

# CAREER

DEVELOPMENT  
RESOURCE  
PACK



GRADE

12

YOUR FUTURE IS NOW!



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA





Full Name:	
School:	
Province:	
Contact Number:	
Email Address:	

# VISION

## 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.



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA



**TEACH**

A red-tinted photograph featuring the word "TEACH" spelled out in five white wooden blocks with black lettering. The blocks are arranged in a horizontal row on a wooden surface. In the background, there are two stacks of books, one on the left and one on the right, both slightly out of focus. The entire image has a strong red color cast.



# C

# ONTENTS

# CA RE ER

## DEVELOPMENT RESOURCE PACK



Vision of Career Development Services .....	6
<b>Introduction</b> .....	7
About Career Development Services .....	9
About this guide .....	11

<b>Post School Education and Training (PSET) System Terminology</b> .....	12
---	----

<b>Note to the Teacher</b> .....	18
----------------------------------	----

<b>Term 1: Week 6 - 7</b> .....	24
Study Skills .....	25
Study Tips for Learners .....	28
School-Based Assessments .....	30
The National Senior Certificate (NSC) .....	33
Develop a Study Plan for Grade 12 .....	35

<b>Term 1: Week 8 – 10</b> .....	36
----------------------------------	----

Choosing a Career .....	38
Five Step Plan to Making a Career Choice .....	44
Application to Higher Education Institutions .....	47
Unemployment .....	57

<b>Term 3: Week 6 – 10</b> .....	59
----------------------------------	----

Understanding an Employment Contract .....	59
--	----

<b>Term 4: Week 3 – 4</b> .....	64
---------------------------------	----

The NSC and NCV .....	65
-----------------------	----

<b>Term 3: Week 6 – 10</b> .....	68
----------------------------------	----

Planning Your Career .....	69
----------------------------	----

<b>Term 4: Week 1 – 2</b> .....	59
---------------------------------	----

Study Skills .....	74
--------------------	----

Career Portfolio .....	75
------------------------	----

Universities .....	77
--------------------	----

Technical Vocational Education and Training (TVET) .....	84
--	----

Identified Possible Employment Opportunities .....	88
--	----

Tools for Applying for a Job .....	90
------------------------------------	----

## **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.



# INTRODUCTION

## ABOUT CAREER DEVELOPMENT SERVICES

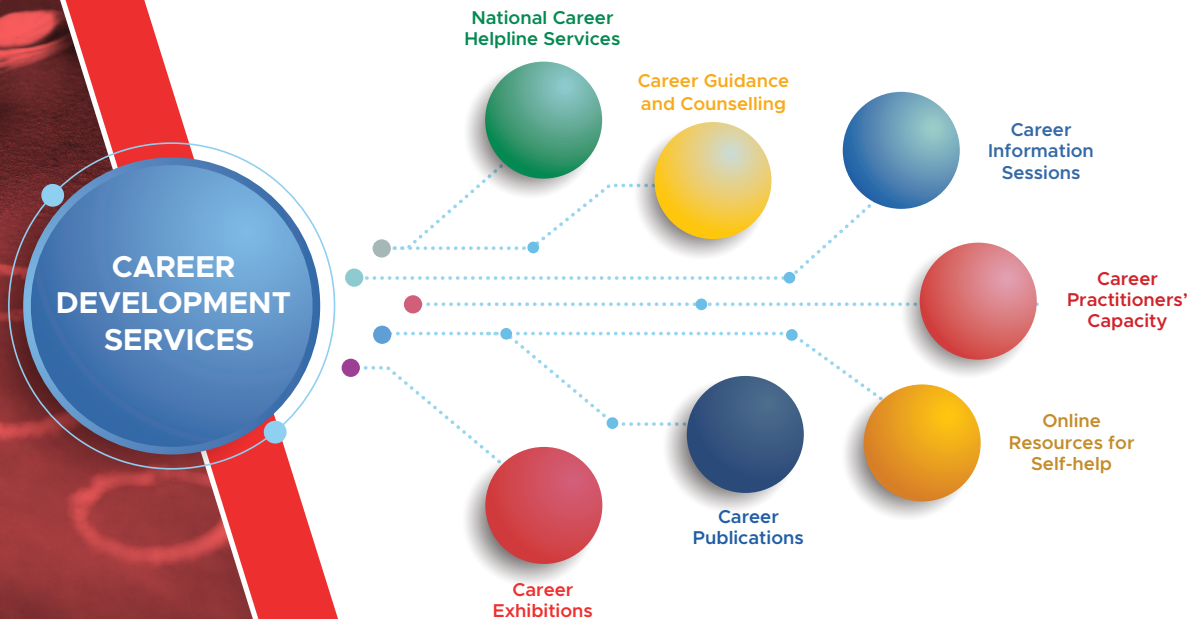
**Career Development Services (CDS)** is a South African government initiative to bring free, quality career information, advice and counselling services to South Africans of all walks of life. CDS was established in 2010 following a decision by the Cabinet of the Republic of South Africa which sought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



# SERVICES OFFERED BY CAREER DEVELOPMENT SERVICES



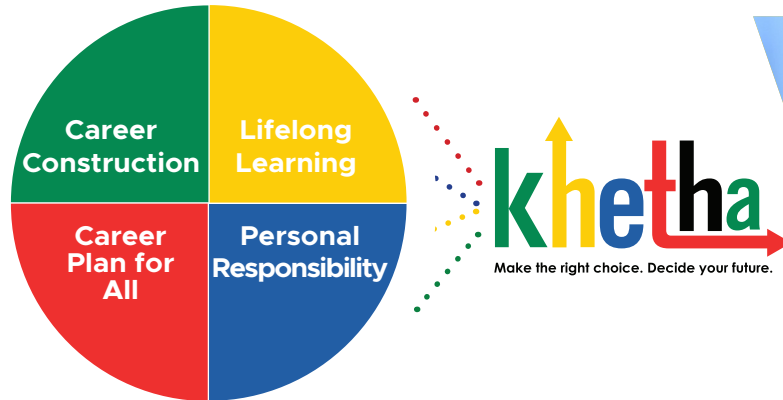
## ABOUT CAREER DEVELOPMENT SERVICES

1. A **national career helpline** service through which information and advice on subject choice, career decisions, study choices; funding your studies, occupations in high demands etc. is provided.
2. Provision of career **guidance and counselling** services by Registered Counsellors and Psychologist. This may include the use of **formal and informal career assessment instruments**.
3. 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 etc.
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.
7. Participation in **career exhibitions** across the country. These are done in partnership with other Government Departments and agencies.



# CDS KEY MESSAGES

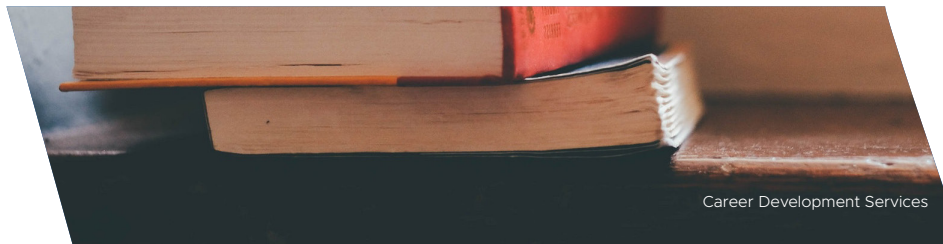
CDS supports the National Development Plan's vision of "a country where opportunity is determined not by birth, but by ability, education and hard work". It is to this end that we drive the following key messages:



# ABOUT THIS GUIDE

The guide aims to make Grade 12 learners aware of the need to gather relevant and up-to-date information that can assist them to apply to different post-school opportunities and to consider their options or what options are available to them. Learners are encouraged to use the information in this guide wisely and put effort in completing the learner activities at the end of each lesson.

The lessons in this guide are based on the Curriculum and Assessment Policy Statement {CAPS} which implies that they follow the Life Orientation scheduled as they are highlighted within the CAPS document.





# P

## OST-SCHOOL EDUCATION AND TRAINING (PSET) SYSTEMS TERMINOLOGY



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

### **Acknowledgement of Application Letter:**

A letter sent to you by the institution you have applied to informing you that they have received your application forms. This does not mean that you have been accepted to study.

### **Admissions Office:**

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

### **Admission Requirements:**

What is needed (example specific subjects, marks and 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.

### **Admission Testing:**

Compulsory tests you have to write as part of your application process.

**Application:**

Filling in forms for an institution where you would like to study.

**Bursary:**

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

**Campus:**

The physical environment (buildings and grounds) of an institution.

**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:**

When you are offered a place to study at an institution before your last exams on condition you keep up your good marks.

**Dean:**

The head of a faculty at a university.

**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 Requirements:**

What you need (i.e. subjects, marks or points) to be accepted into a specific degree, diploma or certificate at an institution.

**Entrance Scholarships:**

Funding awarded to someone applying to an institution who has obtained good marks in matric. You do not apply 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 due to the demands of post-school requirements.

**Faculty:**

A broad term to describe a group of subject departments.

**Financial Aid:**

Money given by an institution to a student who does not have money to pay for fees and sometimes living expenses.

**Further Education and Training band:**

The band within the National Qualifications Framework (NQF) which follows General Education.

**General Degree:**

A degree with a broad number of subject options which to choose from.

**Graduation:**

The ceremony in which you are awarded a qualification after you have passed all your exams as specified under the curriculum.

**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 the bank or organisation such as Eduloan, in order to study. You usually have to pay the loan back 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:**

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 with information about qualifications 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 qualifications / course 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 which the institution identifies them by, that is their student identity number and is unique to them.

**Undergraduate Degree:**

Your first degree at a university.

**Undergraduate Student:**

Someone studying their first degree.

*Acknowledgements: University of Cape Town*





# TEACHER'S NOTES



➤	PURPOSE:	<p>The overall purpose of this guide 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 guide will assist learners to make informed decisions from a wide range of career choices to successfully enter the world of work. The guide 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.</p>
➤	APPROACH:	<p>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.</p>
➤	TEACHER'S NOTES:	<p>The Life Orientation Resource Guide is based on the implementation of the Life Orientation CAPS document under the topics "World of Work" and "Careers and Career Choices" respectively.</p> <p>Every lesson comprises of background information on a specific topic which has been written especially for teachers to help them cover important aspects of the different topics. At the end of each session there are also activities which the learners have to complete. The teacher needs to share the information with the learners and later allow them to practically work on the activities provided.</p> <p>These activities should be done in class after the teacher has given them information on the topic of the week in order to allow the teacher to monitor if the learners understand the topic and see the connection with regards to what they need to do. It is advisable for the learner to keep the learner activity sheets in a file that will assist when building a portfolio.</p>



# INTRODUCTION TO THE LIFE ORIENTATION RESOURCE FOR GRADE 12 LEARNERS

The following is a table that gives an overview of topics covered in this guide:

TOPIC	TERM 1	GRADE 12
<b>WEEK 6 - 7</b>		
<b>Study skills</b>	<b>2 hours</b>	<b>Textbook, resources on careers</b>
<ul style="list-style-type: none"> <li>• Reflect on the process of assessment and examination writing skills and apply these skills: revise own study skills strategies and styles. - Revise examination writing skills (read the question, plan the response, answer the question, etc.).</li> <li>• Importance of School Based Assessment.</li> <li>• Importance of obtaining National Senior Certificate (NSC): develop a study plan for grade 12.</li> </ul>		

<b>WEEK 8-10</b>		
<b>Careers and career choices</b>	<b>3 hours</b>	<b>Textbook, resources on careers</b>
<ul style="list-style-type: none"> <li>• Commitment to a decision taken: job or course application for additional or higher education, skills for final action (availability of funds, completing forms, accommodation and travel arrangements) locate appropriate work or study opportunities from various sources and determine requirements for acceptance and possible challenges. - Strategies to achieve goals.</li> <li>• Reasons for and impact of unemployment.</li> <li>• Innovative solutions to counteract unemployment: volunteering, part-time jobs, community work, entrepreneurship and informal jobs. - Financial and social viability of entrepreneurs and other employment options including awareness of SARS tax obligations. - The impact of corruption and fraud on the individual, company, community and country.</li> </ul>		

TOPIC	TERM 3	GRADE 12
<b>WEEK 1 - 4</b>		
<b>Development of the self in society</b>	<b>2 hours</b>	<b>Textbook, newspaper articles, Bill of Rights</b>
<ul style="list-style-type: none"> <li>• Human factors that cause ill health, accidents, crises and disasters: psychological, social, religious, cultural practices and different knowledge perspective.               <ul style="list-style-type: none"> <li>- Lifestyle diseases as a result of poverty and gender imbalances: cancer, hypertension, diseases of the heart and circulatory system, tuberculosis, sexually transmitted infections including HIV and AIDS.</li> <li>- Contributing factors: eating habits, lack of exercise, smoking, substance abuse and unsafe sexual behaviour.</li> <li>- Intervention strategies: prevention and control, early detection, treatment, care and support.</li> </ul> </li> <li>• Commitment to participate in physical for long-term engagement: develop an action plan.               <ul style="list-style-type: none"> <li>- Long term effects of participation: physical activities, mental, social and emotional.</li> <li>- Added benefits and diseases of lifestyle.</li> </ul> </li> </ul>		
<b>WEEK 5 - 7</b>		
<b>Careers and career choices</b>	<b>3 hours</b>	<b>Textbook, resources on careers</b>
<ul style="list-style-type: none"> <li>• Core elements of a job contract: worker rights and obligations; conditions of service.               <ul style="list-style-type: none"> <li>- Labour laws: Labour Relations Act, Employment Equity Act and Basic Conditions of Employment Act.</li> <li>- Principles of equity and redress.</li> <li>- Recruitment process: general trends and practices.</li> <li>- Trade unions and organised labour.</li> <li>- Work ethics and societal expectations.</li> </ul> </li> <li>• The value of work: how work gives meaning to life.</li> </ul>		

TOPIC	TERM 4	GRADE 12
WEEK 1 - 2		
Study skills	2 hours	Recommended resources
<ul style="list-style-type: none"> <li>• Preparing for success: strategies to follow in order to succeed in Grade 12 examination.</li> <li>• Revision of own study skills.</li> <li>• Revision of examination writing skills.</li> </ul>		
WEEK 3 - 4		
Careers and career choices	2 hours	Textbook, resources on careers
<ul style="list-style-type: none"> <li>• Refinement of portfolio of plans for life after school: record of plans and progress towards achievement of those plans.               <ul style="list-style-type: none"> <li>- Admission requirements for degree / diploma or higher certificate for the intended field of study.</li> <li>- Details of identified institutions that offer finance for the intended course(s): option 1 and 2.</li> <li>- Identified possible employment opportunities.</li> <li>- Letters of application and responses for employment / study / bursary.</li> <li>- A short CV, for application for part-time or full-time employment or for a bursary.</li> </ul> </li> </ul>		





## TERM 1: WEEK 6 - 7

	TERM 1	GRADE 12
WEEKS 6 - 7		
Study skills	2 hours	Textbook, resources on careers
<ul style="list-style-type: none"><li>• Reflect on the process of assessment and examination writing skills and apply these skills: revise own study skills strategies and styles.<ul style="list-style-type: none"><li>- Revise examination writing skills (read the question, plan the response, answer the question, etc.).</li></ul></li><li>• Importance of School Based Assessment.</li><li>• Importance of obtaining the National Senior Certificate (NSC): develop a study plan for grade 12.</li></ul>		



## STUDY SKILLS

Study skills are strategies and techniques that enable learners to make the most efficient use of their time, resources and academic potential.

These methods, skills or strategies are acquired throughout the years of studying. There is no minimum age to start learning these skills. In fact, just like learning a language, the earlier the learners are introduced to these skills and strategies, and are taught how to apply them, the better for them to be more independent and confident in any learning situation, both within and outside the classroom.

The focus areas include:

- Knowing and developing study methods, skills or strategies; and
- The ability to apply these skills to studying.

**As the educator, you can have a class discussion on their experiences during the Grade 11 examinations. You can also ask the learners the following questions:**

How did you experience the exams?

Have you experienced any challenges? What were they?

Is there anything you want to improve?

What are your study methods? Are they working for you?

Do you need any assistance to develop your study method? How?

How did you pass your Grade 11 year? (Fair, good or excellent.)

**“Everyone is different. Different methods work for different people”**



# STUDY METHODS

The most commonly used study methods are:

STUDY METHOD	DESCRIPTION
<b>Time Management</b>	Time management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity.
<b>Self-Questioning</b>	Self-questioning is the on-going process of asking questions before, during, and after reading a text in order to understand better.
<b>Testing</b>	When a learner sets up a test for himself / herself.
<b>Writing Notes</b>	Refers to writing up short notes from a book. It can also be an act of taking down notes in class when the teacher is teaching and giving instructions.
<b>Mind Map</b>	A mind map is a diagram used to visually present and organise information.
<b>Colour Coding</b>	Colour coding is a system for displaying information by using different colours. Usually people use colours to code what they feel is important to remember.

*It is important to remember that:*

- A learner can have one or more study methods and feel comfortable using them. It is important that a learner identifies their own study method and uses it in the best possible ways to reach their academic goals. For example, Jay is comfortable to use a mind map but Ace is more comfortable with writing notes.
- A learner can have different study methods for different subjects. For example, Sizwe may use colour coding in Maths and use a mind map in English.

## ACTIVITY: REVISING THE EXAMINATION PAPER















This activity involves revising examination writing skills (read the question, plan the response, answer the question, etc.)



- >> Let's do last year's question paper.
- >> One person must read the question for us.
- >> How do you think we can answer this question?
- >> What is the answer?

## STUDY TIPS FOR LEARNERS

### Study Tips for Learners

	It is best to review the material right after class when it's still fresh in your memory.
	Don't try to do all your studying the night before the test, instead space out your studying, review class materials at least several times a week, focusing on one topic at a time.
	Have all of your study material in front of you: lecture notes, course textbooks, study guides and any other relevant material.
	Find a comfortable and quiet place to study with good lighting and little distractions (try to avoid your own bed; it is very tempting to just lie down and take a nap).
	Start out by studying the most important information.
	Learn the general concepts first, don't worry about learning the details until you have learned the main ideas.
	Take notes and write down a summary of all the important ideas as you read through your study material.
	Take short breaks frequently. Your memory retains the information that you study at the beginning and the end better than what you study in the middle.
	Space out your studying, you'll learn more by studying a little every day instead of waiting to cram at the last minute. By studying every day, the material will stay in your long-term memory but if you try to study at the last moment, the material will only reside in your short-term memory that will cause you to easily forget.
	Make sure that you understand the material well, don't just read through the material and try to memorise everything.
	If you choose to study in a group, only study with others who are serious about the test or exam.
	Test yourself or have someone test you on the material to find out what your weak and strong areas are. You can use the review questions at the end of each chapter, practice tests that the teacher may give out or other pertinent materials.
	Listening to relaxing music such as classical or jazz on a low volume can relieve some of the boredom of studying.
	Don't study later than the time you usually go to sleep, you may fall asleep or be tempted to go to sleep, instead try studying in the afternoon or early evening. If you are a morning person try studying in the morning.

## ACTIVITY: WHICH STUDY METHOD WORKS FOR YOU?

Summarise what study methods you use and how they help you to study.

---

---

What advice would you give to your friend when studying for their tests?

---

---

What combination of study methods would you use when studying for an English exam? Explain why.

---

---

Whether you're a high school learner or college student, tests are unavoidable. If you take a multiple-choice exam your strategy will be different than if you were to take an essay test. Learning proper note-taking, studying and test taking strategies are a vital part of improving your grade; in exams as well as your academic success.

THEME	PERIOD	TOPIC PER TERM	FOCUS AREAS
Study Skills	Term 1 Week 6 - 7	Importance of School Based Assessment.	Importance of School Based Assessment.

## SCHOOL-BASED ASSESSMENTS

A School-Based Assessment (SBA) is an assessment that is embedded in the teaching and learning process. It is the process of gathering and discussing information from multiple and diverse sources in order to develop a deeper understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences. The assessment results are used to improve learners' learning and teachers' teaching as both respond to the information it provides. Assessments for learning is an on-going process that arises out of the interaction between teaching and learning.

Assessments are critical elements of the National Curriculum Statement Grades 10 - 12 (General). An assessment is a process of collecting and interpreting evidence in order to determine the learner's progress in learning and to make a judgement about a learner's performance. The more realistic and "authentic" an assessment activity is, the more likely it is to produce accurate and reliable information.

### Different Types of Assessment you will Encounter:

- **Assessment is formative:** Enabling a learner or you to check the response against set criteria.
- **Assessment can be diagnostic:** Enabling at least an initial identification of strengths and potential areas of learning difficulty; it will be used to provide guidance and feedback.
- **Assessment can be summative:** Providing a grade which contributes to the final award; and it may be the source of necessary external discipline without which a learner would fall too far behind in his or her studies.
- **Assessment can be motivational:** Through the admission of personal experience as a relevant source of learning and of data for assignments and through the feedback from which you can help learners to develop self-esteem and confidence in their development.

## 6 PRINCIPLES FOR PLANNING ASSESSMENT

These principles can be used to help educators to evaluate the assessment strategies outlined in the school's learning programmes:

Principles	Description
<b>Every assessment should have a clear focus.</b>	There should be a clear link to a learning outcome and an assessment standard as well as to the particular focus of a particular lesson phase.
<b>Every assessment should have a clear purpose.</b>	You will need to ask whether the purpose is to: establish a baseline understanding; provide formative feedback on progress; diagnose a problem area or to provide summative evidence of a completed section of work.
<b>The focus and purpose determine the best method to use.</b>	If you want to test factual recall, you can ask a question but if you want to assess the learners' ability to work in groups, then you will need to get learners to work in groups and then observe them as they work. You will then need to develop an observation tool for this assessment purpose.
<b>Assessment activities should match the desired learning outcomes.</b>	If the desired outcome is a simple one, like memorising a law of natural science, then the assessment activity can likewise be simple. All that is necessary is for the learner to recall the law by rote. But if the desired outcome is more complex (such as to demonstrate an understanding of the law) then the assessment activity will have to be more complex.
<b>Assessment should concentrate on selected learning outcomes.</b>	Not everything has to be assessed and not everything that is important has to be assessed formally. Focus on evidence that points to achievement of the learning outcomes. There should be enough evidence of progress but not too much.
<b>Assessment should be built into the process of teaching and learning from the start.</b>	It is important to understand assessment as a process not an event and as part of teaching and learning and not separate from it.



## CORE PRINCIPLES OF ASSESSMENT

This diagram on the right indicates the core principles of assessment. To highlight a few elements of assessment as indicated in this diagram we can conclude the following:

- Assessment is the process of evaluating a learner's understanding of what he or she has learned;
- Assessment encourages a learner to produce what he or she has learned;
- Assessment is about analysing and reviewing the knowledge; and
- Assessment involves criticising, where the teacher provides critiques on what the learner has written.



## THE NATIONAL SENIOR CERTIFICATE (NSC)

The National Senior Certificate or NSC is a high-school certificate, and is the main school-leaving certificate in South Africa. This certificate is commonly known as the matriculation (matric) certificate, as Grade 12 is the “matriculation” grade. This certificate is important especially if learners are planning to further their studies in the Post-School Education and Training System or are looking to find a job.

Sometimes it happens that a learner fails “matric” in their first attempt of examinations. This does not mean the end of their success. Learners can follow alternative options that are available to pass Grade 12. Such options include a matric upgrade, re-writing matric, and if a learner is younger than the age of 21 years, he or she can repeat Grade 12. For more information on how to re-write Grade 12, learners can contact the Department of Basic Education or the Career Development Services (CDS). Alternatively, learners can study at a TVET College and enrol for a National Certificate Vocational (NCV) in their field of study. This occupationally-based certificate (i.e. NCV) is equivalent to Grade 12 or the NSC and can give access to University or employment.

### Develop a Study Plan for Grade 12

For a learner to obtain good results, they need to work hard and need to use their time effectively and carefully. To obtain high grades without over-stressing themselves, they need to create a study schedule. Therefore, it is important to know how to create a study schedule and make use of the limited time efficiently. Remember, by creating and following a study schedule, learners are also improving their study and planning skills. Once again, people have different learning styles. It is advisable for one to identify one’s learning styles before creating a study schedule.

### Tips on How to Develop a Study Schedule or Time Table

- You can create the schedule for a week first, so that you can follow it without too much stress. As far as possible, allocate certain hours daily to study, as this can help you study in a habitual and systematic manner.
- It is worth creating a study schedule immediately preceding class, so that you can study the lessons effortlessly. The information will also still be fresh in your mind.
- Specify the name of the subject to be studied on the schedule, instead of simply marking “study” on your schedule. This helps to make it more focused and you’re more likely to remember what you needed to study.
- You can allocate half an hour to one hour per day for each subject.
- Take a ten or fifteen-minute break for every hour studied so that you keep fresh by giving yourself regular breaks.
- Be sure to allocate time in your schedule for personal essentials that are flexible, such as bathing, eating and sleeping.
- You can learn well but only if you are healthy. Hence, do not compromise on time required for exercise and resting.

### Creating a Study Schedule for an Exam

- It is wise to change your normal schedule at least two weeks before the exam. You need to minimise your social time and focus on studying for these important exams. Allocate plenty of time for studying.
- Creating a written schedule is often beneficial in providing the desirable results. You can use a computer or simply a piece of paper to prepare a study schedule. A written schedule can help you to keep track of routines and often helps you to commit to it, more so than if you didn’t “commit it to paper”.
- It is important to give priority to some subjects that you might not do as well in as others. Every student feels comfortable in some subjects and uncomfortable in others. Allotting more time for studying the more difficult subject can help you to improve your marks.
- You can allocate time for group studying and individual studying in the schedule. However, the members in your group should have an interest in learning and they should not waste your time. Nevertheless, studying in groups can help to get your doubts cleared easily as you can discuss the answers collectively.
- You can adjust the study schedule at the end of the week. However, do not spend more time on shopping or socialising, because this can affect your concentration skills.
- You can develop a weekly schedule or monthly schedule depending on your study needs.
- For the weekly plan, you need to put down all seven days of the week with dates and can indicate your study portion for that day and time.

## ACTIVITY: DEVELOP A STUDY PLAN FOR GRADE 12

Name and Surname: \_\_\_\_\_ Grade: \_\_\_\_\_

List your school subjects: \_\_\_\_\_

Plan your weekly schedule using the planner below.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Example
07:00-08:00								Breakfast
08:00-09:00								Study: Maths
09:00-10:00								Commute
10:00-11:00								Exam: Maths
11:00-12:00								
12:00-13:00								Lunch
13:00-14:00								Study: Science
14:00-15:00								Exam: Science
15:00-16:00								Commute
16:00-17:00								
17:00-18:00								Study: English
18:00-19:00								
19:00-20:00								Dinner
20:00-21:00								Review: English
21:00-22:00								Bedtime

## TERM 1: WEEK 8 - 10

### WEEK 8-10

#### Careers and career choices

3 hours

Textbook, resources on careers

- Commitment to a decision taken: job or course application for additional or higher education, skills for final action (availability of funds, completing forms, accommodation and travel arrangements) locate appropriate work or study opportunities from various sources and determine requirements for acceptance and possible challenges.
  - Strategies to achieve goals.
- Reasons for and impact of unemployment.
- Innovative solutions to counteract unemployment: volunteering, part-time jobs, community work, entrepreneurship and informal jobs.
  - Financial and social viability of entrepreneurs and other employment options including awareness of SARS tax obligations.
  - The impact of corruption and fraud on the individual, company, community and country.



## TEACHER'S NOTE

In Grade 9, learners chose subjects for Grade 10, 11 and 12. Grade 12 marks their final year at school, which means they are completing their school grades and planning to start their careers next year. The subjects they chose in Grade 9 are very important and will assist them in the process of applying to Higher Education Institutions. In Grade 12, they need to study as hard as possible and they need to be reminded of their study methods or strategies and be encouraged to use them effectively this year. In Grade 10 and 11, they were taught the skills on how to manage their time – they need to manage time effectively this year, as they are preparing for their class tests, midterm, preliminaries and final examinations.

Learners must be encouraged to always stay committed and pay attention to their decision-making. To be committed means being dedicated and willing to give your time and energy to something that you believe in and that which will benefit the learner tremendously in future.

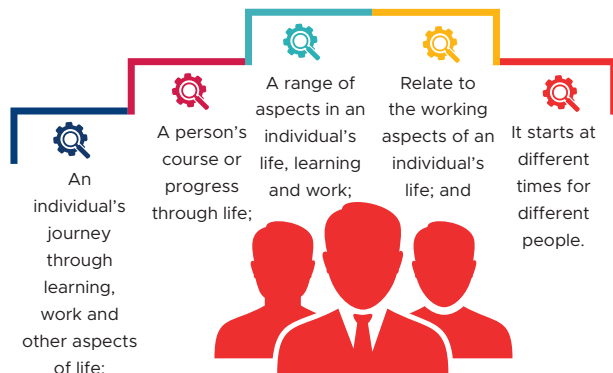
### Key Focus Areas Include:

- Application to Higher Education Institutions (HEIs).
- Application for funding.
- Application for accommodation in HEIs.
- Requirements for acceptance and possible challenges.
- Locate appropriate work or study opportunities.
- Strategies to achieve goals.
- Reason and impact of unemployment.



# CHOOSING A CAREER

A career is defined as:



"Career choice" involves the process of matching your occupation to your personality type. This is one of the key factors for being fulfilled and content in the workplace by ensuring a good fit for you personally.

## NB

It is very important for learners to be aware of their personality, interests, skills, values and career influences before choosing their career. Grade 12 is the year of linking the subject choice to a career.

Also involved in the career choice process, is linking school subjects to the career you're considering. Before linking subjects to a career, let's discuss the process of making a career choice. This process involves certain aspects such as knowing yourself (personality, interests, skills, values and career influences).

## 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 and values, knowledge about your environment and influences.

The section below explains briefly what personality, interests, skills or ability and career influences are. How do these things affect our decision in making a career choice? At the end of the lesson, learners can do an individual activity where they can write down their own personality, interests, skills and career influences.

## Interests

Interests refer to the things that you enjoy doing or like. For instance, do you like reading, dealing with numbers or helping people?

## Skills

Skills or abilities are things that you were taught that enabled you to perform certain tasks. Some skills are job-specific and can be used in only one line of work and these are known as hard skills. Skills that can be used in many occupations or across many scenarios in your life are known as transferrable or soft skills. You may have developed these skills in school, on the job, whilst volunteering or through life experiences.

Soft skills are characterised by how a person interacts in his or her relationships with others and can be acquired in various areas of one's life, like at school, work, or extra-curricular activities. Examples include being able to work in a team, good communication skills, being well-organised, etc.

Hard skills are easily measured and consist of factual knowledge that is usually learned during formal training or at school. Hard skills include technical expertise and examples include proficiency in a foreign language, qualifications, typing speed, mathematics, machine operation, etc.

## Values

Values are beliefs we develop early in life that make up our fundamental beliefs about what is right and wrong, 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 include money, spirituality, autonomy, expertise, helping 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.

## ACTIVITY: EXAMINE YOUR VALUES

Make a list below of all your values:

---

---

---

Now that you've made that list, write down all the values that you must have at work / in the workplace on the left and those that you'd like to have but aren't a necessity in the middle, and those that are least important to you on the right:

Values I must have at work:	Values I would like to have at work but aren't a necessity:	Values that are least important at work:

Write down your top 5 values in order of importance. Can you connect them to specific occupations?

Top 5 Values		Occupations:
How will your values be supported by your career choice?		



## INFLUENCES

Influences are things (environmental, circumstantial, etc.) 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 or know about other career fields.

### Leadership Skills Required in the Fourth Industrial Revolution

Complex problem solving	Coordinating with others
Critical thinking	Judgement and decision making
Creativity and negotiating	Service Orientation
People management	Cognitive Flexibility



# FIVE STEP PLAN TO MAKING A CAREER CHOICE

## 01. Create A Vision



- Proactive decision making begins with a clear vision of what you want your personal and professional life to look like.
- To be successful in visualising your future, you need to have a strong desire to achieve your goals.
- Although it is important to be realistic in what you ultimately envision yourself doing, it is more helpful at this point in the process not to limit yourself to what you consider to be “reality”; instead, let your vision or dream grow.
- Beware of thoughts that might limit your choices.

## 02. Make An Initial Decision



There are a number of ways to assess occupational alternatives:

- You might prioritise them according to how closely they match your overall goal.
- Or you might compare them in terms of advantages, disadvantages, and potential outcomes.
- Pay attention to your feelings about each alternative: are you sensing excitement?
- Though it is important to be logical in the career decision-making process, your gut reaction to an occupation is also important.

## 03. Set Your Goals



Effective goal setting allows you to take control of your life. Your attitude is the most important predictor of success in achieving goals. Positive and negative thoughts can affect your level of accomplishment: you are likely to achieve only what you believe you can. A goal is simply a more precise statement of a decision reached in the previous step.

To ensure that you achieve your goal, it should meet the following **SMART** criteria:

- **Specific:** a goal is specific when you know exactly what it is you want to achieve and accomplish;
- **Measurable:** measurable goals are quantifiable (e.g. numbers, dollars, percentages);
- **Achievable:** an achievable goal is within your reach (perhaps a stretch) based on your skills and level of motivation;
- **Realistic:** a realistic goal is one for which you have the resources (e.g. time for training, money for education, support from significant others); and
- **Time specific:** a time-specific goal is finite; it has a deadline (e.g. “by June 30, 2XXX” is much more specific than “soon”).

## 04. Develop An Action Plan



- To realise your specific occupational goals, you will need to make and follow a strategy or action plan. Write it down!
- To reach your goal, you will need to identify the action plan steps, or short-term goals that will help you attain it.
- It will include the steps you will have to take to reach them, the barriers that may get in your way and the solutions you have come up with for dealing with them.

## 05. Take Action



- As you take action, you may begin to experience difficulty in moving towards your goal. Sometimes people put so much emphasis on a career decision that they become immobilised with fear or uncertainty. If you find yourself in this situation, you may merely need to give yourself a push. However, if you find that you are really “stuck,” you may benefit from consulting a career professional. You can speak to an advisor at the Career Development Services (CDS) or KHETHA on 086 999 0123.
- Celebrate accomplishments and milestones. Be kind to yourself: pursue activities you enjoy and surround yourself with supportive people. Replace self-limiting assumptions and irrational beliefs with positive thoughts and statements. Welcome mistakes, they can enrich your life experience and enhance your learning. And you can use what you learn to revise your current plan and improve future career decisions.
- Don't forget the big picture: sometimes, some of the intermediate steps may be less enjoyable and more challenging than you might like; however, if you keep in mind where the steps are leading, you will be more likely to continue moving towards the achievement of your vision.

## ACTIVITY: MAKING A CAREER CHOICE

Using your own words, summarise what the five steps to making a career choice are.

---

---

Describe how you will apply these steps to making your own career choice.

---

---

Using one of your own goals as an example, analyse it according to the SMART principle.

---

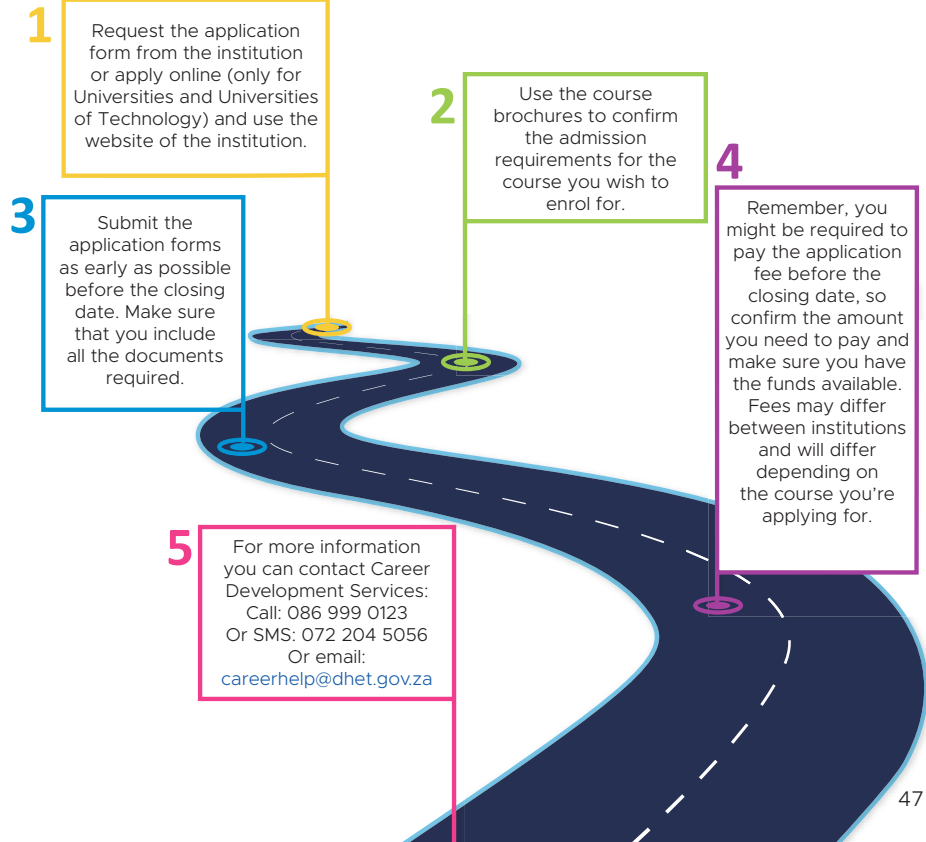
---



# APPLICATION TO HIGHER EDUCATION INSTITUTIONS (HEI)

Learners need to be introduced to the processes involved when applying to study in the post-school education system. There is one important information required in this process. Once a learner is aware of their career choice, they need to apply at a Higher Education Institution, be it a Technical and Vocational Education and Training (TVET) College, University of Technology or University.

The process of applying may differ from one institution to another or be based on the qualification a learner is interested in studying. Learners must be encouraged to seek further advice from the Department of Higher Education for them to have better understanding of the application process, admission requirements, etc.



# APPLICATION FOR FUNDING OPPORTUNITIES

When a learner is applying for admission into a Higher Education Institution, he or she needs to apply for funding opportunities as well. Learners must be informed that different institutions, organisations and government departments have different funding opportunities for academically deserving learners. It is important to apply for funding and admission as early as possible.

One can use different sources to check funding opportunities. Learners must check which bursary is available in their field of study and make enquiries on how to apply for funding. Learners can use the Department of Higher Education and Training, Career Development Services ([www.careerhelp.org.za](http://www.careerhelp.org.za)) as their source of information. In most cases, bursary applications may be submitted together with the application form for admission at a Higher Education Institution, especially when one is applying for funding from the National Student Financial Aid Scheme (NSFAS).

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

## Things to consider:

NSFAS is only offered at public  
Higher Education Institutions

NSFAS' offering is dependent on the  
financial need of the applicant;

NSFAS is refundable;  
and

Covers students enrolled  
at Universities, Universities of  
Technology and TVET Colleges.

If you need more information on NSFAS, please visit:

[www.nsfas.org.za/content/contact.html](http://www.nsfas.org.za/content/contact.html)

## Application for Accommodation at HEI's

The majority of post-school education institutions have student accommodation. The accommodation also has application and registration processes involved. If a learner is interested in applying for accommodation, they must request information at the institutions of their choice as soon as possible. They can make arrangements as soon as they are granted a provisional acceptance.

## ACTIVITY: APPLYING FOR ACCOMMODATION

Answer the following questions:

Will you require accommodation at your institution of choice?

---

---

---

---

---

If you are not able to get accommodation at your institution of choice, will you be able to stay with a friend or family member close by?

---

---

---

---

---

If answer is no, apply for accommodation soonest.

### **What Happens Once a Student Has Applied?**

Learners should make sure that they submit the application and pay the application fee before the closing date. In fact, the proof of payment for the application fee must be submitted together with the application form. It is advisable that a learner make copies of the proof of payment and keep the original copy. The original copy may be required during registration.

### **Documentation**

Applications to higher education must be accompanied by all the required documents. Such documents may include a certified copy of Identity Document, statement of results, proof of payment (of the application fee), your guardian's proof of income, etc. If a learner is diagnosed with any disability, he or she must include the health certificate or a letter from the doctor to verify the disability.

### **Admission Requirements In HEI**

In order for one to be considered for admission to HEI, he or she must have passed Grade 12 / NSC. However, one can still apply while they are in Grade 12. In fact, learners are encouraged to apply using their Grade 11 report to secure a space at the institution while they are still doing Grade 12, and in most cases, HEIs prefer that learners apply while they are still in Grade 12.

### **To pass the NSC a learner needs to obtain one of the following admission requirements:**

The basic NSC with no access to higher education programmes requires a learner to achieve three subjects with a minimum of 40% including the Home Language (HL), and a further three subjects can be passed at 30%. There also has to be evidence that the School Based Assessment (SBA) (including Life Orientation) has been passed. If one were to convert this to an aggregate, the learner would have to achieve a score of 210 out of a possible 600 (or 35%), although provision for one failed subject could pull that aggregate down whilst still resulting in a pass result.

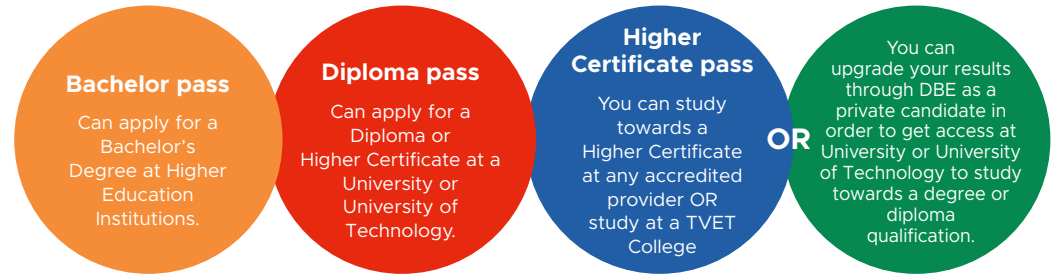
## NATIONAL SENIOR CERTIFICATE

The table below presents a summary of the current differences in the Umalusi pass requirements (2013):

	National Senior Certificate			
	NSC	With Admission Requirements To:		
		Higher Certificate	Diploma	Bachelor
Home Language (HL)	40%	The NSC with a minimum of ≥30% in the Language of Learning and Teaching (LOLT) of the Higher Education Institution.	The NSC with a minimum of ≥30% in the LOLT of the Higher Education Institution, and ≥40% in four recognised 20-credit subjects (that is, excluding Life Orientation).	The NSC with a minimum of ≥30% in the LOLT of the Higher Education Institution and ≥50% in four designated 20-credit subjects (that is, excluding Life Orientation).
First Additional Language (FAL)	Three Subjects passed with ≥40% (including the HL) and three passed with ≥30%. Can fail one subject, provided there is full evidence of the SBA having been completed.			
Life Orientation				
Mathematics / Maths Literacy				
Three Subjects offered from group B				

It is always advisable for a learner with the assistance of the LO teacher or career advisor to use the university prospectus or contact the institution of choice to check the requirements for the qualification or course they are intending to do. The Grade 12 results will clearly indicate what one has passed and the admission requirements one has obtained between the bachelor, diploma or higher certificate pass. This means that if one meets the requirement for a bachelor, he or she can apply for a bachelor degree in his field of study, but again he needs to meet other additional requirements in that course and these include level of percentage, specific subjects required, National Benchmark Tests (NBT) test results, etc. In other words, passing the NSC with a bachelor pass does not necessarily mean that one will get admitted to the information or programme of choice but he or she needs to meet all the requirements.

**The example below represents possible options one may consider with his or her NSC pass:**



### **National Benchmark Test (NBT)**

A learner may be required to write the NBT. The results from the NBT may be used at any tertiary institution in South Africa.

The NBT results are used in collaboration with the Grade 12 final results.

### Possible Challenges

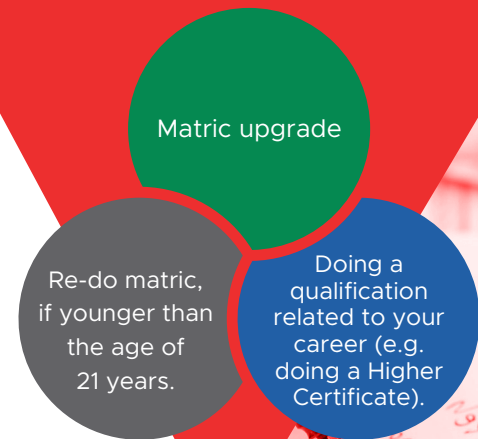
There are many challenges involved after Grade 12. Some learners may experience challenges in getting admission into HEIs and some of the reasons may include not meeting the minimum requirements to one's programme of choice or failing Grade 12 completely. As an educator you need to emphasise the importance of studying hard to avoid disappointments. But learners need to be informed of possible options in case they find themselves experiencing these challenges.

There are a variety of options one may want to consider to help them make-up for or to get access to their qualifications. The diagram on the right explains the available options.

### Strategies to Achieve Goals

Goal setting is a process that starts with careful consideration of what you want to achieve, and ends with a lot of hard work to actually do it. In between, there are some very well defined steps that transcend the specifics of each goal. Knowing these steps will allow you to formulate goals that can be accomplished. You need to:

- 1 Set goals that motivate you.
- 2 Set **SMART** goals (Set **S**pecific, **M**easurable, **A**ttainable, **R**elevant & **T**ime-Bound Goals).
- 3 Set goals in writing.
- 4 Make an action plan.
- 5 Stick with your goals.







## ACTIVITY: SETTING CAREER GOALS

Answer the following questions:

### Teacher's Note:

This exercise will assist learners to get the sense of where they are going and will enable them to share their goals. If they are struggling with anything they can ask you as the LO teacher or seek guidance from a career practitioner.

What qualification are you planning on applying for? What are the entry requirements?

---

---

---

---

---

Explain how your school subjects relate to your career choice.

---

---

---

---

What short-term goals do you have to achieve this year in order to apply for your qualification of choice?

---

---

---

---

## TERM 1: WEEK 8 - 10

TOPIC	TERM 1	GRADE 12
WEEKS 8 - 10		
Development of the self in society	2 hours	Textbook, newspaper articles, Bills of Rights
<p>Core elements of a job contract: worker rights and obligations; conditions of service</p> <ul style="list-style-type: none"> <li>- Labour laws: Labour Relations Act, Employment Equity Act and Basic Conditions of Employment Act</li> <li>- Principles of equity and redress</li> <li>- Recruitment process: general trends and practices</li> <li>- Trade unions and organised labour</li> <li>- Work ethics and societal expectations</li> </ul> <ul style="list-style-type: none"> <li>• The value of work: how work gives meaning to life</li> </ul>		

# UNEMPLOYMENT

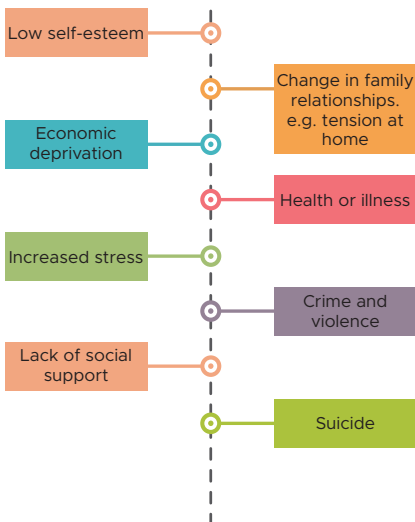
Unemployment occurs when people are without work and are actively seeking work. It means being out of work and having a desire to work or to take up employment. There is a high rate of unemployment worldwide. Unemployment remains the key challenge for transformation of the South African labour Market. Learners must be informed of the reasons and impact of unemployment. This lesson must enlighten their view of unemployment and give them better knowledge on how to, by all means, avoid all possibilities that could result in unemployment in their lives.

## Reasons for Unemployment

There are various reasons leading to unemployment. Lack of or low education and skill levels are one of the contributing factors to unemployment. Research shows that training or education could enhance access to the labour market. Learners must be encouraged to strive for education and that starts while they are still in high school. They must be taught to take their education very seriously and encouraged to enhance their skills by making sure that they acquire education. Even if a learner wants to take a gap year, he or she must do research on their career aspirations.

## Impact of Unemployment

Unemployment affects people at different levels in families, society and economically. It also affects people's emotional well-being. The impact of unemployment on people include:



THEME	PERIOD	TOPIC PER TERM	FOCUS AREAS
Study Skills	Term 1 Week 8 - 10	Innovative solutions to counteract unemployment: volunteering, part-time jobs, community work, entrepreneurship and informal jobs.	The impact of corruption and fraud on the individual, company, community and country.

## STRATEGIES FOR COUNTERACTING UNEMPLOYMENT

As mentioned, South Africa is dealing with a high rate of unemployment. As learners are considering furthering their studies, they must be encouraged to find innovative strategies to prevent possibilities of unemployment in their career journey. Some of the strategies may include:

### **Make oneself marketable:**

This involves acquiring skills and training in one's career field. For example, one can further their studies at TVET Colleges or Universities depending on their career choice. Again, when a person makes him or herself marketable, they are also making sure that he or she is indispensable and of value to employers and the labour market.

### **Valuing one's career or job:**

Valuing one's career involves many aspects and includes committing to life-long learning and striving to acquire more skills and knowledge in their field of study. Some people may even start doing voluntary work while they are still studying and some during their gap year, may decide to do voluntary work or apply for a part-time job in order to learn more about their chosen field.

### **Building social networks:**

Learners must be taught the importance of social networking beyond just the aspect of socialising with friends. Learners must also know that they can use social media to network for business opportunities. Social networking can be even more beneficial to those who are planning to start their own businesses in future. Learners must be introduced to strategies of building a good social network for work.

### **Working part-time and freelancing:**

During studies, learners can be advised to make use of freelance, voluntary work or part-time jobs. In this way, they will acquire knowledge in their chosen career field. As learners are considering this option, the advice is to take a job that is relevant to their career. Where available, one can also choose to volunteer in their community organisations.

### **Become an entrepreneur:**

In some instances, after acquiring some skills and knowledge in their careers, learners can decide to start their own businesses and become entrepreneurs. Learners must understand that the world of work changes drastically which means one needs to be informed at all times and this points to education. One needs to study further in order to acquire relevant skills to develop their business.

THEME	PERIOD	TOPIC PER TERM	FOCUS AREAS
Study Skills	Term 3 Week 6 - 10	Innovative solutions to counteract unemployment: volunteering, part-time jobs, community work, entrepreneurship and informal jobs.	The impact of corruption and fraud on the individual, company, community and country.

## UNDERSTANDING AN EMPLOYMENT CONTRACT

An employment contract or contract of employment is a kind of document that is used in labour law to attribute rights and responsibilities between parties to a bargain. The contract normally indicates an agreement, worker's rights and obligations, and conditions of service between an "employee" and an "employer". The contract of employment is known as the "contract of service" which means that every law-related condition about the job that an employee will be doing is recorded on the contract and the duration of the employment, whether permanent or on contract for a specified time.

A contract of employment binds both parties and defines the rights and responsibilities of both the employer and the employees, and both parties agree on the work the employee will perform and on the remuneration to be paid for it and other benefits and conditions. The conditions of a contract of employment are determined in accordance with the labour legislation and collective agreement. Workplace rights protect employees from potentially harmful events such as unsafe working conditions or discrimination.

### What Are the Conditions of Service?

Labour legislation and collective agreements regulate employees' rights and obligations. Employees' and employers' associations negotiate with each other on field-specific collective agreements. The legislation and collective agreements determine, for example, minimum wages, working hours, holidays, sick pay and the terms of dismissal.

### Labour Laws

There are different types of labour laws that one needs to take into account when they sign any job contract. These include the Labour Relations Act, the Employment Equity Act and the Basic Conditions of Employment Act. The table below represents the distinction between these acts:

Labour Relations Act (LRA)	Employment Equity Act (EEA)	Basic Conditions of Employment Act
<p>The Labour Relations Act (LRA) is the Act that aims to promote economic development, social justice, labour peace and democracy in the workplace.</p> <p>The Labour Relations Act applies to all employers, workers, trade unions and employers' organisations, but does not apply to members of the:</p> <ul style="list-style-type: none"> <li>• National Defence Force;</li> <li>• National Intelligence Agency; or</li> <li>• South African Secret Service.</li> </ul>	<p>The Employment Equity Act is to achieve equity in the workplace by promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination; and implementing affirmative action measures to redress the disadvantages.</p> <p>The EEA applies to all employers and workers and protects workers and job seekers from unfair discrimination, and also provides a framework for implementing affirmative action.</p> <p>The aim of the EEA of 1998 is to redress fundamental labour market inequities and to minimise discrimination on the basis of demographic profile (race, gender) as well as disability and HIV status.</p>	<p>The Act applies to all employees and employers except members of the National Defence Force, National Intelligence Agency, South African Secret Service and unpaid volunteers working for an organisation with a charitable purpose.</p> <p>It regulates leave, working hours, employment contracts, deductions, pay slips, and termination.</p>



# TRADE UNIONS AND ORGANISED LABOUR

A Trade (Labour) Union is an organisation whose membership consists of workers and union leaders, united to protect and promote their common interests.

The principal purposes of a labour union are to:

- Negotiate wages and working condition terms,
- Regulate relations between workers (its members) and the employer,
- Take collective action to enforce the terms of collective bargaining,
- Raise new demands on behalf of its members, and
- Help settle their grievances.

A trade union may be a company union that represents interests of only one company and may not have any connection with other unions.

Trade unions do not have to register with the Department of Labour, but they are advised to do so.

Registration affects the rights of unions. If unions wish to be registered, their constitutions have to meet certain requirements, including:

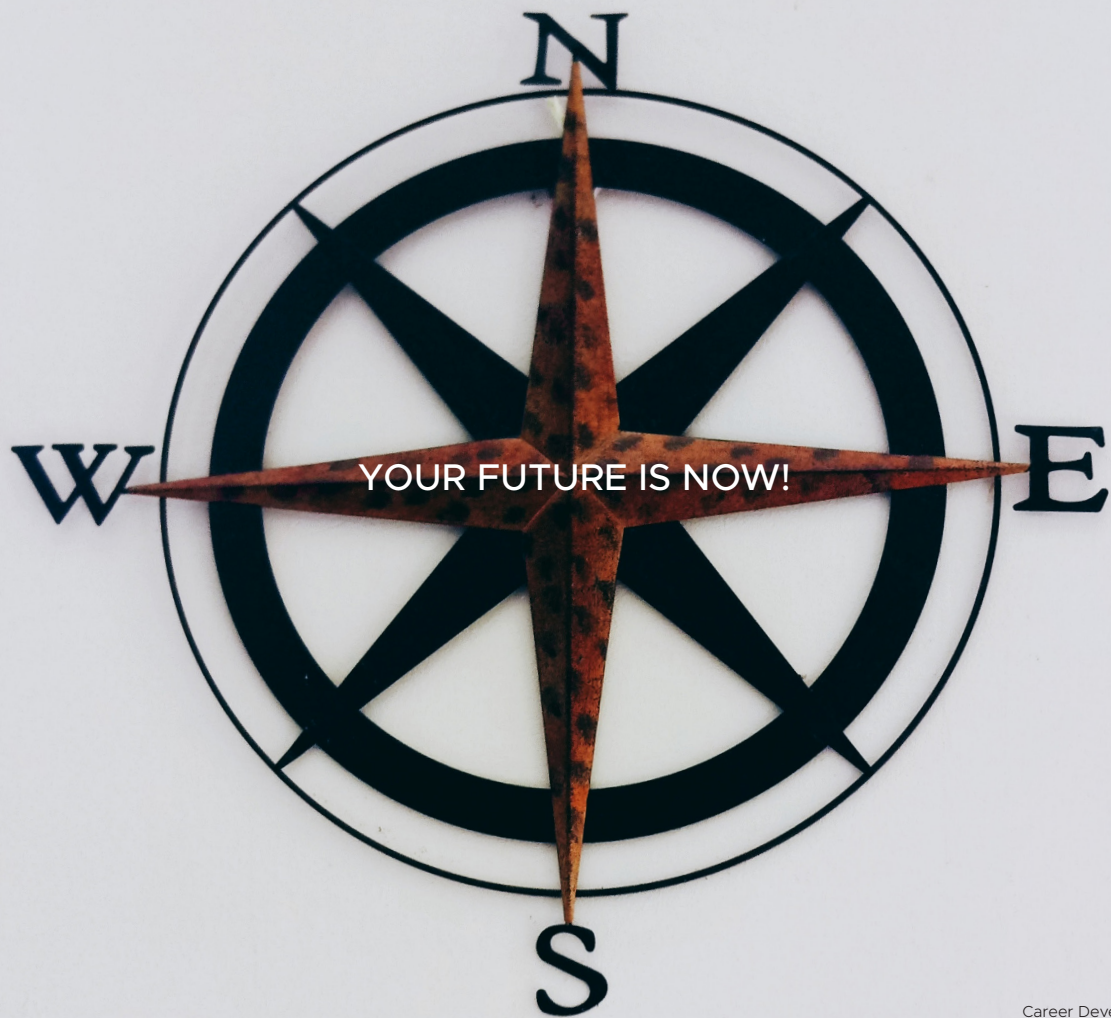
- Provision in the constitution for a ballot of members before a strike or lock-out is called; and
- No provision in the constitution that discriminates on the grounds of race or sex.

## ACTIVITY: CORE ELEMENTS OF A JOB CONTRACT

Learners should be grouped in pairs of two. One learner must be an employee and one an employer. The employer must develop a document stating the conditions of employment and the employee must engage with these conditions. Before the employee signs the contract he or she must agree with all the terms and regulations of the employment as stated by the employer and ask any questions they are uncertain of.

The contract must include the following information:

- » Appointment
- » Commencement
- » Duties
- » Place of work
- » Hours of work, lunch breaks, tea time, etc.
- » Leave policy
- » Signature of the employer
- » Signature of the employee
- » Date





## TERM 4: WEEK 3 - 4

THEME	PERIOD	TOPIC PER TERM	FOCUS AREAS
Careers and Career Choices	Term 4 Week 3 - 4	Refinement of portfolio of plans for life after school: record of plans and progress towards achievement of those plans.	Admission requirements for degree / diploma or higher certificate for the intended field of study.
			Details of identified institutions that offer finance for the intended course(s): option 1 and 2.
			Identified possible employment opportunities.
			Letters of application and responses for employment / study / bursary.
			A short CV, for application for part-time or full-time employment or for a bursary.

## THE NATIONAL SENIOR CERTIFICATE AND THE NATIONAL CERTIFICATE VOCATIONAL

The choice between doing the NSC and NCV rests entirely on the learner and should be guided by his or her career choice.

NSC is a three year programme that covers grade 10 , 11 and 12. The purpose of NSC is to introduce the FET band to the learners in order to prepare them for different careers within the Post-School Education and Training system.

NCV is offered at levels 2, 3 and 4 of the National Qualifications Framework (NQF). The qualification is designed to provide both theory and practical experience in a particular vocational field. The practical component of the study may be offered in the workplace or a simulated workplace environment.

If a learner is doing NCV level three and later decides to do an NSC, he or she will be required to redo the grades he / she didn't do which are Grades 10 and 11. It will not matter how far he / she was in his / her studies. He / she has to complete the whole NSC programme (from Grades 10 - 12) and the same is also true for an NSC candidate who wants to change to the NCV curriculum.

Once the NCV has been completed, a learner can decide to enrol for a National Accredited Technical Education Diploma (NATED) qualification which he / she can eventually use to become an artisan.



## ACTIVITY: UNDERSTANDING THE APS

Using the table below, fill in the careers you are interested in and institutions that offer the qualification leading to these careers. Include the institutions' minimum admission requirements and specify whether these subjects can be accessed through an NSC / NCV qualification.

	Institution 1	Institution 2	Institution 3	Institution 4
E.g. Career 1: Medical Doctor	Sefako Makgatho University Life Sciences = 5* Mathematics = 5* Physical Sciences = 5* English = 4* Life Orientation = 5* Additional subject = 6*  *2015 admission requirements	University of the Witwatersrand Mathematics = 5* Life Sciences / Physical Sciences = 5* Pass English*  *2015 admission requirements	University of Cape Town 60% in Mathematics, Physical Sciences and Life Sciences. An Admission Point (AP score) of at least 36% is required.*  *2015 admission requirements	Walter Sisulu University 60% in English at Home Language or First Additional Language level, Mathematics, Physical Science and Life Sciences.*  *2015 admission requirements
Career 1:				
Career 2:				
Career 3:				



## TERM 3 WEEK 6 - 10

THEME	PERIOD	TOPIC
Careers and Career Choices	Term 3 Week 6 - 10	The value of work: how work gives meaning to life.





## PLANNING YOUR CAREER

Work has different meanings to different people depending on their life circumstance. Mainly it's about being able to do what you can to make a living. A career requires that people progress and take action related to their occupations throughout their lifetime. When referring to a career, people talk about 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 the rest of their lives. People need to adopt the 21st century mentality which encourages them to take control of their careers and be aware of what is happening around them. This implies that one needs to adopt a flexible attitude towards the career. Things don't always work out as planned and adopting this mentality will liberate people as they grab opportunities that are available.

Career planners, no matter the stage they occupy in their careers, need to develop career adaptability skills which are confidence, concern, curiosity and control. These are career survival skills that enable career planners to endure the challenge that life throws at them in their career development. This journey requires that they know and believe in their capabilities and surround themselves with those who can guide and support them. They are also expected to show that they care about their own career development and understand the implications of planning their career. They need to want to make a success of themselves and always remember that this is THEIR lives and that they are the managers of their careers.

Like any manager, they will need to account, drive and source help when needed. They adopt an overall picture of the products they want to see.

## ACTIVITY: WHAT DO YOU VALUE MOST IN A CAREER?

Complete the following activity to find out what you value the most in a career. Read carefully through the statement and tick next to the ones you agree with.

Categories	Statement	TICK
<b>Advancement</b>	It is important to me to obtain a managerial position.	
	It is important to me to be in a working environment where there is growth.	
	It is important for me to gain opportunities for growth.	
<b>Adventure</b>	It is important to have duties that involve physical risk-taking.	
	It is important for me to work in an environment where I have to courageously face physical danger.	
	It is important for me to frequently work in areas I am not familiar with.	
<b>Affiliation</b>	It is important for me to be known as an employee of a certain organisation.	
	It is important to work in a profession where I wear a uniform.	
	It is important to be in a job where I own items associating me to my organisation.	
<b>Altruism</b>	It is important to work where I serve other people.	
	It is important for me to help others find good opportunities.	
	It is important for me to better the lives of others.	
<b>Appreciation</b>	It is important for me to work in an environment where the quality of my work is recognised.	
	It is important for me to be in an organisation where people acknowledge me for the work I do.	
	It is important for me to work in an environment where my full worth is recognised.	

Categories	Statement	TICK
<b>Competition</b>	I want work where I get rewarded for performing better than others.	
	I want work where my achievements are measured against others.	
	I want a working environment where people are recognised for being the best.	
<b>Creativity</b>	I want to work where I can express my creativity.	
	I want to be involved in work that allows me to create beautiful things.	
	I want a job where I get an opportunity to create things from scratch.	
<b>Challenge</b>	I want a job where I answer complex questions.	
	I prefer work where work is done rapidly.	
	I want work where there is little room for error.	
<b>Flexibility</b>	I want work that allows me time to be with my family.	
	I need a job where I work for a set time and do not need to work overtime.	
	I want to have an opportunity to work in different areas.	
<b>Fun</b>	I like work where I can be playful.	
	It is important for me to work on interesting tasks.	
	I want work where I am allowed to be humorous.	
<b>Money</b>	When considering job opportunities, I make a decision based on which one pays more money.	
	It is important for me to get financially rewarded for work that I do.	
	I would leave a job that I enjoy for a job that pays more.	
<b>Spirituality</b>	I prefer work that will accommodate my spiritual beliefs.	
	It is important for me to work in a place where I am able to practice my religious beliefs without being judged.	
	It is important for me to work where I am accommodated if I need to go to a place of worship.	

If you scored two or more ticks on an item per category, please read the first explanation of the category below for clarification. If you scored one or less ticks on a category, please read the second explanation of the category below for clarification. This information will guide you with regards to the type of working environments you prefer.

<b>Advancement</b>	If Yes >=2	Your desire is to grow in your career. When looking for work; your main focus is on the ladder you will climb as you grow in your career. It is important for you to get ahead in your career, gain opportunities for growth and work in an environment where one gets to progress from one level to another.
	If Yes <=1	You are not concerned about titles and honour that comes with them but are interested in doing work where you are mainly focused on the service you offer others.
<b>Adventure</b>	If Yes >=2	You prefer to live your life on the edge. You are a non-conformist who prefers working in an environment with an element of danger in it.
	If Yes <=1	You prefer to work in an environment where you are secured of your physical safety and do not have to engage in activities that require you to protect yourself.
<b>Affiliation</b>	If Yes >=2	It is important for you to work in places where people can easily associate you with their brands and values. This is why you would choose work where you wear a uniform and are known by a certain title.
	If Yes <=1	It is important for you to work where you are not associated with the organisation.
<b>Altruism</b>	If Yes >= 2	It seems important for you to work in an environment where you are able to assist others. You would rather sacrifice your comforts for the sake of other people's well-being.
	If Yes <=1	It seems important for you to work in an environment where the focus is on making profit.
<b>Appreciation</b>	If Yes >= 2	It seems important for you to be in an environment where you are recognised for who you are and values you for the contribution you make in the organisation.
	If Yes <= 1	It seems you are not concerned much about whether people value you as a person but are more interested in meeting the requirements of the job and being rewarded for such.
<b>Competition</b>	If Yes >=2	It is important for you to work in an environment where your performance is measured against others and you are rewarded for performing better than others.
	If Yes <=1	It is important for you to work in an environment where your performance is not compared with that of others but rather of set targets for how one needs to perform.
<b>Creativity</b>	If Yes >=2	You are interested in work that allows you to create things from scratch. This you use when solving problems and expressing yourself.
	If Yes <=1	It is important for you to work in an environment where you complete projects or activities that have been started by others.
<b>Challenge</b>	If Yes >=2	It is important for you to work in a place that allows you to solve complex problems and there is little room for error.
	If Yes <=1	It is important for you to work in an environment where there is routine and you are always certain about what you have to do. You prefer an environment where there results are produced over time and there is enough room for error.



## TERM 4: WEEK 1 – 2

THEME	PERIOD	TOPIC	FOCUS AREAS
Study Skills	Term 4 Week 1 - 2	Preparing for success: strategies to follow in order to succeed in the Grade 12 examination.	Revision of own study skills.
			Revision of examination writing skills.

## Study Skills

Success loves preparation. To succeed, learners must be ready when opportunity comes. They should spend time preparing for success. In fact, they must spend time preparing for their studies. When a learner is preparing themselves for success in learning, they are polishing up their study skills for their final examination. Since everyone has identified his or her study methods and skills, they must start preparing themselves for their final examination right at the beginning of the year. They must know that the day-to-day activities, assignments and homework they do, class tests and mid-term examinations are the building blocks towards their final year results.

Learners must develop a skill or ability to link their day-to-day activities from school to their study skills. In other words, when they are provided with a task in any of their school subjects, they must be able to use the identified study methods or skills to do the task. For all the subjects they do, they must utilise the skills they feel comfortable with and that work perfectly. They must reflect on their study skills. Study skills go hand in hand with writing skills.

## Revision of Examination Writing Skills

Learners must be taught how to improve their writing skills. Writing skills are an important part of communication. Good writing skills allow learners to communicate their message with clarity. They should make their writing as clear as possible for the reader (in this case, the teacher who is marking their work) to see and understand what is written. Revising their writing skills will assist them to see their mistakes from the previous examinations.

## Improving Writing Skills

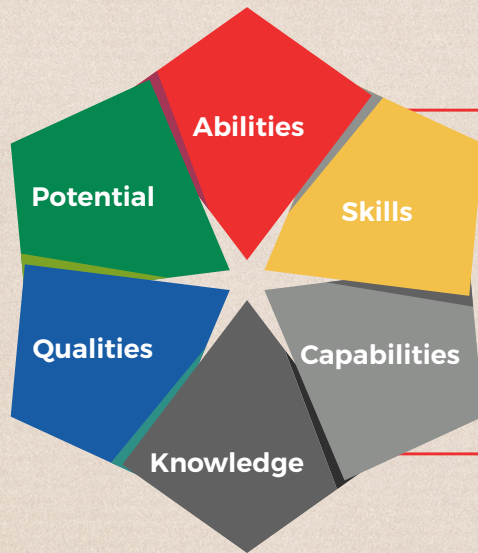
The good news is that writing is a skill which can be learned like any other skill. One trick for checking and improving your work is to read it out loud. Reading what you've written allows you to slow down and you may pick up problems with the flow that your eye would otherwise skip over. Learners must learn to read their work before submitting to the next person.



THEME	PERIOD	TOPIC PER TERM	FOCUS AREAS
Careers and Career Choices	Term 4 Week 3 - 4	Refinement of portfolio of plans for life after school: record of plans and progress towards achievement of those plans.	Admission requirements for degree / diploma or higher certificate for the intended field of study.
			Details of identified institutions that offer finance for the intended course(s): option 1 and 2.
			Identified possible employment opportunities.
			Letters of application and responses for employment / study / bursary.
			A short CV, for application for part-time or full-time employment or for a bursary.



## CAREER PORTFOLIO



**Visual  
Representation**

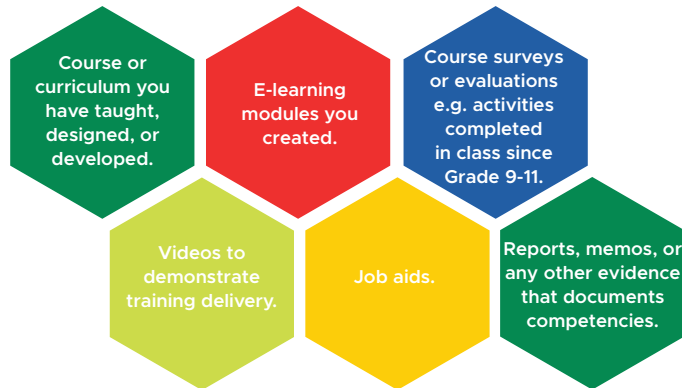
## CAREER PORTFOLIO

A Career Portfolio is a visual representation of your abilities, skills, capabilities, knowledge, qualities and it represents your potential. Career portfolios are used to plan, organise and document education, work samples and skills. Career portfolios can be used to build up one's career and in future can be used to apply for jobs, apply to college or training programmes, get a higher salary, show transferable skills, and to track personal development. Portfolios are a reflection of an individual and therefore, portfolios should be tailored to the learner's individual career goals.

Learners in Grades 9, 10 and 11 must be introduced to developing a portfolio. There are basic elements that should be included in every portfolio. There are two types of portfolios such as the basic career portfolio for learning and performance professionals. The basic career portfolio for learning and performance professionals may include the following (in the following order):

- Table of contents.
- Brief biography and contact information.
- Career goals and objectives.
- Résumé or Curriculum Vitae (CV), highlighting competencies and achievements.
- List of references, including names, titles, and contact information.
- Client list (if appropriate).
- Employee evaluations or other measures of your performance.
- Five to six artefacts of your work (Artefacts are actual work examples that demonstrate or corroborate knowledge that you have, a skill that you possess, or a personal competency you demonstrate).

For a learning and performance professional, some artefacts could include:



If you have a specific career or job in mind, the artefacts selection process should follow these five steps:



## ACTIVITY: PREPARE YOUR CAREER PORTFOLIO

Please answer the following questions:

**What are your school subjects? How do you envision your Grade 12 results?**

Subjects	Target Marks	Subjects	Target Marks

**What are your career goals and objectives?**


**What skills do you have?**


**What key milestones have you achieved during your time in high school?**


Use the answers to these questions to start your career portfolio, and remember to add to it every time you learn something new, achieve something more and reach your goals.

THEME	PERIOD	TOPIC PER TERM	FOCUS AREAS
Careers and Career Choices	Term 4 Week 3 - 4	Refinement of portfolio of plans for life after school: record of plans and progress towards achievement of those plans.	Details of identified institutions that offer finance for the intended course(s): option 1 and 2.
			Identified possible employment opportunities.
			Letters of application and responses for employment / study / bursary.
			A short CV, for application for part-time or full-time employment or for a bursary.



## LIST OF SOUTH AFRICAN UNIVERSITIES

South African Universities offer a combination of academic and vocational diplomas and degrees, while the country's Universities of Technology focus on vocationally-oriented education. Some also offer theoretically-oriented University degrees.

Comprehensive Universities in South Africa combine both types of training that technical and traditional Universities offer.

There are 26 Universities in South Africa situated in different provinces. The following table represents the 26 Universities and learners are encouraged to apply to more than one University to ensure the greatest chance of success for enrolment.



University	Contact Details	Website
University of Cape Town	Tel: 021 650 9111, Fax: 021 650 5189	<a href="http://www.uct.ac.za">http://www.uct.ac.za</a>
University of Fort Hare	Tel: 040 602 2011, Fax: 040 653 1554	<a href="http://ufh.ac.za">http://ufh.ac.za</a>
University of Free State	Tel: 051 401 9111	<a href="http://ufs.ac.za">http://ufs.ac.za</a>
University of Johannesburg	Tel: 011 559 4555	<a href="http://uj.ac.za">http://uj.ac.za</a>
University of KwaZulu-Natal	Tel: 031 260 1111	<a href="http://ukzn.ac.za">http://ukzn.ac.za</a>
University of Limpopo	Tel: 015 268 2105, Fax: 015 267 0152	<a href="http://www.ul.ac.za">http://www.ul.ac.za</a>
Nelson Mandela Metropolitan University	Tel: 041 504 1111, Fax: 041 504 2574	<a href="http://www.nmmu.ac.za">http://www.nmmu.ac.za</a>
North West University	Tel: 018 389 2111, Fax: 018 392 5775	<a href="http://www.nwu.ac.za">http://www.nwu.ac.za</a>
University of Pretoria	Tel: 012 420 3111	<a href="http://www.up.ac.za">http://www.up.ac.za</a>
Rhodes University	Tel: 046 603 8111	<a href="http://www.ru.ac.za">http://www.ru.ac.za</a>
University of South Africa	Tel: 012 429 3111, 086 167 0411	<a href="http://www.unisa.ac.za">http://www.unisa.ac.za</a>
Stellenbosch University	Tel: 021 808 9111	<a href="http://www.sun.ac.za">http://www.sun.ac.za</a>
Walter Sisulu University	Tel: 047 501 1404	<a href="http://www.wsu.ac.za">http://www.wsu.ac.za</a>
University of Venda	Tel: 015 962 8000, Fax: 015 962 4749	<a href="http://www.univen.ac.za">http://www.univen.ac.za</a>
University of Western Cape	Tel: 021 959 2911	<a href="http://www.uwc.ac.za">http://www.uwc.ac.za</a>
University of the Witwatersrand	Tel: 011 717 1000	<a href="http://www.wits.ac.za">http://www.wits.ac.za</a>
University of Zululand	Tel: 035 902 6000	<a href="http://www.unizulu.ac.za">http://www.unizulu.ac.za</a>
University of Mpumalanga	Tel: 013 753 3065	<a href="http://www.ump.ac.za">http://www.ump.ac.za</a>
Sol Plaatjie University	Tel: 053 807 5300, Fax: 086 604 6711	<a href="http://www.spu.ac.za">http://www.spu.ac.za</a>
Sefako Makgatho Health Sciences University	Tel: 0800 003 164, Fax: 012 560 0086	<a href="http://www.smu.ac.za">http://www.smu.ac.za</a>
Cape Peninsula University of Technology	Tel: 021 959 6767	<a href="http://www.cput.ac.za">http://www.cput.ac.za</a>
Central University of Technology	Tel: 051 507 3911	<a href="http://www.cut.gov.za">http://www.cut.gov.za</a>
Durban University of Technology	Tel: 0860 10 31 94	<a href="http://www.dut.ac.za">http://www.dut.ac.za</a>
Tshwane University of Technology	Tel: 086 110 2421	<a href="http://www.tut.ac.za">http://www.tut.ac.za</a>
Vaal University of Technology	Tel: 016 950 9000	<a href="http://www.vut.ac.za">http://www.vut.ac.za</a>

# TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)

Technical and Vocational Education and Training courses are vocational or occupational by nature meaning that the student receives education and training with a view towards a specific range of jobs or employment possibilities. Under certain conditions, some students may qualify for admission to a University of Technology to continue their studies at a higher level in the same field of study as they were studying at the TVET College.

## SECTOR EDUCATION AND TRAINING AUTHORITY (SETAS)

SETAs are Sector Education and Training bodies established in terms of the Skills Development Act. The SETAs are responsible for the organisation of education and training programmes within a specific sector. They offer opportunities such as bursaries, learnerships and apprenticeships. For further information about different SETAs, visit the links below:

NAME OF THE SETA	CONTACT DETAILS		WEBSITE
FASSET Finance and Accounting Services Sector Education and Authority	Tel:	(011) 476 8570	www.fasset.org.za
	Fax:	(011) 476 5756	
BANKSETA Banking Sector Education and Training Authority	Tel:	(011) 805 9661	www.bankseta.org.za
	Fax:	(011) 805 8348	
CHIETA Chemical Industries Education and Training Authority	Tel:	(011) 726 4026	www.chieta.org.za
	Fax:	(011) 726 2425	
FP&M SETA Fibre Processing Manufacturing Sector Education and Training Authority	Tel:	(011) 234 2311	www.fpmseta.org.za
	Fax:	(011) 234 2350	
CETA Construction Education and Training Authority	Tel:	(011) 265 5900	www.ceta.org.za
	Fax:	(011) 265 5924/5	
ETDP SETA Education, Training and Development Practices Sector Education and Training Authority	Tel:	(011) 372 3300	www.etdpseta.org.za
	Fax:	086 604 8934	
EWSETA Energy and Water Sector Education and Training Authority	Tel:	(011) 689 5320	www.eseta.org.za
	Fax:	(011) 689 5340 (011) 689 5341	

NAME OF THE SETA	CONTACT DETAILS		WEBSITE
FOODBEV SETA Food and Beverages Manufacturing Industry Sector Education and Training Authority	Tel: Fax:	(011) 253 7300 (011) 253 7333	www.foodbev.co.za
HWSETA Health and Welfare Sector Education and Training Authority	Tel: Fax:	(011) 607 6907 (011) 616 7393	www.hwseta.org.za
INSETA Insurance Sector Education and Training Authority	Tel: Fax:	(011)544 2000 (011) 484 0862	www.inseta.org.za
LGSETA Local Government Sector Education and Training Authority	Tel: Fax:	(011) 456 8579 (011) 450 4948	www.lgseta.co.za
MICT SETA Media, Information and Communication Technologies Sector Education and Training Authority	Tel: Fax:	(011) 207 2600 (011) 805 6833	www.mict.org.za
MQA Mining Qualifications Authority	Tel: Fax:	(011)630 3503 (011)832 1044	www.mqa.org.za
MERSETA Manufacturing, Engineering and Related Services Sector Education and Training Authority	Tel: Fax:	(011) 484 9310 (011)484 9319	www.merseta.org.za
AGRISETA Agriculture Sector Education and Training Authority	Tel: Fax: Call Centre:	(011) 347 0200 (011) 805 6630 086 110 2477	www.sasseta.org.za
PSETA Public Service Sector Education and Training Authority	Tel: Fax:	(012) 301 5600 (012) 325 1677	www.agriseta.co.za
SERVICES SETA Services Sector Education and Training Authority	Tel: Fax:	(012)423 5700 (012)423 5755	www.pseta.gov.za
CATHSSETA Culture, Arts, Tourism, Hospitality and Sports Sector Education and Training Authority	Tel: Fax:	(011) 276 9600 (011) 276 9650	www.serviceseta.org.za
CATHSSETA Culture, Arts, Tourism, Hospitality and Sports Sector Education and Training Authority	Tel:	(011) 783 7745	www.cathsseta.org.za
TETA Transport Education and Training Authority	Tel:	(011) 577 7000	www.teta.org.za
W&RSETA Wholesale and Retail Sector Education and Training Authority	Tel: Fax:	(012) 622 9500 (012) 665 2559	www.wrseta.org.za

## HOW TO IDENTIFY A LEGITIMATE INSTITUTION

This is done through registration and accreditation. Before learners can register for a qualification or programme, they need to ensure that the institution is registered and accredited especially if it is a private institution. To confirm the registration and accreditation of a private institution, learners must know the name of the institution, qualification and the duration of the qualification. If the institution is registered and accredited, then it is required to display their registration certificate publicly. Learners as prospective students must not be afraid to ask for the certificate of registration. The certificate of registration will include the national qualifications that the provider is registered to offer.

This ensures that the qualification you are receiving from an institution is verified and has passed a number of quality control measures to ensure that it meets the standards for the qualification.

## RECOGNITION OF PRIOR LEARNING (RPL)

Recognition of Prior Learning (RPL) is a process through which formal, non-formal and informal learning is measured and mediated for recognition across different contexts and certified against the requirements for credit, access, inclusion or advancement in the formal education and training system or workplace. (Source: National Policy for the Implementation of RPL: par 30).

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 National Qualifications Framework (NQF).

## ACTIVITY: IDENTIFYING ACCREDITED HIGHER EDUCATION INSTITUTIONS

Consider the institutions you will be applying to and answer the questions below.

01 - Is the institution private or public?


02 - Names of the institutions


03 - Name your qualification (s)


04 - Is the institution registered and accredited?


05 - Have you applied already?


THEME	PERIOD	TOPIC PER TERM	FOCUS AREAS
Study Skills	Term 4 Week 3 - 4	Refinement of portfolio of plans for life after school: record of plans and progress towards achievement of those plans.	Identified possible employment opportunities.

## IDENTIFIED POSSIBLE EMPLOYMENT OPPORTUNITIES

There are different employment opportunities that learners may consider in future. Some of these opportunities are accessible even if one has only passed Grade 12, but others are strictly for those who have completed a qualification. Possible employment opportunities include learnerships, apprenticeships, internship and voluntary work. The section below explains the differences between these opportunities.

### LEARNERSHIP

A learnership is a work-based learning programme that leads to an National Qualifications Framework registered qualification, helping you gain the necessary skills for employment. Learnerships are directly related to an occupation or field of work and are offered in partnership with SETAs, employer organisations and training providers.

The learnership consists of a learning programme which combines work experience and structured learning which is the theoretical course as well as practical training. The workplace section of the qualification involves hands-on, practical learning under the guidance of a supervisor. The theoretical component is provided by an education and training provider and combined, they form an integrated and comprehensive learning programme.

Learnerships are available to the unemployed youth between the ages 18 – 35. Requirements vary from each and every employer. You can only participate in a learnership programme if there is an employer prepared to provide the required work experience. Once the learnership agreement is signed and submitted to the SETA, the SETA registers and manages the learnership agreement. To apply for an internship, learners can search through the SETAs or use accredited career websites. A learnership is advertised like a job and learners who qualify are usually called for an interview. Once a learner has passed an interview, he or she signs a contract with the employer and the learnership begins.

### APPRENTICESHIP

An apprenticeship is a combination of on-the-job training and related classroom instruction under the supervision of a certified craft person or trade professional in which workers learn the practical and theoretical aspects of a highly skilled occupation.

If you have an interest in a particular trade, such as construction, hairdressing or cooking, you can enter into an apprenticeship programme. Seek out jobs in the trade that will not only give you valuable experience but guide you toward advancement by helping you with the certification or licenses you need to succeed.

## **VOLUNTARY WORK**

Voluntary work is when you apply for a job in an organisation not expecting to be paid for the job. It helps you to get work experience and learn new skills while still looking for a job or studying.

Furthermore, it enables a learner to participate in a community. In most cases, a person who is doing voluntary work does not get paid, but for this type of work, there are a number of benefits, including:

- Learning new skills that are relevant to the job.
- It builds confidence.
- It improves the CV.
- It advances the person's experience and knowledge of the work of work.
- It creates opportunities for business networking and for finding other work opportunities.

## **INTERNSHIP**

An internship is an opportunity offered by an employer to potential employees, called interns, to work at a firm or organisation for a fixed contract of 12 months. Internships are usually undertaken by students and graduates looking to gain relevant skills and experience in a particular field. Employers frequently use these placements to assess a student's or graduate's capability and often recruit employees from their interns rather than advertising their vacancies externally. You should therefore apply for an internship which you have a real interest in.

Usually internships are not accredited by universities but may be accredited or formally acknowledged by professional training organisations. For example, experience gained on an accountancy internship may count towards the ACCA qualification, which is required to become a qualified accountant.

SETAs also offer internship programmes so be sure to get in touch with them for more information on the learning programmes they have on offer.





THEME	PERIOD	TOPIC	FOCUS AREAS
Careers and Career Choices	Term 4 Week 3 - 4	Refinement of portfolio of plans for life after school: record of plans and progress towards achievement of those plans.	Letters of application and responses for employment / study / bursary.
			A short CV, for application for part-time or full-time employment or for a bursary.

### TOOLS FOR APPLYING FOR A JOB

In order to apply for employment opportunities, you need to submit the necessary documents that are required for you to stand a chance of being selected into the position that you are interested in. The tools that are used are:

- Curriculum Vitae (CV); and
- Cover Letter.

#### What is a Curriculum Vitae (CV)?



A Curriculum Vitae (CV) is an excellent marketing tool. It markets your skills, work history and potential. As you grow and acquire new skills, so must your CV. It is a document that shows your current personal, work and industry related skills. It provides insight for the employer of your employability potential for their company.

You should keep an electronic version of your CV so that it can be updated regularly. Always remember that when you are applying for a job, it is important for your CV to be relevant and specific to that industry.

#### What is a cover letter?



A cover letter is also a marketing tool that you can use to introduce yourself to a potential employer. It demonstrates your skills and allows the employer to see how interested you are to the position you are applying for. You should make reference to your CV in your cover letter. First impressions last so make sure that you portray a positive image of yourself so that you can motivate your prospective employer to interview you.

Now that you have identified the tools that you can use to apply for a job, you need to know how to apply for a job. Here is a sample of a cover letter:

67 Orchard Street Mountain View  
Cape Town  
5 October 2015  
Mr T Ngubane  
Human Resources Manager  
TOM TANGLER TRADINGS  
MAIVERVIEW  
MIDRAND

Dear Mr Ngubane

I am writing in response to the Civil Engineering post advertised on the Sunday Times newspaper on 03 October 2018.

The position seems an ideal opportunity for me as it matches my experience, knowledge and career aspirations.

As you can see from my CV, I have amassed over seven years of significant, progressive experience in civil engineering projects within the construction and gas industries. During my career, I have participated in more than twenty civil engineering projects, all of them were successful.

My progressive engineering experience has provided me with the opportunity to develop strong client relation building skills and an ability to lead multi-disciplinary teams. I am experienced at applying the principles of civil engineering when planning, designing, and overseeing the construction and maintenance of structures and facilities.

I enclose my resume for your review and look forward to meeting with you in the near future. Should you have any questions or require clarification on any information please contact me at the above telephone number.

I would welcome the opportunity to talk to you and I hope that you will invite me for an interview. I thank you for your time and I look forward to hearing from you.

Yours sincerely,

Simangaliso Gumede



## APPLICATION FORMS

Application forms are designed by employers to collect information about you. Most employers have created a standard form every candidate has to complete. These forms are either paper-based or found online on the company's website.

Paper application – complete a paper application by picking one up in person, requesting them to send it via email, or downloading it from the companies' website.

## ONLINE APPLICATION

Most companies have created a standard online application form they request applicants to complete. It is important to complete these forms correctly as they determine whether you will be called for the interview or not. These forms as well as your CV and motivational letter represent you before they meet you in person.

Consider the following when completing the forms:



Complete all sections of the application form. If something is not applicable to you, make sure that you mark it as “Not Applicable” or “N/A.”



Fill in your personal details correctly (names, surname, ID no, qualifications, address, contact number etc.)



Proofread everything that you have written for grammar, spelling and any errors before sending. It is always a good idea to ask someone else to read over the form, such as an SSS staff member, people you know are good in writing, mentors, Career Advisors, lectures, etc.



Employers normally read through many applications, so try to make your answers interesting and to the point.



Take your time to complete the form. You can prepare yourself by completing a rough draft beforehand and work on it before sending the final draft.



Always keep a copy of your application form as it will come in handy should they invite you for an interview.

## ACTIVITY: CREATE YOUR CV

### 1. Personal Details

#### Curriculum Vitae of:

Full name:	
Identity number:	
Driver's License:	
Residential address:	
Daytime telephone number:	
Cellular number:	
E-mail address:	
Home language:	
Other language Proficiency:	

### 2. Academic Details

#### a) Tertiary Education (Start with your most current qualification or field of study)

Institution:	
Course:	
Current year:	
Currently registered subjects:	
Additional qualifications (certificates):	

#### b) Secondary Education

School:	
Year:	
Qualification:	

### 3. Work Experience (Start with your most current position or job held)

Name of Company:	
Position Held:	
Duties / Responsibilities:	

#### 4. Transferable Skills (Match to job)

##### a) Computer Skills and Knowledge:

##### b) Communication Skills:

Achievements:

Attributes:

#### 5. References

Name:

Designation:

Company:

Contact number:

Name:

Designation:

Company:

Contact number:

Name:

Designation:

Company:

Contact number:



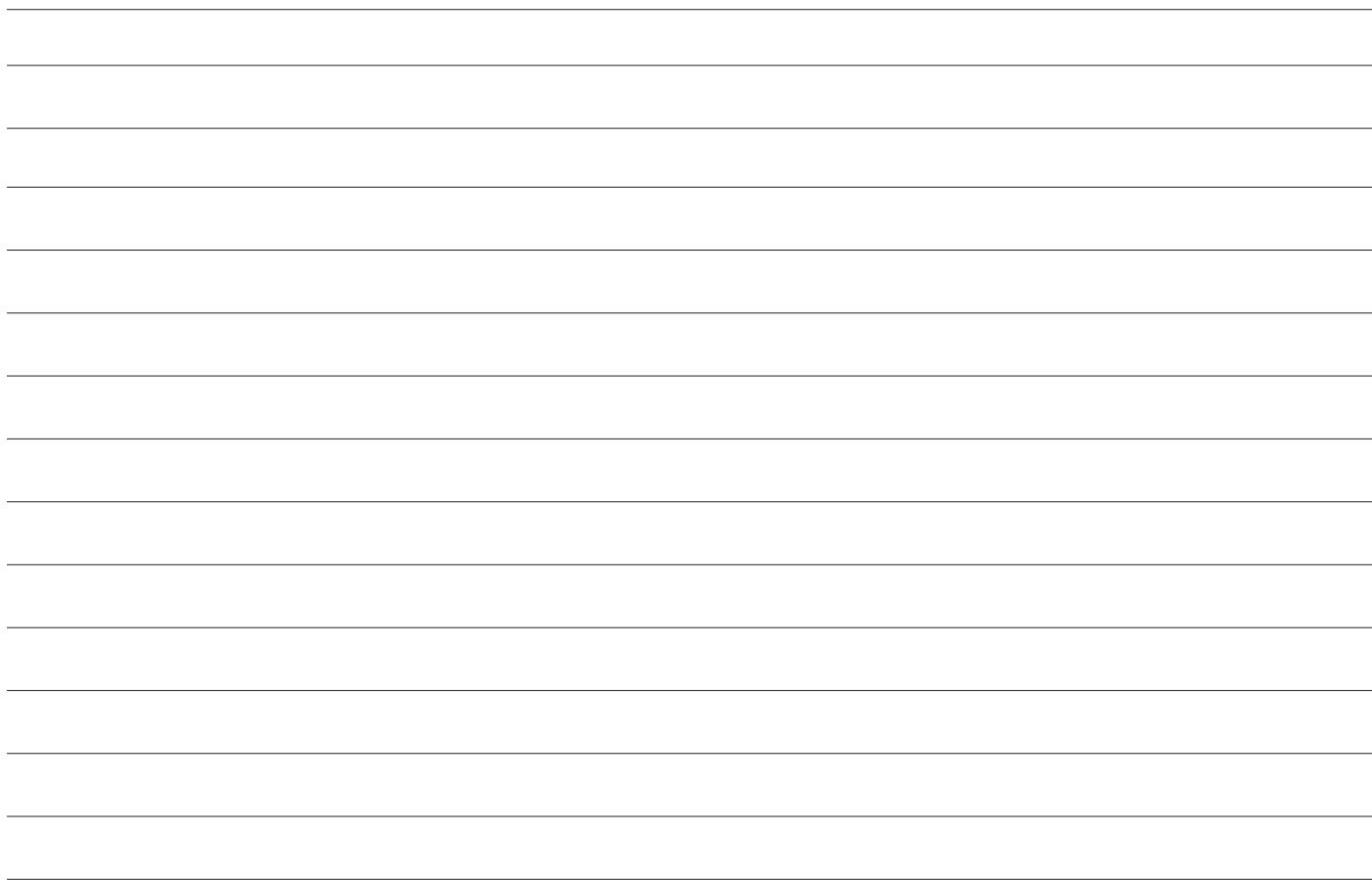
## MY COVER LETTER



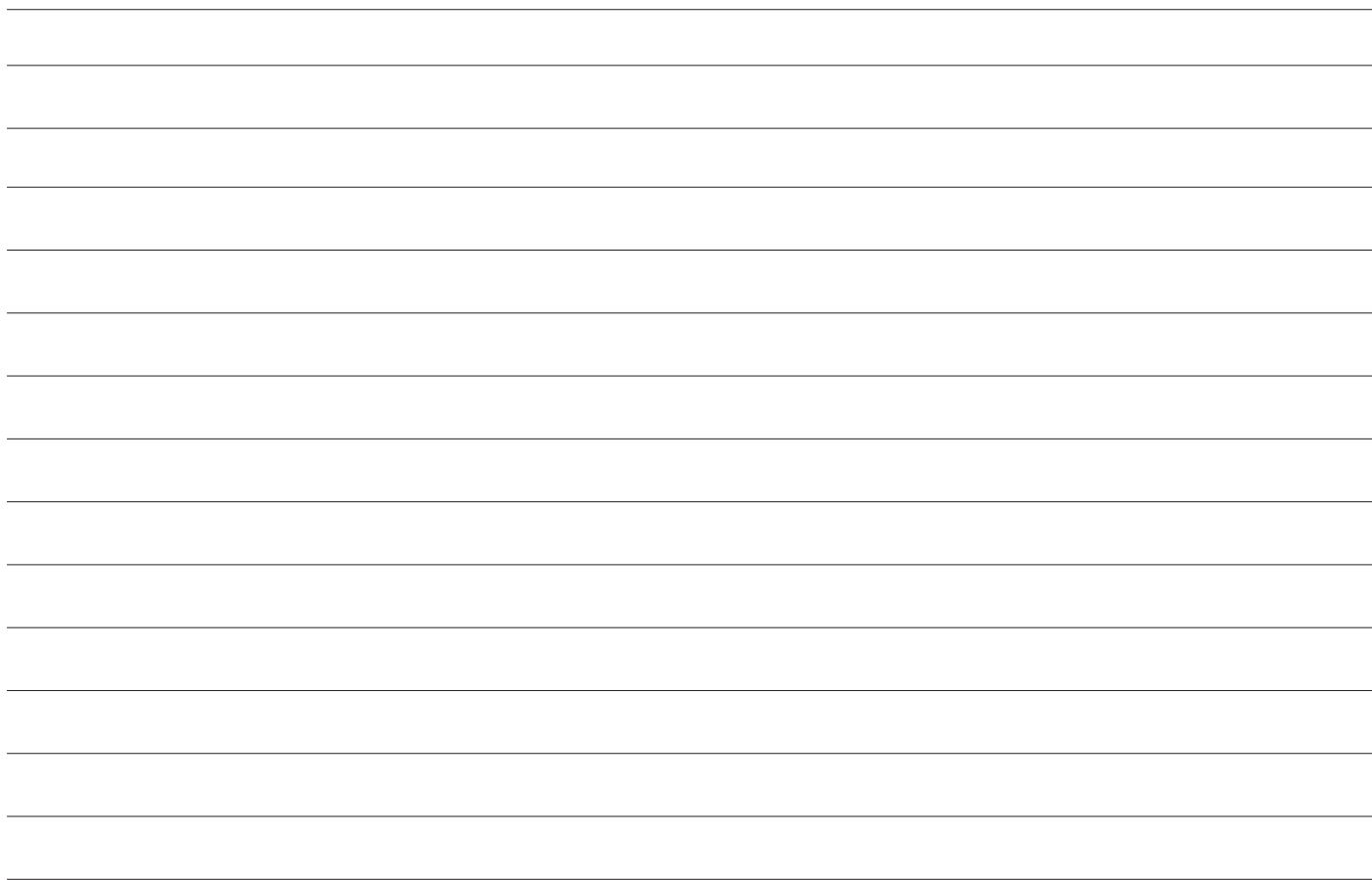
Please write a cover letter for a job application.

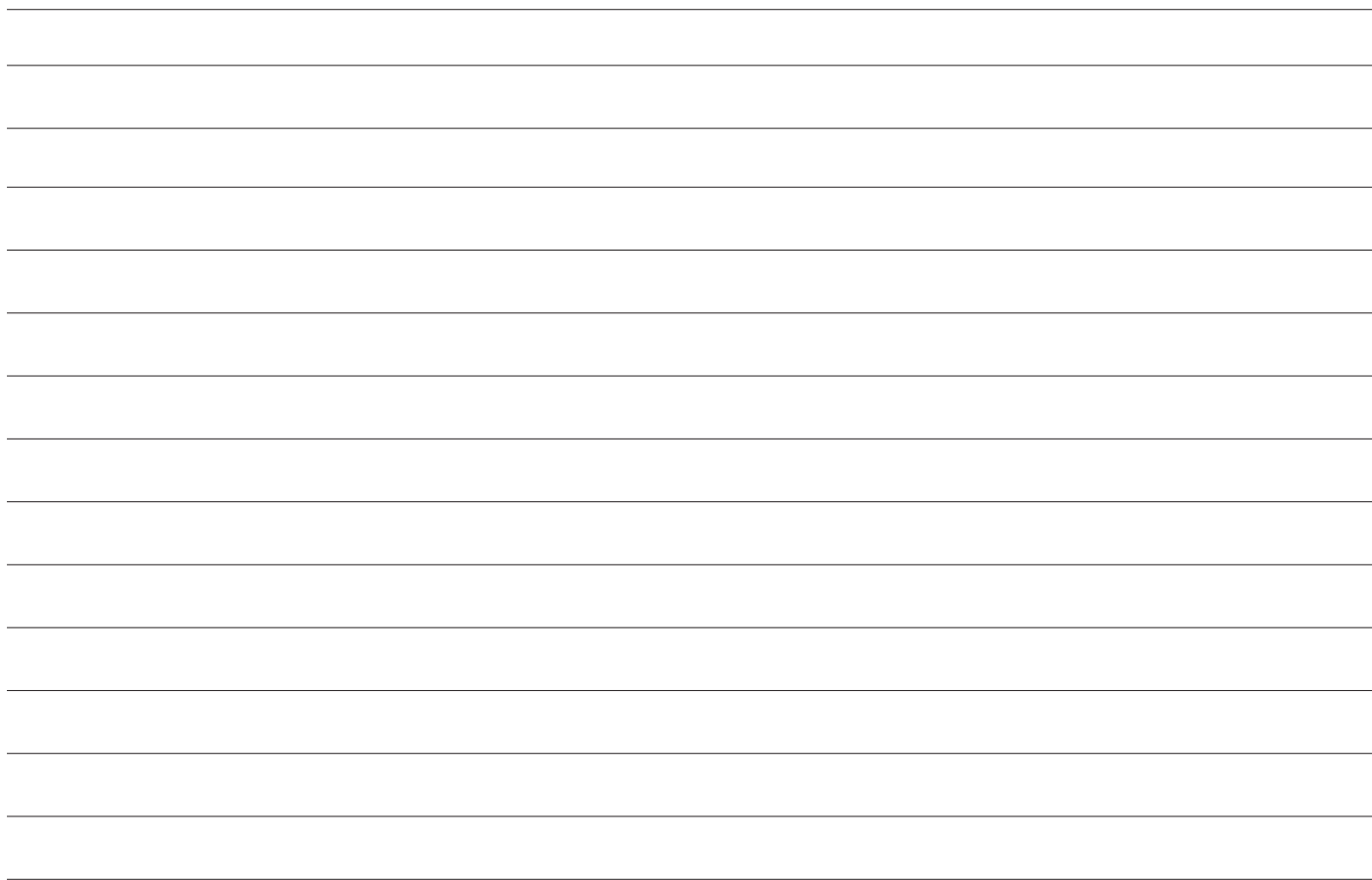

## NOTES

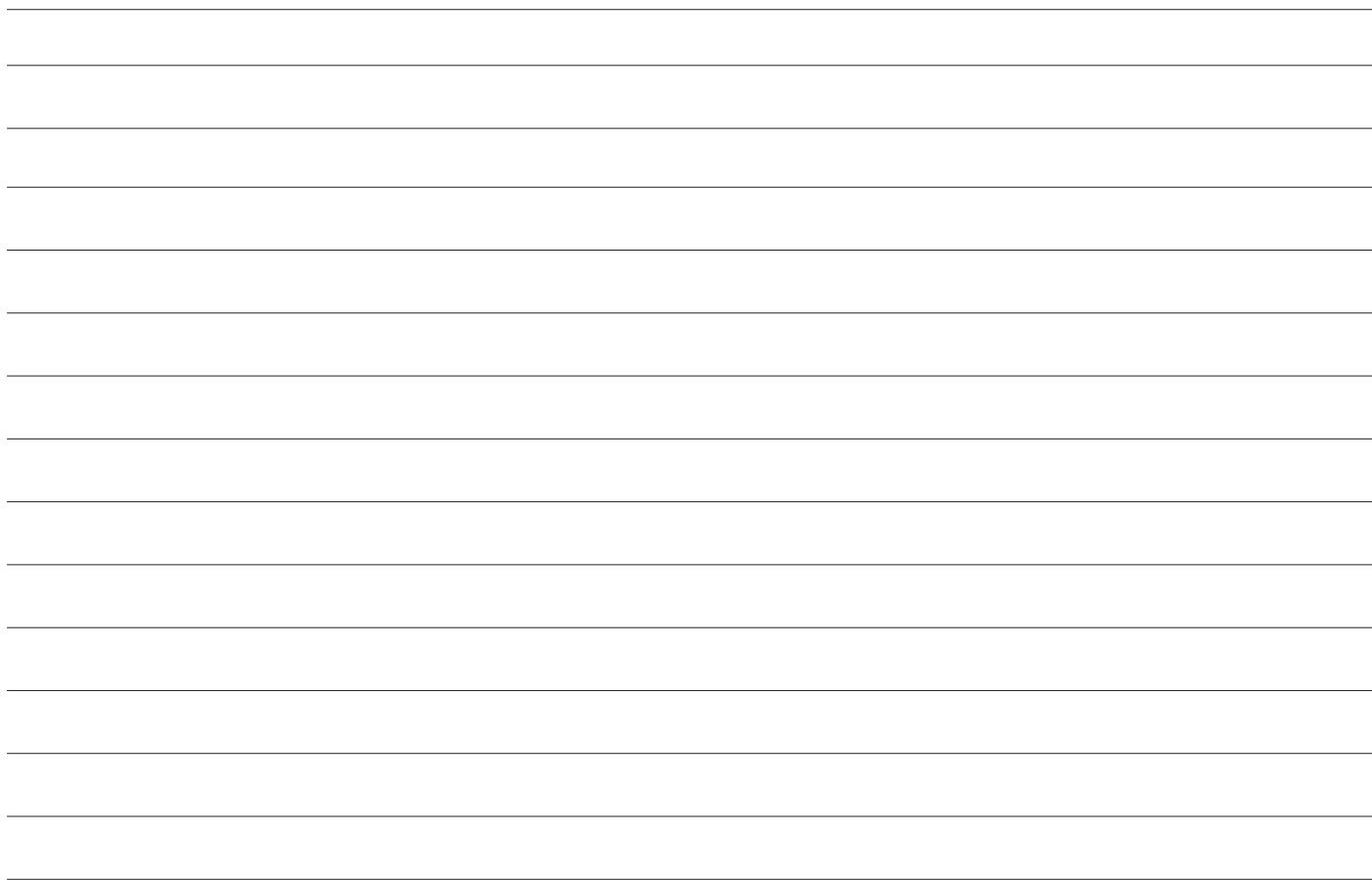
This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.











 **SMS or “please call me” : 072 204 5056**

 Telephone: 086 999 0123

 E-mail: [careerhelp@dhet.gov.za](mailto:careerhelp@dhet.gov.za)

 Facebook: [www.facebook.com/careerhelp](http://www.facebook.com/careerhelp)

 Twitter: [twitter.com/rsacareerhelp](http://twitter.com/rsacareerhelp)

 Website: [www.careerhelp.org.za](http://www.careerhelp.org.za)

 livechat: [www.careerhelp.org.za](http://www.careerhelp.org.za)

**National Career Advice Portal:**

 <http://ncap.careerhelp.org.za>

 KhethaCentre: 123 Francis Baard Street, Pretoria