.

Student Number or Code:

Each student is given a number that is their student identity number and is unique to them. **Student Support Services**

A service within institutions of higher learning that supports students throughout their studies. It usually consists of professionals who can assist students with areas such as their health, academics, financial obligations within the scope of their studies and etc.

Technical Vocational Education and Training College

An education and training institution that provides knowledge and skills for employment. TVET Colleges use formal, non-formal and informal learning. The courses offered are vocational and occupational by nature.

Trimester:

3 months per level cycle that is usually common in TVET Colleges qualifications such as Engineering.

Undergraduate Degree:

Your first degree at a university.

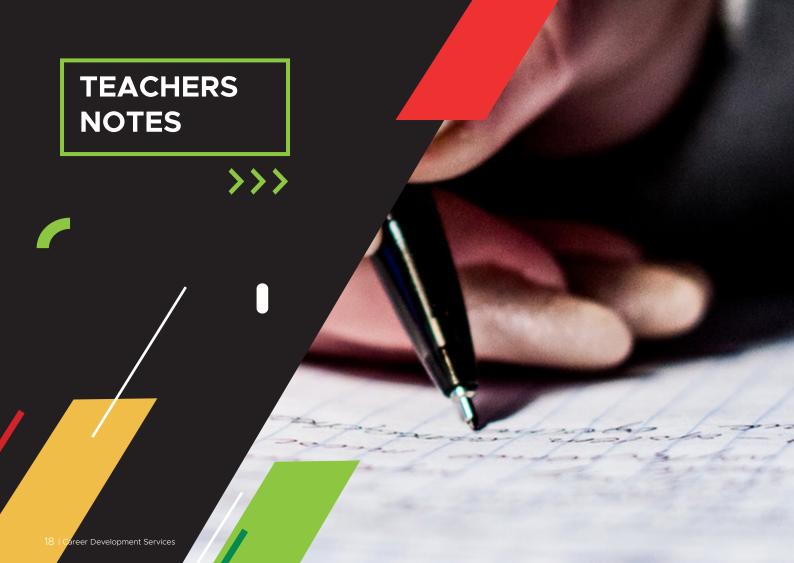
Undergraduate Student:

Someone studying their first degree.



Acknowledgements: University of Cape Town



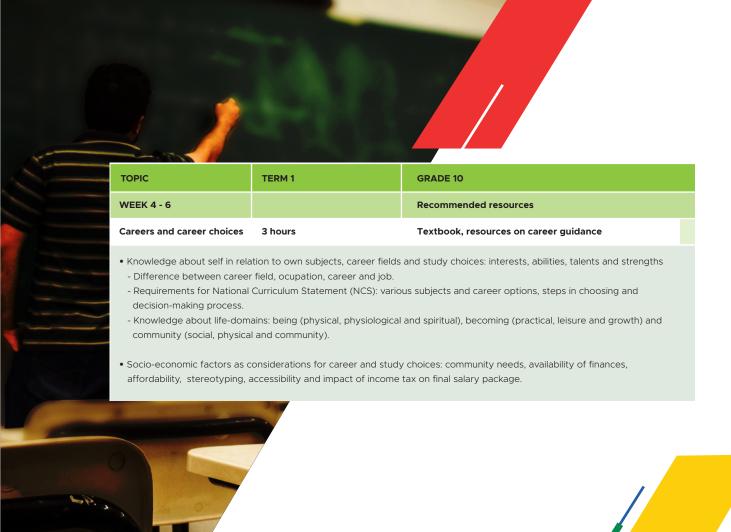


PURPOSE	The overall purpose of the resource pack is to enable all career development role players such as teachers, principals, career practitioners, and others who support the learners' individual careers and transitions to be able to work with a nationally consistent set of career management competencies which will help all school learners to better manage their learning and career choices. The aim is to encourage all role players to provide the necessary support to learners in becoming more career developmental. The career management skills expressed in the resource pack will assist learners to make informed decisions from a wide range of career choices to successfully enter the world of work. The resource pack is packaged in such a way that it will enable a learner to move from one point to another in the process of constructing and managing their careers sensibly.
APPROACH	The general approach to be used is a collective and collaborative one where all stakeholders involved in supporting learners play their significant roles in ensuring that all learners receive appropriate support.
LEARNER ACTIVITIES:	There are activities under each topic that will allow students to engage in the learning process in a meaningful manner. The resource pack takes into consideration that learners are not on the same level in terms of development. It should therefore be used while keeping the context and available resources in mind. Before you can begin the implementation process, you need to be aware of the level of support that your learners need. The resource pack should ideally be used in an interactive manner. This means that the learners should engage in the activities that are provided in the pack so that the learning process can be practical and interactive. Each activity must be used as a supplement to topics covered in the classrooms.



The lessons in this guide are guided by the Curriculum and Assessment Policy Statement (CAPS) which implies that they follow the Life Orientation Annual Teaching Plans as they are highlighted within the CAPS document.

The table on the following page gives an overview of topics that are to be covered under Careers and Career Choices and Study Skills:



TOPIC	TERM 2	GRADE 10
WEEK 1 - 3		Recommended resources
Study skills	3 hours	Textbook, newspaper articles, resources on careers and study skills.

- · Study skills: listening, reading, comprehension, concentration, memory, organisation and time management.
- Study methods: note-taking, mind-mapping, selecting important concepts and content, assignment and essay construction and making comparisons.
- Critical, creative and problem-solving skills.
- Annual study plan.

TERM 3			
	WEEK 6 - 10		Recommended resources
	Careers and career choices	5 hours	Textbook

- Diversity in jobs:
 - Economic sectors: primary (raw material), secondary (finished products or goods) and tertiary (infrastructure and providing services).
 - Work settings: workplace environment and conditions: indoors and outdoors (laboratory, mine).
 - Activities involved in each job: designing, assembling and growing.
 - Skills and competencies: information gathering or analysis and instruction.
- Opportunities within different career fields including work in recreation, fitness and sports industries:
 - Research skills, salary package, promotion and further study prospects.
 - Profitable use of time, how to use talent in working and career opportunities, enjoyment and transfer of skills to other related industries.

WEEK 1 - 3		Recommended resources
Careers and career choices	3 hours	Textbook, resources on careers
 Reading the market for Growth and decline of SAQA, the NQF framev The need for lifelong lea 	trends regarding jobs and identifications occupations and fields work and recognision of prior lear	of work and competencies linked to these jobs. ning. lexibility and ongoing development of the self.
>>>		



TOPIC	TERM 1	GRADE 10
WEEK 4 - 6		Recommended resources
Careers and career choices	3 hours	Textbook, resources on career guidance

- Knowledge about self in relation to own subjects, career fields and study choices: interests, abilities, talents and strengths:
 - Difference between career field, ocupation, career and job.
 - Requirements for National Curriculum Statement (NCS): various subjects and career options, steps in choosing and decision-making process.
 - Knowledge about life-domains: being (physical, physiological and spiritual), becoming (practical, leisure and growth) and community (social, physical and community).
- Socio-economic factors as considerations for career and study choices: community needs, availability of finances, affordability, stereotyping, accessibility and impact of income tax on final salary package.

DIFFERENT FACETS OF SELF AND INTEGRATION INTO THE WORLD OF WORK

Self-evaluation is a great and strong energiser in human development. Therefore, the more you evaluate yourself, the more about yourself you know and the better you perform at whatever given task you are involved in. Your behaviour can take various forms, can perform different tasks. When it performs different tasks, it means it is taking different facets in order to satisfy the norms and standard or the subjects involved. Your behaviour can take the shape of a self-pleaser, people pleaser and or any other shape that can assist you in reaching your goals.

Applying your different facets of self can assist you in integrating better at work. Remember the work place is made up of different people, from different backgrounds. You will need to work in teams sometimes and not always with people you get along with or with similar personalities, but your multiple facets of self can assist you in integrating and even putting your differences aside. There are 3 types of "The Facet Self" (Your private self, public self and collective self):

Private Self

Your private self is more individual focused. You need this self because it can inform you of your development, where you need to improve and where you are succeeding. The private self allows you to have privacy and no one can access this self unless you discuss it with someone else. The private self gives you a chance to self-evaluate and monitor your improvement outside external opinions and inputs. Your private self is also where you are honest with yourself.

Public Self

Your public self is sensitive to the evaluation and opinions of those around you (parents, teachers, managers, etc.) Your public self is what you display for everyone to see and it is what you allow people to know about you. Therefore, you will receive feedback about this self. This self's main mandate is to win approval of others. When you perform at your best at work or at school, the feedback you receive are based on your public performance. Your public self also speaks of the way you present yourself, how you dress and how you speak. Your public self also requires some self confidence that can draw people to you.

Collective Self

Your collective self speaks of the "we's" that you have. It's about identifying yourself in a group of people. You and your siblings are a collective, as are you and your project team mates at school.

Your collective self is where you have to apply to a great extent, your social skills – being able to get along with others. Your collective self reminds you that you exist amongst other people.

CAREERS AND CAREER CHOICES

Making a career choice involves a process of matching your personality to a suitable career. Matching your career to your personality type is one of the key factors for finding a fulfilling job in a workplace that suits who you are.

Self-Knowledge

Self-knowledge is one of the most important aspects in the process of making a career choice. Self-knowledge includes knowledge about your personality, interests, skills or ability, values, knowledge about your environment and influences.

Interests

Interests refer to the things that you enjoy doing or like e.g. reading, dealing with numbers or helping people.

Skills

Skills or abilities are things that you were taught that enable you to perform certain tasks. Some skills are job-specific and can be used in only specific lines of work. On the other hand, there are skills that can be used across many different careers and these are known as transferrable skills. You may have developed these skills in school, on the job, while volunteering or through life experiences.

Values

Values are beliefs we develop early in life that make up our fundamental beliefs about what is right and wrong or good and bad. They are shaped by our family, culture, education, religion, and different socialisation processes. Some values are maintained throughout our lives, while others may change and become more or less important over time. Basically, values are those things that are important to you.

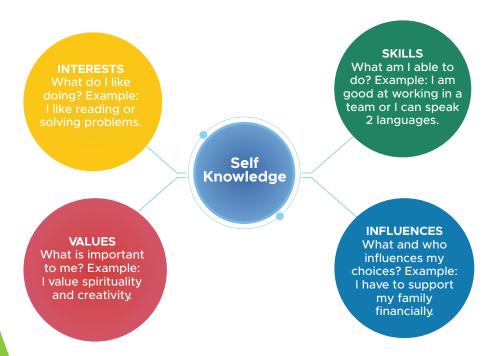
Examples of values could include money, spirituality, autonomy, expertise, help others, adventure / excitement, risks / have physical challenges, respect, competition, public contact, influence on others, precision in work, achievement, creativity, authority, travel, entrepreneurship, team work, fast-paced environment, flexibility, prestige or social status, intellectual status, recognition, aesthetically pleasing environment, and high-risk environment.

Influences

These are things that impact your career choice. Influences are important but should be considered with caution lest you lose control of your career. Sometimes our context can limit us. For example, if you grow up in a farming community you may only know of the farming industry but not be exposed to other career fields.

MAKE AN INFORMED CAREER CHOICE

Matching your career to your personality type is one of the key factors for finding a fulfilling job in a workplace that suits who you are. Self-knowledge includes knowledge about your personality, interests, skills or abilities, values, environment and influences.



ACTIVITY: DETERMINE WHO YOU ARE

Using the table below, answer the questions in the space provided:

What things do I like? (Interests)	
What am I good at? (Skills)	
What is most important to me? (Values)	
What influences my career decision? (Influences)	

DIFFERENCE BETWEEN A CAREER FIELD, OCCUPATION, CAREER AND JOB

CAREER FIELD

A Career Field is the industry that your chosen career falls into. For example, the healthcare or engineering industry.

OCCUPATION

An Occupation is a category of jobs that have similar characteristics, and a person can work at his / her career for different employers. For example, a doctor or carpenter.

CAREER

A Career is all jobs and occupations that a person experiences in his/her lifetime.

JOB

A Job is a specific position in which a person is employed. For example, Chief of Surgery or Framing Carpenter.

ACTIVITY: TEST YOUR KNOWLEDGE

In the table below, write the difference between career field, occupations, career and job in your own words and give examples of each..



		Define	Example
	CAREER FIELD:		
	CAREER FIELD.		
	OCCUPATION:		
>			
	CAREER:		
>			
•	JOB:		



COMPULSORY SUBJECTS:

Official Home Language
First Language {Additional}
Mathematical or Mathematical Literacy
Life Orientation

SUBJECTS FIELDS OF STUDY	EXAMPLES OF CAREER OPPORTUNITIES
Agriculture	Farm Manager, Nature conservationist: Horticulturalist, Agricultural Technician, Agricultural Engineer, Farmer, Landscape Engineer, Teacher.
Equine studies	Veterinarian, Jockey, Horse Trainer, Horse Breeder, Horse Rider.Draughtsperson, Shop Fitter, Cabinet-maker, Carpenter and Joiner, Plumber, Bricklayer and Plasterer.
Civil Technology	Draughtsperson, Shop Fitter, Cabinet-maker, Carpenter and Joiner, Plumber, Bricklayer and Plasterer.
Engineering Graphics and Design	Architect, Electrical Draughtsperson, Mechanical Draughtsperson, Designer {furniture, motor vehicles, aeronautics}.
Nautical Sciences	Deck Hand, Deck Officer, Harbour Master, Ship's Mate, Master Captain, Yacht Captain, Navigator, Tug master.
Mechanical technology	Automotive Technician, Aircraft Technician, Automotive Mechanic, Boilermaker, Earthmoving equipment mechanic, Fitter and Turner, Welder.
Electrical Technology	Electrician, Auto-electrician, Electrical Fitter, Electrical Draughtsperson, Electrical or Electronics Technician, Electrical or Electronics Technologist.
Mathematics	Medical Doctor, Teacher, Pharmacist, Physicist, Actuary, Dentist, Town Planner, Astronomer, Engineer, Technologist, Technician, Architect, Scientist, Aeroplane Pilot, Information Technology Specialist.
Mathematical Literacy	Teacher, Plumber, Bricklayer, Welder, Computer Programmer, Bookkeeper, Chef, Social Worker, Sales Executive, Journalist, Business Manager, Caterer.
Physical Sciences	Medical Doctor, Teacher, Pharmacist, Physicist, Actuary, Dentist, Town Planner, Astronomer, Engineer, Technologist, Technician, Architect, Scientist, Aeroplane Pilot, Information Technology Specialist.
Computer Technology	Database Designer, Information Technology Specialist, Computer Technician, Software Engineer, Computer Programmer.

SUBJECTS FIELDS OF STUDY	EXAMPLES OF CAREER OPPORTUNITIES	
Life Sciences	Marine biologist, Microbiologist, Bio-Chemist, Ecologist, Physiologist, Botanist, Zoologist, Pharmacist.	
Economics	Chartered Accountant, Economist, Tax Consultant, Auditor, Stock Broker, Budget Analyst, Business Analyst, Investment Analyst, Market Researcher, Bookkeeper.	
Accounting	Chartered Accountant, State Accountant, Financial Accountant, Bookkeeper, Banking Services, Production Manager, Industrial Buyer, Retail Sales Executive, Systems Analyst, Auctioneer, Chief Financial Office.	
History	Journalist, Public Relations Specialist, Researcher, Tourism Practitioner, Archaeologist, Historian, Legal Practitioner, Politician, Diplomat, Librarian, Marketer, Tourist guide.	
Geography	Environmental Planner, Environmental Journalist, Town Planner, Rural and Urban Planner, Map Maker, Meteorologist, Conservationist.	
Religious Studies	Minister, Social Worker, Development Worker, Human Rights Worker, Researcher, Journalist, Community Service Worker.	
Hospitality	Tour Guide, Tour Information Officer, Flight Attendant, Purser, Restaurant Manager, Hotel Manager, Chef, Bartender, Waitron {restaurants, coffee shops, hotels, fast food outlets, bed-and breakfast establishments}, Food and Beverage Manager, Banqueting Manager, Entrepreneur, Product Developer, Events Manager, Travel Agent, Fashion Designer.	
Music	Musician, Singer, Recording Studio Technician, Composer, Music Teacher, Sound Technician, Arts Manager.	
Dramatic Arts, Television Studies and Dance Studies	Actor (stage, TV, movies), Director, TV Producer, TV Announcer, Radio Announcer, Set / Costume / Lighting / Sound Designer, Arts Manager, Speech Therapist, Public Relations Officer, Media Relations Coordinator, Dancer, Choreographer, Drama or Dance Teacher, Critic, Dance Administrator, Aerobics Instructor, Dance Therapist, Fashion Show Director	
Visual arts	Artist, Desktop Publisher, Curator of an Art Gallery, Art Historian, Critic, Arts Manager, Teacher, Video Producer, Photographer, Digital Designer, Graphic Designer, Illustrator, Framer.	
Languages	Interpreter, Journalist, Media Broadcaster, Author, Publisher, Editor, Tour Guide, Translator, Transcriber.	

ACTIVITY: LINK YOUR SUBJECTS TO CAREERS

Using the table below please choose five of subjects that you are currently doing and then link the subjects with specific career examples:

SUBJECTS FIELDS OF STUDY	EXAMPLES OF CAREER OPPORTUNITIES
Example: Languages	Interpreter, Journalist, Media Broadcaster, Author, Publisher, Editor, Tour Guide, Translator, Transcribe.
Agriculture	
Equine studies	
Civil Technology	
Engineering Graphics and Design	
Nautical Sciences	
Mechanical technology	
Electrical Technology	
Mathematics	
Mathematical Literacy	
Physical Sciences	
Computer Technology	

SUBJECTS FIELDS OF STUDY	EXAMPLES OF CAREER OPPORTUNITIES
Life Sciences	
Economics	
Accounting	
History	
Geography	
Religious Studies	
Hospitality	
Music	
Dramatic Arts, Television Studies and Dance Studies	
Visual arts	
Languages	



CAREER DECISION-MAKING STEPS

Step 1: Picture Your Future

- What do I want my personal and professional life to look like?
- Be realistic with limiting yourself.

Step 2: Make an Initial Decision

- List the advantages, disadvantages and potential outcomes of what you want to achieve.
- Decide where you want to be.

Step 3: Set Your Goals

- Set a goal and plan how you are going to achieve it.
- Use the SMART principle your goal must be Specific, Measurable, Achievable, Realistic and Time-specific.

Step 4: Develop Action Plan

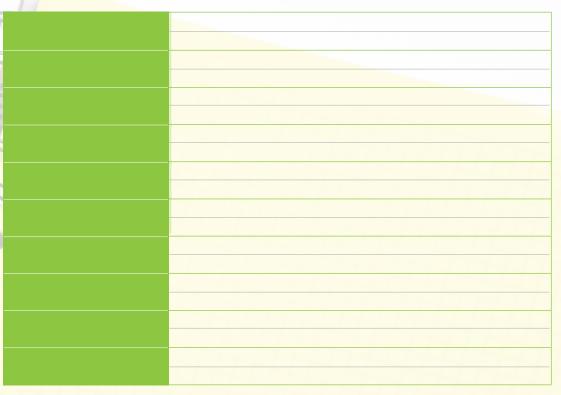
- Write down specific actions that you will need to take in order to reach your goal.
- Capture important milestones.

Step 5: Take Action

- Put your plan into action.
- Celebrate milestones as you reach them.

ACTIVITY: MAP YOUR CAREER PLAN

Using the table below, answer the following questions in the space provided:



LIFE DOMAINS

Understanding how your career of choice contributes to your being is important. This includes your spirituality, psychology and how you can use your career to better your community. Being aware of your environment can benefit you both psychologically and environmentally. After completing this section, you will have the knowledge that a choice of career can influence your everyday reasoning, behaviour and response to situations and will help you to lead a balanced life.

PURPOSE	This speaks to your psychological, physical and spiritual being. It is comprised of the following:
	Physical: This relates to our bodies which are made up of organs, systems, tissues and cells and includes our moods and emotions. Psychological: This relates to the psychology or to the mind pertaining to, dealing with, or affecting the mind, especially as a function of awareness, feeling, or motivation. Spiritual: Spirituality is the practice of love-based attitudes which are integrated into an individual's everyday life. Spirituality is practiced by the individual. These attitudes can be shared with others but do not require organised grouping for their practice.
BECOMING	This speaks of the learner becoming more objective and practical in their lives through this career of choice. It is comprised of the following:
	Practical: This relates with practical action that is concerned with the actual doing or use of something rather than with theory and ideas. Leisure: Time used for enjoyment and use of free time which is not dedicated to work/school work. Growth: The process of developing from a lower or simpler to a higher or more complex stage.
COMMUNITY	This speaks to how we can/you can contribute to the social and community needs. It is comprised of the following:
	Social: This is characterised by friendly companionship, seeking or enjoying the companionship of others which includes friends and family. Community: This refers to social, religious, occupational, or other group sharing common characteristics or interests and perceived or perceiving itself as distinct in some respect from the larger society.

ACTIVITY: TEST YOUR KNOWLEDGE

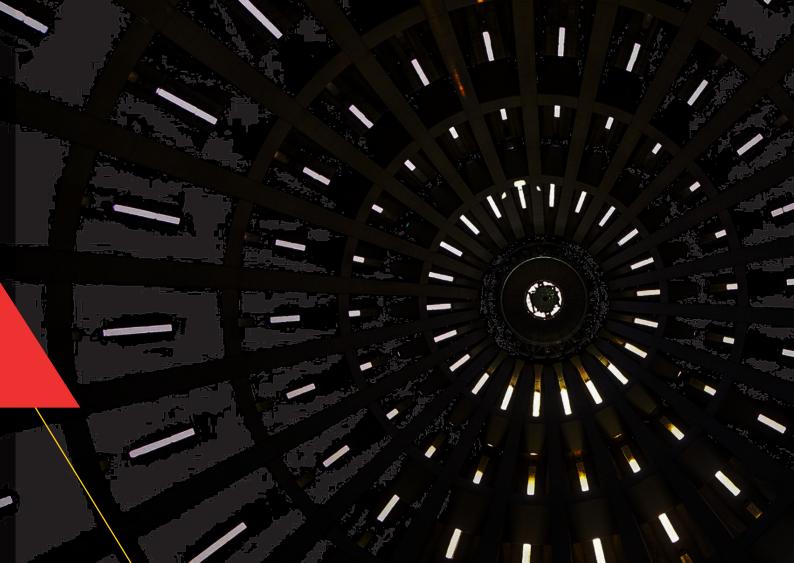
Match the statements in Column A with the correct description in Column B.

COLUMN A	COLUMN B
1. Physical	A. Dancing, singing, watching television, reading.
2. Psychological	B. Praying, worshipping, using relaxation techniques, meditating.
3. Spiritual	C. Learning, maturing, being responsible, being accountable.
4. Practical	D. Joining a soccer club, participating in debates, joining community police forums, volunteering in cultural groups.
5. Leisure	E. Enjoying soccer/netball and running.
6. Growth	F. Surrounding yourself with positive peers.
7. Social	G. Beading, teaching, designing and drawing.
8. Community	H. Playing board games, camping, attending church services, going on holiday.

Check your answers: See page 131 for answers.

SOCIO-ECONOMIC FACTORS AS CONSIDERATIONS FOR CAREER AND STUDY CHOICES

Socio-economic factors are one of the important aspects that you need to take into account when making a career choice. They can be explained as social and economic experiences and realities that help mould your personality, attitudes and lifestyles. These factors can also be defined as regions and neighbourhoods. Law enforcement agencies throughout the country for example, often cite the socio-economic factor of poverty as being related to areas with high crime rates. It's important to understand how your family income or family status will affect you in your process of making a career choice. There are different funding opportunities available in the Post-School Education and Training system. As you consider the different career options available within the Post-School Education and Training (PSET) system you should also be made aware of the costs of pursuing various opportunities.



ACTIVITY: UNDERSTANDING HOW SOCIO-ECONOMIC FACTORS AFFECT CAREER CHOICE

Step 1: Realisation

Step 1:

In Column 1 on the next page, list the socio-economic factors in your community that could play a positive or negative role in your future. For example, lack of public transport may make getting to work difficult.

Step 2: How to combat

Step 2:

In Column 2, list the possible solutions to these challenges, even if these are not currently within your reach. For example, you can buy a car to make sure you can get to work or you can get a lift with your neighbour to get to work.

Step 3: Desired outcome

Step 3:

In Column 3, list what you hope to achieve at the end of it. For example, you will have a car/lift that will enable you to go to work and earn an income to support your family.

Realising my socio-economic challenge:	How to combat the challenge?	My desired positive outcome:

IDENTIFYING THE NEEDS OF YOUR COMMUNITY

The most commonly listed community needs include employment creation; access to basic services and adequate housing; access to educational opportunities and access to health care. The most relevant community needs in South Africa include:

ADEQUATE HOUSING

UNEMPLOYMENT, FOOD SCARCITY AND POOR EDUCATION ACCESS TO EDUCATION, BASIC INFRASTRUCTURE AND SERVICES

ELECTRICITY, SANITATION AND SAFE WATER

RECREATIONAL AMENITIES

HEALTH ISSUES SUCH AS HIV/AIDS, PUBLIC HEALTH FACILITIES AND TRADITIONAL HEALERS

ACTIVITY: IDENTIFY YOUR COMMUNITY NEEDS

Using the table below, write down what the status of your community needs are in the second column and then in the third column, write down how this may affect your career and how you can overcome them.

COMMUNITY NEEDS:	Status of community needs (e.g. Satisfactory, available, unavailable, in progress, needs are far from where I reside).	How do they affect my career and how I can overcome them?
AGRICULTURE AND NATURE CONSERVATION		
ARTS AND CULTURE		
BUSINESS, COMMERCE AND MANAGEMENT STUDIES		
COMMUNICATION STUDIES AND LANGUAGE		
EDUCATION, TRAINING AND DEVELOPMENT		
MANUFACTURING, ENGINEERING AND TECHNOLOGY		
HUMAN AND SOCIAL STUDIES		



	Status of community needs (e.g. Satisfactory, available, unavailable, in progress, needs are far from where I reside).	How do they affect my career And how I can overcome them?
LAW, MILITARY SCIENCE AND SECURITY		
SOCIAL SCIENCES AND SOCIAL SERVICES		
PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES		
SERVICES		
PHYSICAL PLANNING AND CONSTRUCTION		

TYPES OF FUNDING AVAILABLE FOR STUDYING AFTER SCHOOL

STUDY LOANS

- Money borrowed for academic tuition or accommodation.
- Paid back with interest.
- Given by a registered financial institution.
- Repayments required only after completion of studies.
- Usually only covers tuition.

NATIONAL STUDENT FINANCIAL AID SCHEME (NSFAS)

- NSFAS is government funded student loan and bursary schemes.
- Offered at public higher education institutions such as Universities, Universities of Technology and TVET Colleges.
- Dependent on financial need of applicant.
- · NSFAS is refundable.

SCHOLARSHIP

- Academic financial sponsorship awarded to qualifying learners.
- Covers a portion or all tuition.
- Learner does not have to pay back the tuition fees.
- Learner has to maintain academic average and stick to conditions of sponsorship.

BURSARY

- Academic sponsorship that covers tuition fees, accommodation, study material and sometimes pocket money for living expenses.
- Granted based on financial needs or good academic results.
- Paid back in the form of service to the sponsor or company.
- May be expected to pass all your modules or maintain an average.

Study Loans

A study loan refers to money borrowed to pay for academic tuition (in some instances accommodation too) that has to be paid back with interest. Different loans charge interest differently so it's important to know how the loan you intend to take charges interest. A loan should only be given out by a registered financial institution.

The National Student Financial Aid Scheme (NSFAS)

NSFAS is the South African government student loan and bursaries schemes. It was set up to help South African students to further their education at public TVET colleges, Universities of Technology and Universities.

Things to consider about NSFAS:

- NSFAS is only offered at public higher institutions of learning such as Universities, Universities of Technology and TVET colleges;
- NSFAS's offering is dependent on the financial need of the applicant;
- NSFAS is refundable;
- If you need more information on NSFAS visit;

http://www.nsfas.org.za/NSFAS/CONTACT.

Scholarship

A scholarship is an academic financial sponsorship awarded to academically deserving students which consists of conditions and criteria the candidate must meet before they can be considered. The sponsorship awarded covers at the least a portion of the student's tuition, if the payment made does not fully cover the fees the student or their parents have to make up the rest. The good thing about a scholarship is that the student does not have to pay any of the money back. In most cases the beneficiary of the scholarship has to maintain a certain average in terms of their marks and stick to conditions set by the sponsor. For example, an athletic scholarship may require that you maintain a 60% average and do very well in athletics.

Things to consider:

You do not have to pay back the money;

Academic performance must be maintained to adhere to the conditions set by the sponsor.

Government Departments Offering Scholarships

The Department of Social Development runs a scholarship for social work on an annual basis. If you wish to apply for the scholarship you have to comply with the following:

- Be a South African Citizen:
- Comply with the entry requirements set by the University;
- Fully and correctly complete the Scholarship Application form;
- Be prepared to enter into an agreement with the Department (more details will be contained in the agreement); and
- Must complete the qualification within the minimum period as prescribed by the University.

You can read more about the scholarship on the department's website:

http://www.dsd.gov.za.

Bursary

It is an academic sponsorship that covers the full costs of study including study material, tuition, accommodation and sometimes pocket money for living expenses.

It is granted on the basis of financial need and/ or good academic results. A bursary is paid back in service to the company or entity that sponsored the candidate, they will have to work for the sponsor for the same amount of years they sponsored them or paid for their fees. Although a bursary covers your fees, if there is a module the student fails they will be expected to pay for it themselves.

Things to consider:

- Covers the full costs of study;
- Granted on the basis of financial need and/or good academic results; and
- Pay back is in the form of service to the sponsor or company.

Government Departments Offering Bursaries

The Funza Lushaka Bursary

The Funza Lushaka Bursary Programme is a multi-year programme to promote teaching as a profession. Bursaries are available to enable eligible students to complete a teaching qualification in an area of national priority. Recipients of these bursaries will be required to teach at a public school for the same number of years that they received the bursary. Qualified recipients of the bursary must request placement in a public school. The provincial education department (PED) will place a graduate bursar in a suitable teaching post. If a particular PED does not have a suitable teaching post for the graduate bursar, the applicant may be placed in a PED that does have a suitable post. Please note that bursars cannot choose the school in which they would like to be placed.

For further information on the bursary visit;

http://www.funzalushaka.doe.gov.za/faq/faq.jsp

Important Links

Information on available bursaries, loans and scholarships can be accessed on the following websites:

Career Development Services:

http://www.careerhelp.org.za/page/financing-studies/bursary/626576-Funding

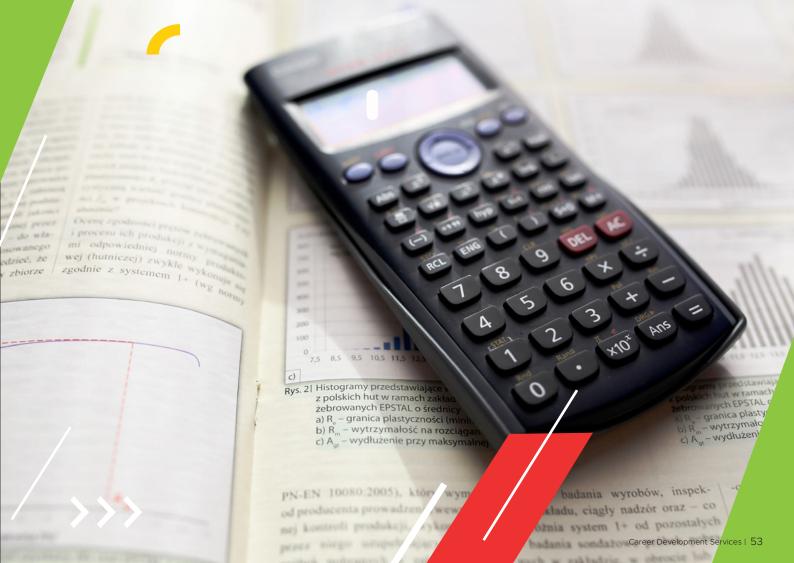
Career Planet:

htt://www.careerplanet.co.za/bursaries

Bursary South Africa:

http://www.bursaries2016.co.za/

Different government departments advertise bursaries annually. It is crucial to visit their websites and/or check newspapers for bursary advertisements.



ТОРІС	SCHOLARSHIP	BURSARY	LOAN
Benefits	Studies are paid for by sponsor, with no need to pay back.	Studies are paid for and you stand a good chance of being employed by the company that sponsored your studies upon completion of studies.	Studies are paid for and a loan payment may be required after completion of studies (depends on loan).
Repayments	No payment required.	You pay back your sponsor in the form of service equivalent to the length of time they paid for your studies.	The payment options of various loans may vary but you are expected to pay back the money with interest once you are working, some loans require that the interes of the loan be paid on a monthly basis.
What is covered?	A scholarship may cover the full costs of your academics and nothing else or a portion of other expenses, if it is a full scholarship it covers all expenses associated with your studies.	It covers the full expenses associated with your studies.	In most instances, it only covers the tuition fee.

горіс	SCHOLARSHIP	BURSARY	LOAN
ponsor expectations	You may be expected to partake in certain activities that may be cultural or extramural as part of the scholarship agreement, you may also be expected to maintain a certain average in terms of your marks.	You may be expected to pass all your modules and / or maintain a certain average	You are expected to finish your studies so you can pay back the loan.
nat happens if you do not eet the standard of the onsor?	The scholarship is revoked but you are not expected to pay back the money.	The bursary is revoked and you are expected to pay back the money.	You are expected to pay back the money with interest.



ACTIVITY: FIND FUNDING OPPORTUNITIES

Answer the questions below:
Which qualification(s) am I considering?
How much does it cost at the moment?
Will my parents or guardians be able to pay for these fees? Please cross (X) YES NO
If yes, how?
If no, what funding opportunities are available?

STEREOTYPES ASSOCIATED WITH CAREERS

What is a stereotype?

Stereotypes are assumptions made about a group of people and are applied to individuals, irrespective of their personal characteristics, because of their affiliation with a certain group. Stereotypes can be positive, negative or neutral.

NEGATIVE STEREOTYPE

Derogatory in nature with references to a person's ethnicity, race, age, gender, political or sexual orientation.

Prevents us from getting to know one another and interacting effectively based on individuating information. The term individuating information refers to the aspects of a person that make him or her unique.

Example:

Blue-collar jobs such as plumbing or carpentry are less fulfilling than white-collar jobs such as architecture and stock-brokering.

POSITIVE STEREOTYPE

Refers to a subjectively favorable belief held about a social group.

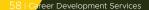
Includes assumptions about an entire social group that can be seen as "good".

Example:

Lawyers earn a lot of money.

HOW TO HANDLE STEREOTYPES

Let it go – it's not worth the energy to address it. Sometimes focusing on something minor actually makes it more legitimate. So just move on or raise awareness or address it if you feel it is condescending. Change your perspective and know your self-worth. At the end of the day, you can never change other people. Even after pushing back, they may still keep doing it. But just realise that you can always choose whether you take anyone's comments seriously. Be aware of your own communications. You have to work with other people every day, people with different backgrounds, career paths, life stories and communication styles. Be the most aware when you are in a situation where you feel insecure either because you are new to it or because of someone else.



ACTIVITY: DETERMINE COMMON STEREOTYPES IN CERTAIN CAREERS

Using the table below, list any positive and/or negative stereotypes related to the career in the first column. In the last column, find out if the skill is scarce in your community, and explain why.

	CAREER	POSITIVE STEREOTYPE	NEGATIVE STEREOTYPE	IS IT A SCARCE SKILL IN YOUR COMMUNITY? ELABORATE
>	Medical Doctors			
>	Nurse			
>	Engineers			

	CAREER	POSITIVE STEREOTYPE	NEGATIVE STEREOTYPE	IS IT A SCARCE SKILL IN YOUR COMMUNITY? ELABORATE
>	Teacher			
>	Plumber			
>	Entrepreneurs			
	Lawyer			

	CAREER	POSITIVE STEREOTYPE	NEGATIVE STEREOTYPE	IS IT A SCARCE SKILL IN YOUR COMMUNITY? ELABORATE
>	Politician			
>	Pilot			
>	Singer			

These are only a few examples, we encourage you to look for more information on the career you're interested in by visiting our website, wwww.careerhelp.org.za.

UNDERSTANDING SALARIES AND TAX

Every government needs money to perform civil operations and to administrate the running of the country. This money is generally collected from the citizens of the country in the name of the tax. So, it becomes virtually impossible for the government to run without the tax. Every country has its own way of collecting tax from its citizens. Although the impact of having to lose money by paying tax might be daunting, the comfort that one should get is that this amount is always for the betterment of the country.

GROSS SALARY

All of the money you've made while working at your job, before any deductions are taken for taxes, medical aid or pension fund contributions.

NET SALARY

Your take home pay and it is what you get after all statutory deductions have been made.

PAYSLIP

Details your Gross Salary and lists the statutory and other deductions that are taken off your salary.

PAY-AS-YOU-EARN:

Pay-As-You-Earn or PAYE is a method of paying income tax, and is deduct from your earnings by your employer.



ACTIVITY: READING AND UNDERSTANDING A PAYSLIP

Study the payslip below and answer the questions that follow:

Department of Higher Education

123 Francis Baard Salary Advise

Employee Name: Mr T Marwala Designation: Deputy Director Date Employed: 15 January 2017

Date: 31/07/2019

Earnings		Deductions	
Basic & DA	R5,200.00	Provident Fund	- R358.00
HRA	R3,000.00	E.S.I	- R120.00
Conveyance	R500.00	Loan	-
		PAYE	- R1258.00
		UIF	- R87.00
Gross Earnings	R8,700.00	Total Deduction	-R1823.00
Leave Days Due	18	NET PAY	R6877.00

Eight Thousand Two Hundred and Twenty-Two Rand Only

Cheque No. 2032586

Name of Bank: Treasure Bank Date Employed: 15 January 2017

Signature of the Employee: _____ Director:____



1. What is the name of the bank that the receiver of the salary is using?	
2. On what date is Mr T Marwala receiving his salary?	
3. What is the name of the company that Mr T Marwala is working for?	
4. How much is Mr T Marwala paying towards a provident fund?	
5. Before all the deductions how much is Mr T Marwala earning?	
See page 131 for answers.	

>>>

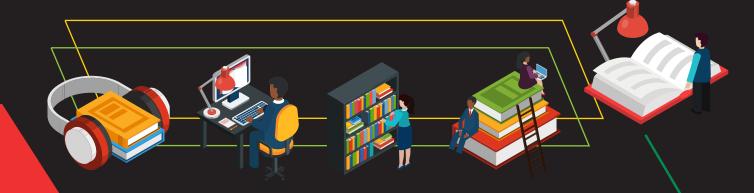
TERM 2: WEEK 1 - 3

TOPIC	TERM 2	GRADE 10
WEEK 1 - 3		Recommended resources
Study skills	3 hours	Textbook, newspaper articles, resources on careers and study skills.

- Study skills: listening, reading, comprehension, concentration, memory, organisation and time management.
- Study methods: note-taking, mind-mapping, selecting important concepts and content, assignment and essay construction and making comparisons.
- Critical, creative and problem-solving skills.
- Annual study plan.

STUDY SKILLS

Study skills play a crucial role in your academic success. There are different definitions of study skills, however, the simplest definition is a set of activities required to study effectively. Understanding of these study skills improves your chances of performing well. This section will help you to improve your study skills, starting with listening and reading comprehension.



LISTENING:	Listening is one of the most important skills you can acquire. How well you listen has a major impact on your study effectiveness. The most important aspect of listening is paying attention. Listening skills help us to obtain, understand and store information.
IMPROVE YOUR LISTENING SKILLS:	 Obtain information. Understand information. Store information. Look at the speaker directly. Put aside distracting thoughts. Don't mentally prepare a rebuttal. Avoid being distracted. Pay attention to the speaker's body language.
READING COMPREHENSION:	Reading comprehension is the ability to read text, process it and understand its meaning. Ar individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.
adalahah da	

ACTIVITY: IMPROVE YOUR LISTENING AND READING COMPREHENSION SKILLS

Read the following text aloud and answer the guestions that follow:

A democratic South Africa provides people with opportunities and the freedom to choose whichever career is appealing and suitable to them. Unfortunately, with many available opportunities and the freedom of choice comes the responsibility of making one's own decisions. Feelings such as anxiety, uncertainty, confusion, frustration and discouragement are normal to the process.

The word CAREER has different meanings to different people depending on where they are in their lives. For the purpose of this guide, it is about progressing and taking actions throughout a lifetime, especially those related to your occupation. A career is often composed of the jobs held, titles earned and work accomplished over a long period of time, rather than just referring to one position. In previous centuries people used to think that one has to choose a career and do that for their rest of their lives.

The 21st century thinking encourages people to take control of their careers whilst being open to other opportunities. This implies that one needs to adopt a flexible attitude towards the process. Things don't always work out as planned however you as a person have the power and liberty to look at what else is available out there for you. Career planners, no matter the stage they occupy in their careers, need to develop career adaptability skills. There are four elements that make out these skills: confidence, concern, curiosity and control.

This implies that you have to believe that you are capable of achieving your goals. You also need to want to make your life a success and be willing to put in everything that is needed to achieve your goals. You must keep your eyes and ears open to available opportunities. Actively work towards achieving your own career.





1. What is a career?	
2. What does a career consist of?	
3. What do career planners do?	
4. What makes up adaptability skills?	
5. What is the meaning of the word "progressing"?	

See page 132 for answers.

CONCENTRATION

Concentration means being able to apply all your senses to what you are doing. Reading and writing make no sense if you cannot concentrate. Concentration means being mentally present when you are reading and writing. Without concentration words make no sense. So, what do you do when you struggle to concentrate?



Take note that may not be able to concentrate when you are emotionally upset. The reasons for your emotional state could be domestic problems, illness, anxiety about failure, etc. Whatever the cause of the problems, you should use the following guidelines in trying to cope: When studying intensely, you sometimes become aware you are distracted by something and feel impatient with your work. Set yourself another five minutes in which to work. You can also employ the "Stop" technique. As soon as you notice that your thoughts are wandering, say to yourself "STOP". This should make you notice that you've not been concentrating. You should then try to find out why you were not concentrating so that you can do something to correct the situation.



MEMORY

Your memory ensures that what you have studied is stored and ready for retrieval. You may be asking yourself: How does memory work? The functioning of memory entails the following:

Retrieving:Bringing forth the info to be used.

Attention: Taking the info in.

Storing: Maintenance or retention of the info. Encoding:
Formatting the info for use by the brain.

USE THE FOLLOWING TOOLS TO IMPROVE YOUR MEMORY:

Acronyms

Make a word from the first letter of each word. E.g. SMART goals

Acrostics:

These are poems or phrases where the first letter of each line is used to make a word. E.g. "Please Excuse My Dear Aunt Sally" is used to remember the order of operations for Maths.

Narrative:

Make up a story with the list of words.

Rhymes:

Make up a rhyme using the words you need to remember. E.g. I before E except after C.

Imagery:

Draw, imagine or find in a book - a picture of what's being studied.

Visualisation:

Use graphic organisers to help organise info.

Flash Cards:

Write info on cards so you can refer to them at any time.



ACTIVITY: IMPROVE YOUR MEMORY

Test your level of memory Look at the words in the first column below for five minutes and then fold the page and write as many words as you remember in the second column.

Education	
Bursary	
Application	
Career	
Electrician	
Freelancer	
Gardener	
Human Resource Practitioner	
IT Specialist	
Librarian	
Marketing Manager	
Nurse	
Office Manager	
Police Officer	
Researcher	
Soccer Player	
Transport Manager	
Development	
Fees	
Scholarship	
College	
University	
	Bursary Application Career Electrician Freelancer Gardener Human Resource Practitioner



STUDY METHODS

Study methods refer to methods and strategies a learner can apply when studying. The following are some of the methods the learner can use when studying:

FOCUS AREA 1: NOTE-TAKING

Note-taking should not be carried out thoughtlessly and passively. Taking notes should be driven by a need and purpose. Taking notes is a great way to remember important concepts that were taught and emphasised in class. Not only does taking notes help when preparing for an exam, but it also forces you to listen more carefully during class. Also, taking your own notes allows you to put concepts in your own terms, making it easier to understand. Quality notes also help you feel more organised and prepared. Having a sense of organisation will increase your confidence.

HOW TO TAKE EFFECTIVE NOTES

Have all the required material

- Go to class prepared with anything you'll need to take notes.
- Have a notebook dedicated only for that class.
- Remember to take highlighters to highlight important info.
- Take a binder/folder to organise your notes or any hand-outs received during that class.

Learn to be a good listener

- Focus on the teacher.
- Turn off your cellphone.
- Write down important notes only.
- Write down what the teacher writes on the board.
- Pay close attention to charts or diagrams your teacher presents.

Learn to take notes that are helpful to you

- Include using a notebook, flash cards and different coloured pens to identify important terms.
- Use abbreviations.
- Set up your own system for abbreviations or symbols.
- Put concepts in your own words.
- Paraphrasing material is a great way to check your understanding of concepts.

Discuss notes with other learners

- Get to know some of the best note-takers.
- Schedule time after class each week to compare notes.

Review, edit and organise your notes

- Review your notes and make any edits as necessary.
- Research any terms or concepts you didn't understand.
- Keep your notes in an organised and safe place.
- Date your notes and reference chapters in your textbook that your notes correspond to for easy lookup later.
- Pay close attention to charts or diagrams your teacher presents.

FOCUS AREA 2: MIND-MAPPING

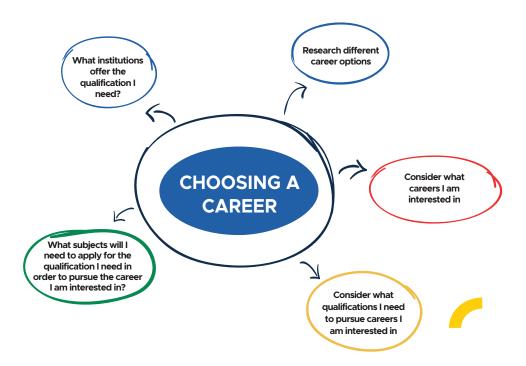
Write sub-headings around the middle box.

A mind map is a diagram in which information is presented visually, usually with a central idea placed in the middle and associated ideas arranged around it.

Draw more lines to link ideas. Group similar headings near each other.

Draw lines from middle box to the Group similar headings near each other.

MIND-MAPPING EXAMPLE





FOCUS AREA 3: ASSIGNMENT AND ESSAY CONSTRUCTION

Understand the topic

• Understand what you are supposed to do.

Plan your essay

• Make a mind map covering important aspects of the topic addressed.

Write an introduction

• Paragraph 1 should introduce the topic.

Write the body of the essay

- Each paragraph should have one main theme
- Demonstrate your knowledge and understanding.
- Support what you discuss with examples.
- Keep to the topic.
- Answer the question that needs to be addressed.

Write the conclusion

• Bring all the points you mentioned in the introduction and body. Don't introduce any new ideas in this part.



Read the text below and make notes on it, focusing on the important points. See details below the text.

It is important to understand what qualifications are offered in institutions of higher education that you need in order to pursue a specific career. Furthermore, it is important to consider the link between careers and the subjects you choose at school.

Career options related to Agriculture include Farm Management, Marketing, Nature Conservation, Horticulture or Agricultural Management, as examples.

Career options related to Physical Sciences include Medical Doctor, Pharmacist, Actuarial Scientist, Engineer, Astrologist or Biologist, as examples.

Career options related to Life Sciences include Marine Biologist, Pharmacist, Civil Engineer, Nurse or Zoologist, as examples.

Career options related to Mathematics include Teaching, Medical Doctor, Engineer, Actuarial Scientist or Pilot, as examples.

Knowledge of career options available to you can also help you to make the right career choice for yourself. It is important to research these options and figure out which ones are right for you. When making a career choice, you should also consider what your abilities are (what you are good at, what subjects you are good at), your personality (the kind of person you are), and your values (what you view as important and cannot be without). Being aware of, and understanding these aspects about yourself, could assist in directing you to the kind of career that most suited to you.

You can also complete career questionnaires online to further guide you based on your abilities, interests, personality, passion and values.

There are different requirements to be met when looking at all the career options available to you, such as admission and course requirements as stipulated by the institutions of learning where you will be applying to, once you have made your career decision. In addition, try to have a first, second and third career option in case you do not get into your first choice at the institution you have chosen.



Make notes of the text on the previous page using the following methods: ake your own notes based on the information in the passage:			
te a mind map of	the information obta	ained in the passage:	

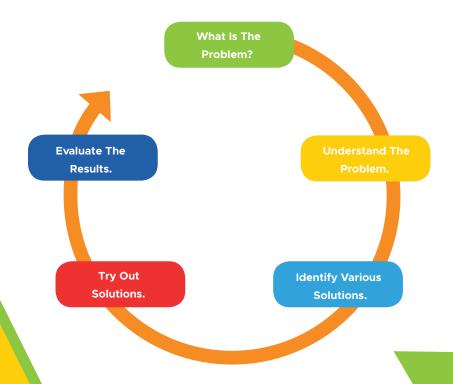
PROBLEM-SOLVING SKILLS

What is problem-solving?

It is the ability to identify and solve problems by applying appropriate skills systematically. It is aprocess—an ongoing activity in which we take what we know to discover what we don't know.



PROBLEM-SOLVING STEPS





ACTIVITY: SOLVE A PROBLEM

Consider the 2 scenarios below and answer the questions using the problem-solving steps.

- 1. You are very interested in pursuing a career in Engineering. In order to pursue this career, you need to take Mathematics as a subject at school but you realise that you are not very good at Mathematics. What do you do?
- 2. You have applied to go to University to study to become a Doctor. Halfway through your course of study, you realise that your aspirations have changed and you no longer want to become a Doctor but rather a Social Worker. What do you do?

Using the problem-solving steps on the next page and find ways in which you can solve the two problems above.

1. Identify the problems:	
2. Understand the problem	
Describe any barriers:	
3. Identify various solutions	
Describe possible solutions to the problem	
solutions to the problem	
4: Try out the solutions	
Write down the potential	
challenges that could arise	
from implementing the	
solutions:	
5. Evaluate the results	
5. Evaluate the results	
Based on the answer in	
Step 4, imagine what the	
possible results will be once	
you've found a solution and describe it:	
describe it:	



INFORMAL AND FORMAL ASSESSMENTS

What is an assessment?

A continuous planned process of identifying, gathering, analysing and interpreting information about the performance of learners.

These two forms of assessment are defined below and are followed by a table comparing them.

Informal: Is the monitoring and enhancing of learners' progress. It is done through teacher observation and teacherlearner interactions, which may be initiated by either teachers or learners. Examples: Portfolios, Written samples, project-based assignments.

Formal: is a systematic way of evaluating how well learners are progressing in a particular subject and in a grade. Teachers must ensure that assessment criteria are very clear to the learners before the assessment process.

Examples: Paper-Pencil vs. Performance-Based, Standardised tests.

Informal vs Formal Assessments		
Informal Assessments	Formal Assessments	
1. Non-standardised	1. Standardised testing	
2. Scores are not recorded	2. Scores are indicated	
3. No comparing to other students	3. Scores are compared	
4. Observing and intervening	4 Summative tests	
5. Normal classroom environment	5. Could go beyond normal classroom environment like testing facilities	

ACTIVITY: UNDERSTANDING INFORMAL AND FORMAL ASSESSMENTS

Indicate whether the types of assessments below are informal or formal by ticking in the appropriate space:

	Informal	Formal
Score indicated		
Summative tests		
Observing and Interviewing		
Testing environment in class		
Non-standardised		
Portfolios are used		

See page 132 for answers.

ANNUAL STUDY PLANS

What is an annual study plan?

An annual study plan is an organised schedule that learners create that outlines study times and learning goals.

Why do I need an annual study plan?

An annual study is an effective way to help learners navigate through their college education in an organised way. Every learner will develop a different study plan; there is no correct study plan for everyone. They'll have to identify their learning goals for each study session in order to maximise these scheduled study times. They will need to determine why they are studying, and develop a plan that can help them achieve those goals. They will need to take into consideration upcoming tests, their average in certain subjects, and projects that they anticipate will take more time than others. An annual study plan should include dates for upcoming tests and exams, assignment due dates, dates for public holidays, etc.

Lastly, learners must create an annual study plan that is reasonable. Although they must set aside enough time in their schedule dedicated to their studies, blocking off five hours with no break will set them up for failure. They can spend less time studying if they do it correctly. For a detailed look at how to make a personalized study plan, they should explore the step-by-step instructions that follow.

FOUR STEPS TO CREATE AN ANNUAL STUDY PLAN

of current

• Creating a time chart will allow you to see how you spend your time from day to day. For a one-week period, take notes about daily activities. Record things like when you are at school or home with family. Even note when you eat and sleep. Once they you done this for a week, you should look for times that you can slip in an hour of dedicated studying. This chart can be helpful for determining days and times that are consistent each week that you can devote to studying.

• Now that you have determined available days and times for studying, you should make a mark in your planner or calendar. Use detailed notes to block out times on your calendar so that you are reminded every time you look at it. It is best to have a schedule written down so you don't forget. Seeing it written down can make it seem more important, like a doctor's appointment you cannot miss. Also, it is helpful to write down which subject you plan to study, so you can be sure to devote enough time to each of your classes. For example, Mondays and Thursdays can be set aside for studying Maths, while Tuesdays and Fridays can be devoted to English.

Step 3: Determine study goals • At the beginning of each week, you should determine what you need to study and what you plan to accomplish in each class. Do you want to raise your average in a particular class in order to maintain a certain mark? Are you preparing for a big exam? For example, if you are studying for an important midterm exam, you should alter your study plan two weeks prior to the test to incorporate review of old tests and notes in your sessions. On the other hand, when you don't have an upcoming test, you can use your study time to read ahead one chapter in order to grasp the next lesson. You will need to tailor your study plan depending on your weekly goals, so be sure to analyse what you plan to get out of each study session. While it is tempting to skip your study session when there isn't a test looming over your head, you will reduce your future test preparation time by reading ahead and preparing for lectures.

Step 4: Stick to your schedule

• A study plan works best if it is followed on a consistent basis. You should try to develop a study plan that you can follow for the length of each term.

Strategies for Effective Follow-Through

One way to ensure you follow through with your plan is to schedule time for other activities. By achieving a balanced schedule, your mind will be more receptive during time devoted to studying.

If you schedule several long days in a row of studying, you will get discouraged and will be tempted to give up. It is acceptable and even recommended, that you schedule time for non-academic activities, such as exercise, hobbies, and socialising with other students. When you are studying, remember to take breaks in order to prevent feeling overwhelmed. Lastly, some learners find it helpful to find a study partner. Studying with a classmate allows for collaboration and discussion. When creating your study plan, check with other learners in your class to determine if you can coordinate study sessions. However, if you tend to socialise more than study when you are around others, stick to an independent study plan. If you do choose to study with a partner, choose someone with whom you are likely to stay on task.

ACTIVITY: DEVELOP YOUR OWN ANNUAL STUDY PLAN

Using this example, create your own study plan weekly, for the subjects that you have taken. You are welcome to develop your own.

THEME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
14:00 - 15:00							
15:00 - 16:00							
16:00 - 16:30							
16:30 - 17:30							
17:30 - 19:00							
19:00 - 20:00							
20:00 - 21:00							
21:00 - 05:00							

TERM 3: WEEK 1 - 3

TERM 3		
WEEK 6 - 10		Recommended resources
Careers and career choices	5 hours	Textbook

- Diversity in jobs:
 - Economic sectors: primary (raw material), secondary (finished products or goods) and tertiary (infrastructure and providing services).
 - Work settings: workplace environment and conditions: indoors and outdoors (laboratory, mine).
 - Activities involved in each job: designing, assembling and growing.
 - \mbox{Skills} and competencies: information gathering or analysis and instruction.
- Opportunities within different career fields including work in recreation, fitness and sports industries:
 - Research skills, salary package, promotion and further study prospects.
 - Profitable use of time, how to use talent in working and career opportunities, enjoyment and transfer of skills to other related industries.





The labour market is vastly diverse and is comprised of different economic sectors, namely: Primary (raw materials), Secondary (finished products or goods); and Tertiary (infrastructure and providing services).

PRIMARY SECTOR

 The industries engaged in production or extraction of natural resources such as crops, oil, and ores.

SECONDARY SECTOR

 Includes light and heavy industrial manufacturers of finished goods and products from raw materials. Businesses that make up the secondary sector of industry often require substantial machinery to operate, and they create waste that can contribute to environmental pollution. For example, one can choose careers such as becoming a metal worker.

TERTIARY SECTOR

 The tertiary sector of industry involves the provision of services to other businesses as well as final consumers. Services may involve the transport, distribution and sale of goods from the producer to a consumer, as may happen in wholesaling and retailing, or may involve the provision of a service, such as in pest control or entertainment. The goods may be transformed in the process of providing the service, as happens in the restaurant industry.

ACTIVITY: IDENTIFYING ECONOMIC SECTORS

Use the pictures below to describe the sector and mention whether you prefer it or not and explain why.

Picture	Sector specific:	G	uestions:	
	Describe Sector:	Do you prefer it?	Υ	N
A COMMENT		Explain why:		
	Describe Sector:	Do you prefer it?	Y	N
		Explain why:		
	Describe Sector:	Do you prefer it?	Υ	N
		Explain why:		1

Sector specific:	Qı	uestions:	
Describe Sector:	Do you prefer it?	Υ	N
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Picture	Sector specific:	Ques	stions:	
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		Explain why:		
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	Describe Sector:	Do you prefer it?	Y	N
THE D		Explain why:		
	Describe Sector:	Do you prefer it?	Y	N
		Explain why:		

2

Opportunities Within Different Career Fields

Every career field offers a variety of opportunities. All the sectors discussed this far provide numerous opportunities. You should undertake some research work on the career of interest, salary package and further study prospects. Time spent at work should be used in such a way that it benefits your employer. When at work, it is crucial to deal with distractions and focus on work. When given access to the internet, make sure that you do not use it at the expense of your work. Your workplace provides an environment where your talents can be used and developed further.

Personal fulfilment comes when your talent finds a context where it can function.

Work Settings and Activities Involved

Some work settings require indoor set up whilst others require outdoors settings. In deciding where to work, one needs to consider the prospects of the working environment. You cannot choose a career that will involve you working outside when in fact you prefer to sit in one place and work. Working environments are very different based on the work that is being done.

Some working environments are very noisy while others require absolute silence in order for the work to be completed. The type of work setting or environment that one prefers may also be influenced by the type of personality the individual has. An introvert may prefer to work in an environment where they are alone and not bothered while and an extroverted person may prefer a working environment that encourages constant engaging with other people.

Examples of Activities in Various Work Settings

Activities Involved in Design:

Design Brief

The design brief is typically a statement of intent i.e. "We will design and make a Formula One racing car". Although it states the problem, it isn't enough information with which to start designing.

Product Design Specification (PDS)

This is possibly the most important stage of the design process and yet one of the least understood stage. The PDS is a document listing the problem in detail. The designer should constantly refer back to this document to ensure designs are appropriate.

Concept Design

Using the PDS as the basis, the designer attempts to produce an outline of a solution. A conceptual design is usually an outline of key components and their arrangement with the details of the design left for a later stage. For example, a concept design for a car might consist of a sketch showing a car with four wheels and the engine mounted at the front of the car. The exact details of the components such as the diameter of the wheels or the size of the engine are determined at the detailed design stage.

Concept Generation

This technique involves generating ideas, typically in small groups, by saying any idea that comes into your head no matter how silly it may seem. This usually sparks ideas from other team members. By the end of a brainstorming session there will be a list of ideas, most useless, but some may have the potential to be developed into a concept.

Brainstorming works better if the members of the team have different areas of expertise.

Activities Involved in Assembling:

A manufacturing process (most of the time called a progressive assembly) in which parts (usually interchangeable parts) are added as the semi-finished assembly moves from workstation to work station where the parts are added in sequence until the final assembly is produced. By mechanically moving the parts to the assembly work and moving the semi-finished assembly from work station to work station, a finished product can be assembly.

Activities Involved in Growing:

The three major functions that are basic to plant growth and development are:

Photosynthesis – The process of capturing light energy and converting it to sugar energy, in the presence of chlorophyll using carbon dioxide (CO2) and water (H2O).

Respiration – The process of metabolizing (burning) sugars to yield energy for growth, reproduction, and other life processes. **Transpiration** – The loss of water vapour through the stomata of leaves.

ACTIVITY: ACTIVITIES IN DIFFERENT ECONOMIC SECTORS



This activity focuses on economic sectors: primary (raw materials), secondary (finished products or goods) and tertiary (infrastructure and providing services). In the table below, write what you think the people in the following jobs do?

Plumber	
	
Doctor:	
Ø,	
Technician:	
5/	
Fashion Designer:	
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Computer Programmer:	
Bricklayer:	

Accountant:	
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Lawyer:	
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Teacher:	
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Entrepreneur:	
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Social Worker:	
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Engineer:	
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Scientist:	

Now look at the economic sectors in our country and name as many jobs as you can that are found in the different sectors. Divide the class into 4 groups. Each group should then choose one economic sector and that group must then brainstorm as many jobs that belong to this economic sector.

ECONOMIC SECTORS		
Agriculture:	People involved with growing crops, raising livestock, forestry, fishing, conservation, etc.	
Mining:	People involved with mining coal, gold, diamonds, ore, salt, chemicals, stone quarrying, etc	
Manufacturing:	People involved with production and processes; metal products, engineering, chemicals, construction, wood, textiles, foods, drinks, etc.	
Finance & other Business Services:	People involved with clerical, receptionist, business, finances, management work.	
Community & Social Services:	People involved with public services, health care, education, law, etc.	

SKILLS AND IMPORTANT TERMS TO KNOW WHEN IN THE WORKPLACE

Research skills

The ability to find information on a particular subject. Entrepreneurs also need to have very good research skills in order for them to produce goods and services that are relevant to the community. Research skills enable one to be able to make predictions about the market and to know more about their own target market.

Research skills are also important when it comes to school projects as it can get one the exact information they need to complete their academic research project.

Researching appropriate information based on the career you wish to follow is very important and requires the acquisition of good research skills so that you know exactly what you want to find out about that particular career path.

Improving your research skills makes you more focused.

Important Terms to Know When in the Workplace

Salary Package

A salary package is money that is deducted from your salary 'pre-tax'. You pay tax only on the remaining portion of your salary, not the salary packaged money.

Promotion

A promotion is when an employee moves up on the corporate ladder within a company position or job tasks. There are a number of things that can help you get a promotion, here are a few of them:

Professionalism:

When we say professionalism, we are referring to the all-round way an employee behaves or presents themselves when they are employed;

Your dress code:

There is a saying that goes "You are addressed by the way you are dressed." The way you dress can either inform the employer and those around you on how much you take your job seriously.

Your communication skills:

The way you communicate to your co-workers and your seniors can say a lot about how you value those around you. This can mean you listen attentively and you speak frankly, in a tone that is understandable and respectful to everyone. People love to be valued and seniors will not hesitate to promote such an individual. When you speak and give others a chance to speak also means you value other people's opinions and such a person makes a great leader.

Your work:

How you present your work is also very important and gives an impression of you. The way your work is structured and the language you use in your work documents gives off an impression whether you are ready for a promotion or not. Be proud of your own work enough to make sure others are proud to call you their manager.

Your time management:

Remember, the way you treat your time also speaks volumes of how you regard those you keep waiting for you or your job. People who cannot keep to good time management tend to become embarrassing managers for their subordinates. A leader must lead by example, and everyone will follow. Arriving early at work gives you enough time to gather your thoughts and plan your day well. If you have any meetings lined up for this day, you are able to start planning and preparing for them along with the necessary documentation that will be required.

Profitable use of time:

How you manage your time efficiently to reach your goals and to get the work done.

How to use your talent in your working opportunities

There is a saying that goes: "Do what you love, and you will never work a day in your life." What does this mean, you ask? Well, it simply means, if you use your talent or gifts to advance your career opportunities, you will enjoy what you are doing and you will never feel like you are working.

If you want to change roles or get ahead in your career, it's important that you know how to identify and pursue opportunities that are a good match for your interests, skills, and circumstances. It may take some time for you to discover your gifts, what you like and what you don't like.



WEEK 1 - 3		Recommended resources	
Careers and career choices	3 hours	Textbook, resources on careers	

- Awareness of trends and demands in the job market: emerging demands or changing and the job market.
 - Reading the market for trends regarding jobs identifying niches.
 - Growth and decline of various occupations and fields of work and competencies linked to these jobs.
 - SAQA, the NQF frame work and recognision of prior learning.
- The need for life long learning: ability to change, re-train, flexibility and ongoing development of the self.
- Different kinds of learning: formal, informal and non formal.

TRENDS AND DEMANDS IN THE JOB MARKET

There are various jobs in the market. However, an important aspect one must always consider is the trends and demands in the job market. **Important terms to know:**

- **Unemployable** Someone who cannot get employed because they lack skills and a qualification. They may also have certain skills and qualifications but which are not necessarily in demand.
- Unemployed Someone who may or may not have skills and a relevant qualification but is not employed.
- Overqualified Being too qualified for a particular job.
- Under qualified Not qualified enough to occupy certain jobs.
- Scarce skills Individuals who possess critical skills which are highly in demand.

Occupations/Jobs in High Demand

The list of occupations in high demand can, to an extent, guide you towards choosing an occupation that needs the skills that you may have to offer. Depending on the labour market and what skills are regarded as being in demand, there will be opportunities for any person if they meet the requirements to fill an employment gap. The list of occupations in demand gives people an indication of what the labour market looks like. This means that you can get a sense of the skills that are needed in our country so that you can work towards up-skilling yourself based on what the labour market needs.

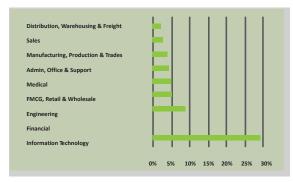
Visit http://www.dhet.org.za for the latest list of scarce skills and occupations in high demand.

The latest Career Junction index shows which sectors in South Africa have shown the most demand for skilled workers during the second quarter of 2016. The index covers the SA job sector to June 2016, with historic trend data stretching a year back. According to the report, the June Index settled at 104 index points, indicating easing employment prospects due to a decrease in active job seekers of 8%. Overall, demand decreased by 4% in June.

However, when taking a closer look at demand trends across various industries, the IT, Telecoms and Finance industries show a notable uptake in jobs since June 2015. The Construction industry on the other hand saw significant decrease in jobs over the last year of over 50%.

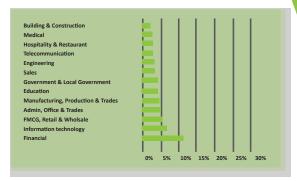
High in demand

Industries in terms of major demand



High in Supply

Industries in terms of major supply

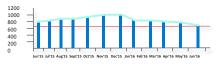


"Year-on-year, the IT, Telecoms and Finance industries have seen a growth in market demand. Vacancy levels are up by 23-24% within the IT and Telecoms industries since June last year, followed by the Finance industry with a growth of 15% year-on-year," Career Junction said.

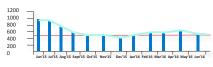
Despite a steady decrease in jobs during the second and third quarters of 2015, demand within the Manufacturing and HR industries has since stabilised. Demand also seems to be stable within the Engineering industry. The Building & Construction, Retail, Motor and Distribution industries saw a decrease in vacancy levels in recent months. This following a temporary uptake in Construction jobs during January and February and Retail jobs during March and April. Year-on-year, jobs in Construction is down by 55%. Here's how the sectors are performing:

SECTORS IN HIGHEST DEMAND IN SOUTH AFRICA:

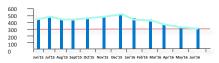
DISTRIBUTION, WAREHOUSING AND FREIGHT



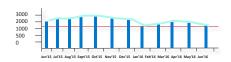
HR & RECRUITMENT



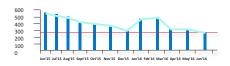
MOTOR



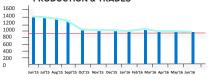
FMCG.RETAIL & WHOLESALE



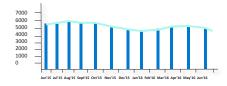
BUILDING & CONSTRUCTION



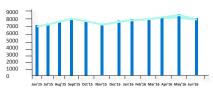
MANUFACTURING, PRODUCTION & TRADES



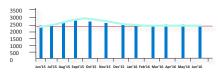
FINANCE



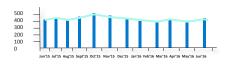
INFORMATION TECHNOLOGY



ENGINEERING



TELECOMMUNICATIONS



WHICH SKILLS ARE IN MOST DEMAND IN SOUTH AFRICA?

Research from Adzuna South Africa (adzuna.co.za), shows that science, technology, engineering and mathematics are still the best skills to have to ensure a good job, stable career and better than average salary. Using Adzuna's advanced search function on exact words in job listing business titles, the top titles being advertised for in South Africa were generated. While "manager" does not declare any exact specialty except for management skills, it is clear that the focus in SA is currently on technical skills, followed by consultants, financial and administrative vacancies. Looking at salaries for the job listings that included them, engineers and programmers / developers pave the way, with analyst positions also showing a higher average than most.

The ten most prolific job titles currently being recruited for on Adzuna.co.za are: (see next page)

Job title includes:	Positions:	Average Salary Per Annum:
Manager	19133	R484,938,00
Developer	13415	R486,281,00
Engineer	7828	R565,653,00
Consultant	5066	R275,716,00
Accountant	3638	R415,556,00
Analyst	3580	R529,491,00
Assistant	3441	R168,280,00
Administrator	2934	R205,468,00
Officer	2639	R281,632,00
Specialist	2458	R500,010,00
Clerk	2154	R33,952,00
Executive	2127	R307,892,00
Recruiter	1994	R475,724,00
Technician	1969	R269,947,00
Java developer	1942	R525,369,00
Sales consultant	1785	R191,532,00

Other than Java, much needed programming and development skills are PHP and the Microsoft suite of languages, including .Net and C#. Mobile developer skills are also on the rise. With a less focused search, some trends (rather than exact titles) were picked up around skills sought after in the South Africa job market.

The Database Includes at this Point in Time:				
Available	Job Description	Average Salary Per Annum		
35,748	Developer	R475,488,00		
21,032	Engineer	R529,620,00		
18,536	Consultant	R425,383,00		
17,767	Designer	R512,209,00		
17,744	Sales	R258,912,00		
3,895	Sales Manager	R347,807,00		
17,524	Recruiter	R428,237,00		
13,247	Administrator	R284,699,00		
8,527	Project manager	R548,411,00		
5,084	Analyst	R530,840,00		
4,910	Accountant	R437,422,00		
4,258	Java	R548,432,00		

Source: http://www.news24.com/MyNews24/which-skills-are-in-most-demand-in-south-africa-20160526

SAQA, THE NQF AND RECOGNITION OF PRIOR LEARNING

The South African Qualifications Authority (SAQA)

The role of SAQA is to advance the National Qualifications Framework (NQF).

SAQA offers the following services:

- Verification of South African Qualification Achievements: Learners who complete South African qualifications can request for
 a confirmation of these qualifications from SAQA. To request your own transcript of achievements from the National Learners'
 Records Database, please e-mail your National ID Number and Full Name, with the subject "Request for Transcript", to
 verifications@saqa. org.za.
- Evaluation of Foreign Qualifications: Qualifications obtained outside South Africa are evaluated and placed on an NQF level in
 order for employers, and education and training providers to make sense of the candidate's abilities and competencies. The
 application process can be done online or by personally visiting SAQA. Learners who are interested in studying in overseas
 institutions can also request SAQA to check if those institutions are registered.
- National Learners Records Database (NLRD): The NLRD is an electronic management information system that facilitates the
 management of the NQF and enables SAQA to report accurately on most aspects of the education and training system of
 South Africa.

It provides:

- Qualifications and part qualifications (including unit standards) registered on the NQF, their purpose statements, exit level outcomes
 and assessment criteria, and the NQF sub-framework allocated to each qualification and part qualification;
- The twelve organising fields and the subfields of the NQF;
- Recognised professional bodies and their Professional Designations that are registered on the NQF;
- Quality assuring bodies, including Sector Education and Training Authorities (SETAs) and Quality Councils (QCs), and the qualifications and part qualifications for which accreditation has been granted
- Accredited providers;

- Registered assessors;
- The records of learners who achieve qualifications or part qualifications registered on the NQF and their achievements; and
- Has a record of Qualifications and Part Qualifications.

Learners can browse through the database to access information regarding qualifications and part-qualifications. The database has information on the registration statuses of qualifications and part-qualifications. A part-qualification means an assessed unit of learning that is registered as part of a qualification.

Professional Body Recognition and Professional Designation Registration: SAQA evaluates and processes applications for recognition for the purposes of the NQF Act, submitted by professional bodies.

A professional body is an organisation that seeks to further a particular profession, the interests of individuals engaged in that profession and the public interest.

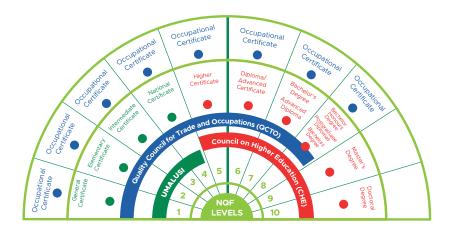
NATIONAL QUALIFICATION FRAMEWORK (NQF)

According to the South Africa Qualifications Authority (SAQA) "the objectives of the NQF are designed to contribute to the full personal development of each learner and the social and economic development of the nation at large".

The diagram below represents the NQF and what qualifications you can acquire at each level: There are levels pertaining to the primary and secondary education, Technical Vocational Education and Training college education and the learning that can be acquired at tertiary institutions.

The NQF was developed for the following reasons:

- To create a single integrated national frame-work for learning achievements:
- Facilitate access to, and mobility and progression within, education, training and career paths;
- Enhance the quality of education and training; and
- Accelerate the redress of past unfair discrimination in education, training and employment opportunities.





Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a process of identifying your knowledge and skills against a qualification or a part qualification. If you have considerable work experience, but you don't meet the entry requirements of your chosen course, you may want to apply for entry into a qualification. The process involves the acknowledgement of knowledge and skills obtained through informal, non-formal and / or formal learning.

The aim is to make it possible to obtain formal recognition for knowledge gained throughout life, such as in workplaces and own reading or experiences.

The RPL process also entails providing support to a candidate to ensure that knowledge is discovered and displayed in terms of a relevant qualification registered on the NQF.

This statement means that every form of learning and experience is valuable and can assist you into different career paths. For example, a learner who has experience in fixing appliances can go to a training provider to ask for information on how he can get recognition towards a qualification in electrical engineering. The institution will assess him based on their RPL policy and determine whether to give him the qualification or part of the qualification.

The Need for Lifelong Learning

Lifelong learning is about continuously learning new information, whether it is in your field of study or not. Generally speaking, it is true that a formal education and the resulting qualifications are important. Education may maximise our potential to find better, more satisfying jobs, earn more and, perhaps, become more successful in our chosen career. However, 'schooling' is only one type of learning. There are many other opportunities to further your knowledge and develop the skills you need throughout life.

Lifelong learners are motivated to learn and develop because they want to: it is a deliberate and voluntary act. As mentioned, lifelong learning can either be towards another education discipline or just simply for the sake of acquiring general knowledge.

There are three types of learning: formal, non-formal and informal:

Formal Learning:

Learning typically provided by an education or training institution, structured (in terms of objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learners' perspective.

Non-Formal Learning:

Learning that is not provided by an education or training institution and typically does not lead to a certification. It is, however, structured (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's perspective.

Informal Learning:

Learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but in most cases, it is non-intentional (or incidental/random).

EU's definition (EC 2001).

ACTIVITY

Write down your understanding of SAQA:
In terms of the NQF, what level are you on?
Write down your understanding of RPL:
What do you understand about life-long learning?

Describe the following types of learning in your own words: Formal Learning:
Informal Learning:
Non-Formal Learning:

ANSWER SHEET

Activity: Life Domains (page 39)

Match the statements in Column A with the correct description in Column B.

1=E

2=F

3=B

4=G 5=A

6=C

7=H

8=D

Activity: Reading and Understanding a Payslip (page 66)

1. What is the name of the bank that the receiver of the salary is using?

Standard Bank

2. On what date is Mr T Marwala receiving his salary?

15 January 2017

3. What is the name of the company that Mr T Marwala is working for?

Department of Higher Education

4. How much is Mr T Marwala paying provident fund?

R358,00

5. Before all the deductions how much is Mr T Marwala earning?

R8700,00

Activity: Improve Your Listening And Reading Comprehension Skills (Page 71)

1. What is a career?

Progressing and taking actions throughout a lifetime, especially those related to your occupation.

2. What does a career consist of?

Jobs held, titles earned and accomplished over a period of time

3. What do career planners do?

Develop career adaptability skills.

4. What makes up adaptability skills?

Confidence, concern, curiosity and control.

5. What is the meaning of the word "progressing"?

To move forward or improve upon gradually.

Informal and Formal Assessments (Page 93)

Answers

1	Formal
2	Formal
3	Informal
4	Informal
5	Informal
6	Informal

NOTES

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