CA DEVELOPMENT RESOURCE PACK R

GRADE









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



VISION OF THE DEPARTMENT OF HIGHER EDUCATION & TRAINING

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

DISCLAIMER

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









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



NTRODUCTION

ABOUT CAREER DEVELOPMENT 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'.



ERVICES OFFERED BY CAREER DEVELOPMENT SERVICES **National Career Helpline Services Career Guidance** and Counselling Career Information Sessions **CAREER** Career **DEVELOPMENT** Practitioners' Capacity **SERVICES** Online Resources for Self-help Career **Publications** Career **Exhibitions** 8 | Career Development Services

ABOUT CAREER DEVELOPMENT SERVICES

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

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

DS KEY MESSAGES

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



A BOUT THIS GUIDE

The Grade 9 booklet aims to make learners aware of the need to gather relevant and up-to-date information that can assist them in Grade 12 when they have to consider and apply to different post-school opportunities. Learners in Grade 9 need to understand the implications of their final exam results in terms of applying for various opportunities. Learners should also be encouraged to take this process seriously and put effort in the provided learner activities at the end of each session.

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



POST-SCHOOL EDUCATION AND TRAINING (PSET) SYSTEM TERMINOLOGY



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

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:

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

Admissions Requirements:

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

Admissions 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.

Designated Subjects:

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

Department:

Manages a subject and is part of a faculty.

Doctorate:

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

Eligible:

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

Entrance Requirements:

What you need (subjects, marks, points) to be accepted to 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 doe the demands of tertiary study.

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.

General Degree:

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

Graduation:

The ceremony where you are awarded your qualification after you have passed all your exams.

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 like Eduloan in order to study. You usually have to pay this 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 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 telling you what degrees and facilities the institution offers and how to apply

Postgraduate Student:

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

Residence:

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

Registration:

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

Scholarship:

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

Semester:

The school year is divided into terms. At tertiary level the year is divided into 2 semesters which are 6 months in duration each {January- June: first semester, July-December: second semester}.

Stream:

A set of courses following a specific direction.

Student Number or Code:

Each student is given a number that is their student identity number and is unique to them.

Undergraduate Degree:

Your first degree at a university.

Undergraduate Student:

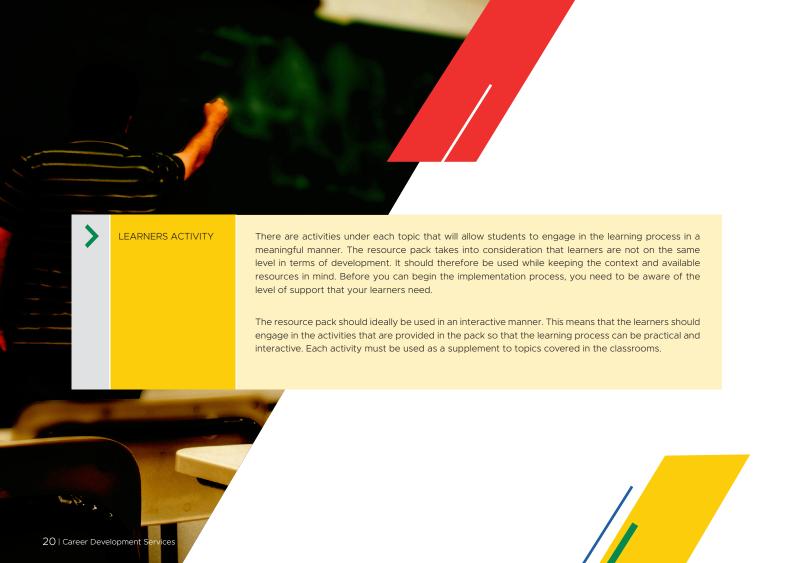
Someone studying their first degree.

Acknowledgements: University of Cape Town



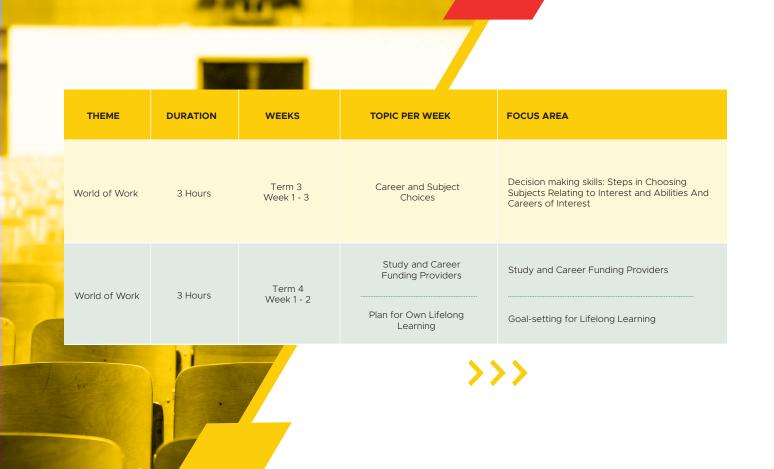


>	PURPOSE	The overall purpose of the resource pack is to enable all career development role players such as teachers, principals, career practitioners, and others who support the learners' individual careers and transitions to be able to work with a nationally consistent set of career management competencies which will help all school learners to better manage their learning and career choices. The aim is to encourage all role players to provide the necessary support to learners in becoming more career developmental. The career management skills expressed in the resource pack will assist learners to make informed decisions from a wide range of career choices to successfully enter the world of work. The resource pack is packaged in such a way that it will enable a learner to move from one point to another in the process of constructing and managing their careers sensibly.
>	APPROACH	The general approach to be used is a collective and collaborative one where all stakeholders involved in supporting learners play their significant roles in ensuring that all learners receive appropriate support.
>	TEACHERS NOTES	The Career Development Resource Pack is based on the implementation of the Life Orientation CAPS document under the topics "World of Work" and "Careers and Career Choices" respectively. 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. 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.



NTRODUCTION TO THE CAREER DEVELOPMENT RESOURCE FOR GRADE 9

THEME	DURATION	WEEKS	TOPIC PER WEEK	FOCUS AREA
World of Work	3 Hours	Term 1 Week 8 - 10	Time Management Skills Accountability in Carrying Out Responsibilities Reading and Writing for Different Purposes	How to Organise One's Work How to Use Time Effectively and Efficiently Keeping a Journal; Summarising and Improving Reading and Writing Skills
World of Work	3 Hours	Term 2 Week 6 - 8	Options Available after Completing Grade 9	National Senior Certificate {NSC - Grades 10 - 12} and National Certificate Vocational {NCV - TVET Colleges} Qualifications Implications of Choices: Choice between NSC and NCV
World of Work	3 Hours	Term 3 Week 1 - 3	Knowledge of the World of Work Career and Subject Choices	Rights, Responsibilities and Opportunities in the Workplace Subjects in Grades 10, 11 and 12 Qualities Relating to Different Careers and Subjects: Strengths and Weaknesses; Interests and Abilities



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THEME	DURATION	ТНЕМЕ	TOPIC PER WEEK
World of Work	3 Hours	Time-management skills: accountability in carrying out responsibilities	How to organise one's work

TIME MANAGEMENT SKILLS: ACCOUNTABILITY IN CARRYING OUT RESPONSIBILITY

Time management has to do with being in control of the time we have and making good use of it in order to attain a satisfactory life. Everyone can develop this useful skill. As we grow and develop, it becomes even more important to learn how to use time effectively because of the expectations that are set by parents, teachers, lecturers and employers. The world of work is performance driven and one needs to meet the requirements of their employer. This lesson will assist you to take a good look at your life and develop your time management skills.

ACTIVITY: DETERMINING YOUR CURRENT TIME MANAGEMENT ABILITY

Using the table below, place a tick in the "yes" column if the statement is true to you or place a tick in the "no" column if it isn't. This will help you to determine your current ability to manage your time. There are no right or wrong answers so answer truthfully as it applies to you.

	STATEMENT	YES	NO
>	I estimate how many hours I need to study each day		
>	I always complete my assignments on time		
>	I estimate how long it takes to read one chapter in each of my textbooks		
>	I begin working on long-term assignments at the beginning of the term		
>	I make lists of things to do in my head rather than on paper		
>	I participate in social activities even when I know I should be studying		
>	I have a study timetable		
>	I have extra mural activities that take less than 8 hours a week		
>	I always plan the tasks I am going to do when I sit down to study		
>	I first attempt questions in a test/exam that I am confident in		
>	I spend more than 2 hours doing my schoolwork daily		
>	I always leave home early for school		
>	I schedule time to spend with friends and family each week		
>	I avoid socialising after school for longer periods unless it is a school event		
>	I watch television for less than 20 hours per week		
	TOTAL		

CALCULATING YOUR RESULTS



Calculating Your Result:

Now that you've completed the table, count all the ticks you have placed in the "YES" column and put the total number in the relevant box at the bottom. Do the same for the ticks placed in the "NO" column.

If you have 0 - 5 YES responses:

Your time management skills are lacking and you need assistance in managing your work. Improving this will improve your studies. Over time, try to work on improving your time management and increasing the number of "yes" responses in the table.

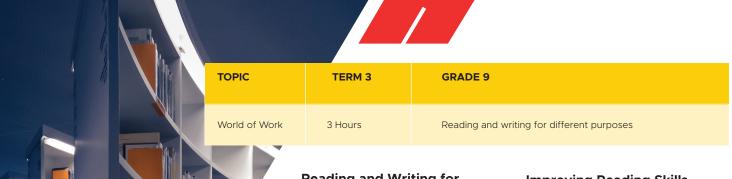
If you have 6 - 10 YES responses:

Your time management skills are average but there is room for improvement. Over time, try to work on improving your time management and increasing the number of "yes" responses in the table.

If you have 10 - 15 YES responses:

Your time management skills are great! Keep it up!





Reading and Writing for Different Purposes

It is often said that readers are leaders, therefore improving your reading skills is important for your academic success. Writing is also an essential and required form of communication in all spheres of life and because both reading and writing closely affect one another, this section will cover both reading and writing skills. Let's start with reading skills.

Improving Reading Skills

To improve your reading skills, you will need to start with the basics of reading and then work your way to reading different kinds of texts, read for understanding (and reread if you didn't understand the first time), improve your reading speed and sound out words to improve pronunciation



CREATE A TIME CHART OF YOUR CURRENT ACTIVITIES

Using the table below, write down your activities for every hour in every day. Record things like when you are at school, or home or spending time with family. Even note down when you eat or sleep. Once you have done this for one week, ask your teacher to help you identify where you can dedicate time for studying. This will help you develop a routine for studying.

THEME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
05:00 - 07:00 07:00 - 08:00 08:00 - 09:00 09:00 - 10:00 10:00 - 11:00 11:00 - 12:00 12:00 - 13:00	Preparin		s bathing, dressing, breat Travelling to school.	_	backpack.
13:00 - 14:00 14:00 - 15:00 15:00 - 16:00 16:00 - 16:30 16:30 - 17:30 17:30 - 19:00 19:00 - 21:00 20:00 - 21:00 21:00 - 05:00		Rest, S P Supp	Extramural activities. Ing to home, completion of the completion	omework. ests. n family.	



CREATE YOUR OWN SCHEDULE

The following activity focuses on How to organise one's work. Use the study plan below to schedule your own study activities. The example below is a weekly study plan where you can write down your daily activities. This may include time for watching tv, spending time with family and friends, completion of chores, studying, homework, spiritual practices and rest.

THEME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
05:00 - 07:00							
07:00 - 08:00							
08:00 - 09:00							
09:00 - 10:00							
10:00 - 11:00		c	CHOOL				
11:00 - 12:00		2	CHOOL	•			
12:00 - 13:00							
13:00 - 14:00							
14:00 - 15:00							
15:00 - 16:00							
16:00 - 16:30							
16:30 - 17:30							
17:30 - 19:00							
19:00 - 21:00							
20:00 - 21:00							
21:00 - 05:00							

3

DETERMINE YOUR STUDY GOAL

At the beginning of each week, get into the habit of determining what you need to study and what you plan to accomplish in each class. For example, if you're preparing for a big exam, you should alter your study schedule at least two weeks prior to the exam to incorporate reviews of old tests and notes in your schedule. You will need to adjust your study plan depending on your weekly goals. Make sure to ask your teacher to help you plan each week. Where you don't have any tests, try to prepare ahead by reading ahead and preparing for classes.

4

DETERMINE YOUR STUDY GOAL

Tips to stick to your schedule and maintain them:

- 1. Create a realistic schedule.
- 2. Do not overwhelm yourself by putting pressure on yourself.
- **3.** Think about how long it takes you to prepare for school in the morning.
- Think about whether you are able to study in the evening.
- **5.** When travelling consider traffic, the time it takes to travel to school and back home.
- 6. Consider additional activities like chores and extramural activities.
- 7. Consider leisure activities such as exercise, hobbies and socialising with friends and family.
- 8. Create a reward system {e.g. spending extra time with friends, family and watching television on weekends}.



READING

READING SKILLS	WHAT IS IT	HOW TO APPLY IT
Skimming	Reading text quickly to obtain the background.	Reading headings, titles, bolded texts and topics.
Scanning	Reading in order to obtain required information for a specific topic.	Look for key words, bullets, numbering, first letter words.

People read for different reasons which can include leisure {reading a novel, magazines, news on the phone} and academic purpose {test, exams, assignments}. The type of text you are reading will determine which type of reading skills to use.



ACTIVITY: IMPROVING READING SKILLS

In this activity, you will learn the basics of reading which involves being able to identify certain words. This activity is a fun word-search puzzle. Identify the words in the grid that are listed above and circle them out on the list as you find them. The words may run horizontally, vertically or diagonally so look closely.

Word Puzzle

African | National | Values | Skills |
Reading | Activity | Speed | Step |
Summarise | Certificate | Goals

Refer to page 82 for the Answers.

R	E	A	D		N	G	C	Z	V	S
V	F	G	0	Z	E	N	X	K	H	U
S	A	F	R	I	C	A	N	R	0	M
J	0	L	L	T	S	T	E	P	A	M
S	S	D	U	0	R		0	Y	L	A
K	G	P	0	E	Y	0	T	В	S	R
I	0	E	E	0	S	N	S	A	T	I
L	A	M	V	E	N	A	0	E	0	S
L	L	I	A	R	D	L	R	G	T	E
S	S	A	C	T	I	V	I	T	Y	H
C	E	R	T		F		C	A	T	E

ACTIVITY: READING COMPREHENSION AND READING SPEED QUIZ

The academic benefits of reading have been well publicised. What is less often considered is how those skills overlap into social situations.

Reading books improves concentration and patience

It is generally well-known that reading improves focus and concentration in academics. That same focus is essential to social interaction. Think of the many crucial traits of a good conversationalist: the ability to give your full attention and be present in the moment, to wait for your partner to finish their thought before adding your own, and stay in the conversation, even if it has become tedious or a source of conflict. Sounds like a book, doesn't it? Reading books helps children to develop that patience and concentration, making them better at conversation and conflict resolution.

Reading books (particularly fiction) increases empathy

The ability to step inside another's mind, to feel what they feel and understand their thoughts, seems an insurmountable concept. Adults have a hard time explaining how it works, so imagine how much harder it is for children. In fact, children are not born with the ability to feel empathy. They learn this skill through social interaction with family, their peers, and society in general. Luckily, books can help with that. Research shows that reading fiction puts us in the mind of another person, allows us to experience every challenge, feel every emotion, and triumph over adversities right alongside our favourite characters. This direct immersion in another person's mind stimulates systems in the brain, and develops the ability to empathize with other human beings.

Reading books enhances social problem-solving

In addition to learning empathy, books provide an endless supply of social interaction examples from which to learn. Scenes full of character dialogue show children effective – and ineffective – ways to handle conflict in a variety of situations. It allows children to experience a range of moods and emotions they aren't likely to experience in everyday life. Experiencing these emotions in a "safe" environment allows the child to think about how they might react in a similar situation, preparing them for future interactions. This makes their emotional development more well-rounded and mature.

Reading books provides topics for discussion and learning

In addition to problem solving, books hold the gold standard for sparking thoughtful discussion, no matter what age you are. Books provide children with topics that might not come up in everyday conversation. Not only does talking about these topics aid in logic and reasoning growth but it also is perfect for group discussion!



^{*} Adapted from https://education-connection.org/.

ANSWER THE FOLLOWING QUESTIONS

How does reading improve a person's concentration and patience?
2. What is empathy?
3. How can reading improve empathy?
4. How does reading help a person to solve complex problems?
5. How does reading help to promote conversation in everyday life?

IMPROVING WRITING SKILLS

Improving Writing Skills

Writing skills will help you to communicate effectively in writing. This is an essential tool in life and in particular, in the world of work. You will need to be able to write emails, letters, documents, and all sorts of other important text that will need to effectively carry a message to the reader. To begin improving these skills, you can start by writing a journal.

Journal Writing

A journal is used to record thoughts, experiences and observations. It can be a daily exercise, or you can engage in it only when you feel there is something worth noting. It can take different forms. For example, some prefer writing their thoughts in a book whereas others would prefer to keep an electronic version of those thoughts. It's entirely up to the you. Similarly, some people prefer to keep their thoughts private whereas others don't mind if others see them.

You may not have consciously decided to create a journal, however some of the things you do on a day-to-day basis represent journal writing. Social media has given people an open platform to express their thoughts, observations, ideas and experiences. That is a form of journal writing!

With journal writing there are no rules, you can write wherever, whenever and on whatever topic you choose. That is what makes the process fun! It allows you to be creative and free.

BENEFITS OF JOURNAL WRITING

STEP **01**

Improving your writing skills:

Writing in a journal will improve your writing skills, even if you're not following any writing rules. You will develop an intuition for writing and will help you to think critically and form opinions about current rules.

Writing helps to preserve memories:

People often forget important details about certain events. Writing in a journal will help to recall information about events and your perceptions of what was happening.

STEP 02

STEP 03

Writing helps acquire important life lessons:

The stories and events we witness and experience throughout our lives provide important lessons. Writing about them in a journal will make those life lessons more memorable and will enrich the impact this lesson has on your life.

Writing helps to track development:

Writing helps us to record the step-by-step progress that we're making in our lives.

04

STEP 05

Writing can help to deal with stress:

Life can be challenging at times. Keeping a journal has been found to help people who have problems when they have no one to talk to. If you use your journal to record all the things that bother you, you can get relief from all the stress that comes with them. It will also help you to refer back to those notes at a later date and better process the problem once you have had a chance to think about the problem objectively.

IMPROVING WRITING SKILLS

the space below to answer the following questions in full sentences and try to answer each one differently.	
Where do I see myself next year?	
What kind of career would I like to have?	

When starting a journal, it is sometimes challenging to decide what to start writing about. Since you're in Grade 9 and planning for your future, use

Now you need to know how to create a summary of a piece of text. This involves taking the main ideas from the text and rewriting them in your own words. A summary is a shorter version of the original text that aims to give an overview of a topic.

The Process of Summarising:

- Identify the main points.
- Highlight important points.

Read and Comprehend the Text:

- Take out the main points from the original text that you want to summarise.
- Combine the main points in your own words.
- Interpret the original text.
- Ensure that you do not add your opinions and any additional or new information.
- Say what the original text says, in your own words.
- Always mention where you got the information.





AN EXAMPLE OF A SUMMARY

ORIGINAL TEXT	SUMMARY
HAVE A DAY OFF AT A PARK	
Mzansi's people are encouraged to make use of free access to parks, as part of the South African National Parks Week campaign starting from tomorrow, 12 - 16 September.	The people of Mzansi are encouraged to access the parks freely.
Local visitors with proper identity documents will have free access to many parks under the South African National Parks {SanParks}, except boulders at Table Mountain National Park.	Only local visitors need proper identity documents.
According to SanParks general manager for media relations, Reynold Thakhuli, the aim is to get Mzansi people in touch with their natural, cultural and historical heritage, under the theme "Know your National Parks".	The aim is to get Mzansi people to know more about the National Parks.
SanParks started this campaign in 2006 to encourage all South Africans, especially those from the communities around the parks to share in what SanParks calls "the pride and joy of all South Africans and the world."	This campaign by SanParks started in 2006.
Young people under the age of 16 will be allowed access without requiring their identity books at parks of their choice.	Youth under the age of 16 will have access to parks without identity documents.

Now try it yourself.

ACTIVITY: SUMMARISE THE TEXT

ORIGINAL TEXT SUMMARY STEPS TO WALKING TO FITNESS Hello all you Grade 9s out there! So, you have been slumping in front of the television the whole winter, haven't you? Now is the time to get up, get going and get fit. Here are some easy steps to follow to get walking fit. If you are looking for excuses not to start walking, you will always find one. Do not make up excuses anymore, just decide you are going to do it and start with your walking programme. It is important to wear the right training shoes for walking. There are many different types of training shoes. The right shoes will support your feet, legs and body and will help prevent injuries. Never train without socks. Invest in a pair of good socks that will absorb the sweat and keep your feet cool and comfortable. Pay attention to your walking style - keep your body upright and relaxed. At first you may have to practice walking properly, until you get it right. Do a few warm-up stretch exercises before you start walking. It will warm up your muscles and help prevent cramps. Start your walking programme with twenty minutes, three times a week. Then gradually increase walking to thirty or forty minutes, five times a week. You will soon find yourself walking faster for longer. Lastly, find someone to do the walking programme with you. It is so much more fun when you walk with a friend. You will encourage and support each other - and it is an opportunity to socialise!



TOPIC	TERM 2	GRADE 9
World of Work	3 hours	TEXTBOOK RESOURCES

Options available after completing Grade 9:

National Senior Certificate {NSC - Grades 10 - 12} and National Certificate Vocational {NCV - TVET Colleges} qualifications • Implications of choices: choices between NSC and NCV

Knowledge of the world of work:

Rights, responsibilities and opportunities in the workplace

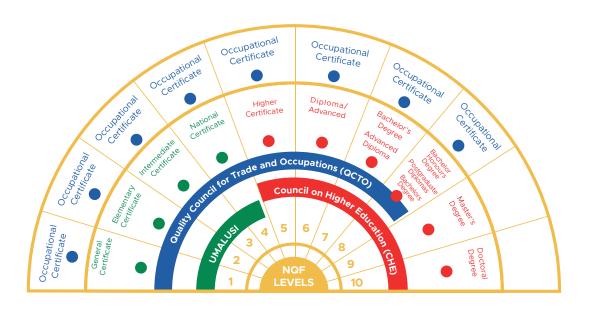
Education Options Available After Completing Grade 9

There are various options that are available to you after Grade 9 that will help you make a good career choice. The National Qualifications Framework {NQF} provided on the next page, is intended to be used as a map to determine your specific career pathway. This allows you to start thinking about your career goals and what you want to accomplish after school. It can be used as a lifelong learning bridge, as it guides you from one level of competency to the next. Let's explore the NQF in more detail.

What is the NQF?

The National Qualifications Framework {NQF} is a 10-level system that outlines recognised qualifications in the country. It can help you decide which level of qualification is appropriate for the career you want to pursue. The NQF ensures that the qualifications obtained are of high quality standards, are genuine programmes and that are recognisable both locally and internationally. Also, the NQF helps you to determine how to move from one qualification to another and from a qualification to the workplace.

NATIONAL QUALIFICATIONS FRAMEWORK





The entry level for the the further education and training band in South Africa is that a learner must complete grade 9. However, it is very important for you to continue with your studies so that you have access to more opportunities for work. Let's explore what options you have after Grade 9.





You will receive a National Senior Certificate (NSC) on successful completion of Grade 12. This is for students who wish to pursue a career that requires a qualification from a higher education and training institution (such as a university degree). It is an NQF level 4 qualification.

OPTION 2 ENROL AT A TECHNICAL VOCATIONAL EDUCATION AND TRAINING COLLEGE

You will receive a National Certificate Vocational {NCV} on successful completion of your studies. This is for learners who want to pursue a vocational occupation in a specific sector. There are some higher education and training institutions that offer extended learning programmes for those learners with this qualification. It is an NQF level 4 qualification.

OPTION 3 ENROL FOR A LEARNERSHIP

You can apply for a learnership with a provider accredited with a SETA to provide a learnership. You will receive an occupational certificate, which is NQF registered, on completion of your learnership. A learnership starts at NQF level 2 and can continue to NQF level 4.

NATIONAL SENIOR CERTIFICATE AND NATIONAL CERTIFICATE (VOCATIONAL)

NSC:

There are four compulsory subjects that all learners doing the NSC need to choose. In addition to that, they would have to select a category in which they have to pick three subjects that they will study. Teachers should be aware of the subjects that are offered in Grade 10 and the rules regarding how learners can choose subjects in order to help them to make effective choices.

NCV:

The NCV is offered at levels 2, 3 and 4 of the 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 in a simulated workplace environment. Students have the opportunity to experience work situations during the period of study.



NATIONAL SENIOR CERTIFICATE (NSC):	NATIONAL CERTIFICATE (VOCATIONAL) (NCV):
Compulsory Subjects: 1. Home language 2. First Additional Language 3. Mathematics or Mathematical Literacy 4. Life Orientation	Compulsory Three Fundamentals Subjects: 1. English 2. Mathematics 3. Life Orientation
The list of designated subjects: Accounting Agricultural Sciences Business Studies Dramatic Arts Economics Engineering Graphics and Design Geography History Consumer Studies Information Technology Languages {one language of learning and teaching at a higher education institution and two other recognised language subjects} Life Sciences Mathematics Mathematics Mathematical Literacy Music Physical Sciences Religion Studies Visual Arts	NCV Programmes offered at public TVET Colleges: • Marketing • Management • Information Technology & Computer Science • Finance Economics & Accounting Hospitality • Tourism • SaTVETy in Society • Mechatronics • Education and Development • Engineering and Related Design • Civil Engineering and Building Construction • Primary Agriculture • Drawing Office Practice • Process Plant Operations • Process Instrumentation • Office Administration • Electrical Infrastructure Construction

WHAT ARE THE REQUIREMENTS FOR THE NSC AND THE NCV?

Answer the following questions in the space provided.			
What careers are you considering and why?			
What subjects do you require to get into the career?			
List 3 careers that you are considering and the various subject	ts that are required to be accepted into the programmes:		
Are the subjects required offered in the NSC or NCV	stream?		
Schools that offer NSC in my area:	TVET Colleges that offer NCV in my area:		
Think about the careers that you are considering and the various subjects that are required to be accepted into the programmes. Do you think you should follow the NSC route or the NCV route, and why?			

CHOICES BETWEEN THE NSC AND NCV

ТОРІС	TERM 2	GRADE 9
World of Work	3 hours	TEXTBOOK RESOURCES

Options available after completing Grade 9:

National Senior Certificate (NSC - Grades 10 - 12) and National Certificate Vocational (NCV/TVET Colleges) qualifications

• Implications of choices: choices between NSC and NCV

Implications of Choices Between the NSC and NCV

After Grade 9, you can choose between the NSC and the NCV curriculum. Your choice of curriculum depends on what career you want to follow, and changing curriculums once you've committed to one is difficult. You would potentially need to repeat Grades that are missing from one curriculum to the other.

Advantages and	Disadvantages of	the NSC and NCV:
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Advantages of the NSC	Advantages of the NCV
The subjects offered can allow you to meet minimum admission requirements into university, university of technology and TVET college studies.	This program focuses on deepening the knowledge base and practical application of a chosen occupation. It is based on the premise that true vocational competence requires broader understanding in order to solve complex problems. Offers you admission at the University of Technology.
Disadvantages of the NSC	Disadvantages of the NCV
The qualification is not vocationally-oriented and learners looking for work after completing Grade 12 may have a challenge of finding work because of the lack of work experience.	The qualification may not allow a learner to enter into academically-oriented qualifications. This is because is a technical and vocational qualification and does no accommodate academic route qualifications.

ACTIVITY: CONDUCT RESEARCH ABOUT YOUR FUTURE EDUCATION OPTIONS

contact details are at the end of this guide.

What careers are you considering?

Which institutions normally offer qualifications leading to these career options?

Answer the following questions, and if you need help, you can contact the Career Development Services. The CDS

NCAP CONTACTS RESOURCES

SMS or "please call me": 072 204 5056

Telephone: 086 999 0123 E-mail: careerhelp@dhet.gov.za

Facebook: www.facebook.com/careerhelp Twitter: twitter.com/rsacareerhelp

Website: www.careerhelp.org.za

National Career Advice Portal: http://ncap.careerhelp.org.za

KhethaCentre: 123 Francis Baard Street, Pretoria

What are the minimum admission requirements of these institutions?

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.

CAREERS	INSTITUTION 1	INSTITUTION 2	INSTITUTION 3	INSTITUTION 4
E.g. Career 1: Medical Doctor	Sefako Makgatho University 60% in Mathematics, Physical Sciences and Life Sciences *2015 Admission requirements	University of the Witwatersrand 60% in Mathematics, Physical Sciences and Life Sciences *2015 Admission requirements	University of Cape Town 60% in Mathematics, Physical Sciences and Life Sciences *2015 Admission requirements	Walter Sisulu University 60% in Mathematics, Physical Sciences and Life Sciences *2015 Admission requirements
CAREERS	INSTITUTION 1	INSTITUTION 2	INSTITUTION 3	INSTITUTION 4

ooking at the subjects required for each career, which option am I choosing between NSC/NCV and why?				

TOPIC	TERM 2	GRADE 9
World of Work	3 hours	TEXTBOOK RESOURCES

Options available after completing Grade 9:

National Senior Certificate (NSC - Grades 10 - 12) and National Certificate Vocational (NCV/TVET Colleges qualifications

Knowledge of the world of work:

Rights, responsibilities and opportunities in the workplace

Understanding the rights and responsibilities of employees

People can access employment from different settings. These settings include government departments, private companies and self-employment opportunities. It is important for you to familiarise yourself with the requirements of a workplace in order to know how to act in different situations.

Human Rights

Human rights are the basic rights that everyone has, simply because they are human. The list of human rights protected in South Africa is contained in the Bill of Rights.



UNDERSTANDING THE RIGHTS AND RESPONSIBILITIES OF EMPLOYEES

While your Human Rights also apply in the workplace, there are other rights and responsibilities you will have in the workplace. To start with, every employee has the following general rights:

- Not to be unfairly dismissed;
- To be treated with dignity and respect;
- To be paid the agreed wage on the agreed date and at the agreed time;
- To be provided with appropriate resources and equipment to enable him/her to do their job;
- To have safe working conditions;
- To fair labour practices:
- · To non-victimisation in claiming rights and using procedures; and
- To all the protection and benefits of the Basic Conditions of Employment Act.

There are other rights that are entrenched in the Basic Conditions of Employment Act, and as an employee, you will need to familiarise yourself with these rights when you enter the world of work.

It's important to remember your responsibilities as an employee as well. You will be required to fulfil your duties as agreed, on the specified days and times. Depending on the type of organisation you are employed by, you will be required to adhere to their company guidelines and policies, and meet certain performance standards. These should all fall within your Human Rights and be in line with the Basic Conditions of Employment Act.





ACTIVITY: CONDUCT RESEARCH ABOUT YOUR FUTURE EDUCATION OPTIONS

As a learner with aspirations to enter into a certain career, write down the organisations that hire people in those careers and give a brief description of each career.

Organisations that hire people in the career I am interested:	

ACTIVITY: UNDERSTANDING YOUR RIGHTS AND RESPONSIBILITIES AS AN EMPLOYEE Think about the career you are considering. What rights and responsibilities do you think will be

important for you to carry out your duties?	

TOPIC	TERM 3	GRADE 9
World of Work	3 Hours	TEXTBOOK RESOURCES

- Career and subject choices:
 - Subjects in Grade 10, 11 and 12.
- Careers related to different subjects.
- Qualities relating to different careers and subjects: strengths and weakness; interests and abilities.

Career and Subject Choices

In this section, we introduce you to the subjects that can be expected in Grade 10, 11 and 12 and provide practical guidance on how to make a suitable choice.

The subjects chosen before entering the Further Education and Training {TVET} phase {that includes Grades 10-12} determine, to a large extent, your future career options. Making a career choice is one of the most important decisions you are expected to make. It is therefore important for you to think hard about your long-term dreams and goals in order to use them as guides when choosing subjects.

Before Making Your Subject Choice

Before you can make your choice of subjects for Grades 10 - 12, you need to consider what subjects you have to choose from. You also need to know what your subject choice means for your future career and also what the best combination of subjects will be in order to give the most career options.

Decision-Making Skills

In order to choose your subjects and career, you need to have decision-making skills. Because this choice has far-reaching implications (the subjects you choose will impact what options you have in terms of qualifications and career), it is important to gather as much information as possible. Research what qualification you will need in order to enter the career you want and then check with the institution that offers that qualification, what subjects you will need in order to apply.

It is also important to consider what alternatives you have. Consider as many options as possible to ensure that you're making the correct choice for you and your personal circumstances.

Once you have a list of options, consider them in terms of feasibility, acceptability and desirability. Narrow down your list and make your choice. Talk to your teachers, advisors or career development practitioners for advice and make your decision.

Subjects Offered in The Further Education and Training Phase

There is a choice of a total of 25 elective subjects, some of which have been classified as "designated subjects" which are more suitable if you want to consider studying at a tertiary level, such as university. Not all the subjects listed in the table are available at all schools, so it's important that you find out what subjects your school is offering.

Mathematics OR Mathematical Literacy?

Both Mathematics and Mathematical Literacy are important subjects. Every career and many life situations involve some mathematical understanding. The aim of Mathematical Literacy is to develop basic mathematical skills for everyday situations. Examples include reading a bank statement or setting up a budget. Mathematics on the other hand involves abstract problem solving and will be required in some fields. Before making this choice check whether you will need mathematics or not for the field you want to enter. Also consider how you're currently doing in the subject and if you're not doing too well, ask your teacher to help you with advice for improvements.

It's also important to know that not all subjects will give you access to University, and that specific courses require specific subjects. Be sure to check the entry requirements (subject combination and pass mark) with the institution of choice.

The Rules of Choosing Subjects

Remember, there are two academic routes you can take after Grade 9: The National Senior Certificate {NSC} and National Certificate: Vocational {NCV} route. We will start by discussing the NSC route and then the NCV route.

Choosing NSC Subjects

If you are doing the NSC, there are four compulsory subjects that you have to take. In addition, you will need to select a subject category {based on what you want to do) and choose three subjects from that category. It is also important to understand that the subjects you do in class can lead you to specific careers. Education institutions and employers also look for certain skills and these skills are obtained from the subjects you do at school. Therefore, it's equally important to make sure that you do well as your marks will also be considered by your school, before you can take them in Grade 10. For example, if you want to do Mathematics next year, you will need a certain pass mark in order to take Mathematics.

COMPULSORY SUBJECTS:

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

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

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

ACTIVITY: THINK ABOUT YOUR SUBJECTS

Using the table below, write the marks you obtained in your last test/exam per subject and then tick the top 3 you are strongest in, in the last column:

SUBJECTS	LATEST MARKS/LEVEL	SUBJECTS I DO WELL IN
Home Language		
First Additional Language		
Mathematics		
Natural Sciences		
Social Sciences		
Technology		
Economic Management Sciences		
Life Orientation		
Creative Arts		

/		
rite down the subjects you are in e required to obtain in order to g	nterested in taking next year as well as the Grade 9 marks you will get into those subjects:	/
SUBJECTS	Grade 9 Marks Required by the School	

ACTIVITY: RATING YOUR SUBJECTS TO DETERMINE YOUR CAREER

Using the table below, please choose five of your favourite subjects. Rate your favourite subjects from 1 - 5. {1 being your most favourite subjects, and 5 being your least favourite subjects}.

RATING	SUBJECTS	EXAMPLES OF CAREERS
	Agriculture	Farm Manager, Nature conservationist: Horticulturalist, Agricultural Technician, Agricultural Engineer, Farmer, Landscape Engineer, Teacher.
	Equine studies	Veterinarian, Jockey, Horse Trainer, Horse Breeder, Horse Rider.
	Civil Technology	Draughtsperson, Shop Fitter, Cabinet-maker, Carpenter and Joiner, Plumber, Bricklayer and Plasterer.
	Engineering Graphics and Design	Deck Hand, Deck Officer, Harbour Master, Ship's Mate, Master Captain, Yacht Captain, Navigator, Tug master.
	Nautical Sciences	Automotive Technician, Aircraft T <mark>echnician, Automotive Mecha</mark> nic, Boilermaker, Earthmoving equipment mechanic, Fitter and Turner, Welder.
	Mechanical technology	Electrician, Auto-electrician, Electrical Fitter, Electrical Draughtsperson, Electrical or Electronics Technician, Electrical or Electronics Technologist.
	Electrical Technology	Medical Doctor, Teacher, Pharmacist, Physi <mark>cist,</mark> Actuary, Dentist, Town Planner, Astronomer, Engineer, Technologist, Technician, Architect, Scientist, Aeroplane Pilot, Information Technology Specialist.
	Mathematics	Medical Doctor, Teacher, Pharmacist, Physicist, Actuary, Dentist, Town Planner, Astronomer, Engineer, Technologist, Technician, Architect, Scientist, Aeroplane Pilot, Information Technology Specialist.
	Mathematical Literacy	Teacher, Plumber, Bricklayer, Welder, Computer Programmer, Bookkeeper, Chef, Social Worker, Sales Executive, Journalist, Business Manager, Caterer.
	Physical Sciences	Medical Doctor, Teacher, Pharmacist, Physicist, Actuary, Dentist, Town Planner, Astronomer, Engineer, Technologist, Technician, Architect, Scientist, Aeroplane Pilot, Information Technology Specialist.
	Computer Technology	Database Designer, Information Technology Specialist, Computer Technician, Software Engineer, Computer Programmer.

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

Here you can see how your subject choice is linked to specific careers

TOPIC	TERM 2	GRADE 9
World of Work	3 Hours	Textbook resources

- Career and subject choices:
 - Subjects in Grade 10, 11 and 12.
 - Careers related to different subjects.
 - Qualities relating to different careers and subjects: strengths and weakness; interests and abilities.

QUALITIES RELATING TO DIFFERENT CAREERS AND SUBJECTS:

Strengths, Weaknesses, Interests and Abilities

Making a career choice is fun and knowing your own personal interests and values can help you determine what career is right for you.

Interests

Interests refer to the things you enjoy doing or like. Interests differ from abilities as they guide you in terms of the careers you are likely to enjoy rather than the ones you will be good at. You need to decide whether you want to pursue your interests as a career or if you would like to leave them as just interests.

Values

Values are beliefs we develop early in life that make up our fundamental views 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.

ACTIVITY: DETERMINE YOUR INTERESTS

Generally, your career interests will fall into two or three of the following categories. In the table below you will see that there are 3 columns, namely: Rating, Category of Interests and Description of Activities. Read through the description of activities and write numbers in the rating column to indicate which activity you are most interested in {1 being your most interested and 5 being your least interested}

RATING	CATEGORY OF INTERESTS	DESCRIPTION OF ACTIVITIES
	REALISTIC: "the doers"	 Love to build things Keen on using tools and equipment Prefer to work in the outdoors Often choose to work in product-driven environments with clear lines of authority
	INVESTIGATIVE: "the thinkers"	 Keen interest in research and problem-solving Tend to employ and develop theoretical models Can be found working in independent, unstructured working environments
	ARTISTIC "the creators"	 Engage in conceptualising/design things Enjoy writti ng, composing, performing Are mostly productive in self-expressive, unstructured work environments
	SOCIAL: "the helpers" "	 Passionate about helping/encouraging/teaching Willing to counsel/guide others Prefer supportive, collaborative work environments
	ENTERPRISING: "the persuaders"	 Thrive on debating ideas Like to manage people and projects Like to sell products Enjoy fast-paced, entrepreneurial work environments

ACTIVITY: DETERMINE YOUR VALUES

Tick the statements you agree with to determine what you value in a career.

CATEGOTIES	STATEMENT	TICK
Advancement	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.	
Adventure	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.	
Affiliation	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.	
Altruism	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.	
Advancement	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.	
Competition	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.	





CATEGOTIES	STATEMENT	TICK
Creativity	I want to work where I can express my creativity risk-taking.	
	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.	
Flexibility	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.	
Fun	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.	
Money	When considering job opportunities, I make a decision based on which one pays more	
	money. Where the quality of my work is recognised.	
	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.	
Spirituality	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.	

Calculating Your Results

If you score two or more ticks on an item per category, please read the first explanation of the category below for clarification. If you score 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.

Advancement	If Yes >=2	Your desire is to grow in your career. It seems like when you are 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.
Adventure	If Yes >=2	You prefer to live your life on 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 saTVETy and do not have to engage in activities that require you to protect yourself.
Affiliation	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 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.
Altruism	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 the people's well-being.
	If Yes <=1	It seems important for you to work in an environment where the focus is on making profit.
Appreciation	If Yes >=2	It seems like it is 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 like 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.
Competition	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.

Creativity	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	I want a job where I get an opportunity to create things from scratch.
Challenge	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 the results are produced over time and there is enough room for error.
Flexibility	If Yes >=2	It is important for you to have a job that allows you to also focus on other important things outside your work.
	If Yes <=1	It is important for you to be in an environment where work takes first priority than everything else in your life.
Fun	If Yes >=2	It seems important for you to work where people are humorous and allow you to explore that side of your personality.
	If Yes <=1	It seems you would prefer to work in an environment that is more structured, formal and organised.
Money	If Yes >=2	It seems important for you to be in a job where you get enough money. When looking for a job you first look at how much you will be earning.
	If Yes <=1	You seem to be someone who never considers salaries when looking for work. You consider passion first.
Spirituality	If Yes >=2	It seems important for you to work in an environment that allows you to practice your spiritual beliefs without judgment. You would like to also have your belief system be acknowledged in your daily work.
	If Yes <=1	It seems important for you to work in an environment where belief systems are not relevant and regarded as an important factor to avoid situations where people can impose their religious values on others.

Skills

Skills or abilities are things you learn throughout your life that enable you to perform certain tasks. Some skills are job-specific and can be used in only one line of work. Skills that can be used in many occupations are known as transferrable skills. You may have developed these skills in school, on the job, while volunteering or through life experiences. There are two types of skills:

Soft skills are characterized 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 extracurricular activities.

Hard skills are easily measured and consist of factual knowledge that is usually learned during formal training or at school. Examples of hard skills include: technical expertise; proficiency in a foreign language, degree or certificate, typing speed, machine operation, etc.

Influences

The process of making a career decision doesn't only affect you. Everyone has people and things in their lives {e.g. family, friends, teachers, professionals, finances, media, illnesses, the environment, etc.} that will affect and be affected by your career decisions. It's a good idea to think about how these important people and things in your life may influence or be affected by your career plans. It is important for you to think about the following:

- Who will influence my career decisions? And how?
- Who will be affected by my career decisions? And how?
- Which things and people are assets in my life who can support me as I reach my goals?
- Who can help me identify my strengths and potential challenges?

The people in your life might be able to tell you things that you hadn't noticed or help you put your career plan into action.

These are things that impact career choice. Influences are important but should be considered with caution so you don't lose control of your career.

ACTIVITY: DETERMINE YOUR SKILLS

	Answer the questions below:
	What do I like?
	What am I naturally good at?
Ī	
	What are the school subjects that I excel in?
	What careers can I follow with these subjects?
	How can I link the type of skills with my career plan?
ľ	

ACTIVITY: DETERMINE YOUR INFLUENCES



		FOCUS AREA	
	WEEKS 1-2	TEXTBOOK RESOURCES	
World of Work	2 hours		

- Study and career funding providers.
- Plan for own lifelonvg learning: goal-setting for lifelong.

Study and Career Funding Providers

Once you have decided what you're going to study after school to get into the career you want, you need to plan how you're going to pay for your studies. Funding comes in different forms such as study loans, scholarships and bursaries. These opportunities can be obtained from different sources and each one of them has various requirements that must be met before you can be considered. The table below provides a summary of each type for funding:

TOPIC	SCHOLARSHIP	BURSARY	LOAN
What is it?	A scholarship is academic financial sponsorship awarded to academically deserving students which consists of conditions and criteria the candidate must meet before they can be considered.	A bursary is an academic sponsorship that covers the full costs of study including study material, tuition, accommodation and sometimes pocket money for living expenses.	A study loan refers to money borrowed to pay for academic tuition (in some instances accommodation too) that has to be paid back with interest.
Benefits	Studies are paid for by sponsor, with no need to pay back.	Studies are paid for and you stand a good chance of being employed by the company that sponsored your studies upon completion of studies.	Studies are paid for and a loan payment may be required after completion of studies (depends on loan).
Repayments	No payment required.	You pay back your sponsor in the form of service equivalent to the length of time they paid for your studies.	The payment options of various loans may vary but you are expected to pay back the money with interest once you are working, some loans require that the interest of the loan be paid on a monthly basis.
elopment Services	wej (hutniczej) zgodnie z syste	zwykle wykonuj mem 1+ (wg n	

TOPIC	SCHOLARSHIP	BURSARY	LOAN
What is covered?	A scholarship may cover the full costs of your academics and nothing else or a portion of other expenses, if it is a full scholarship it covers all expenses associated with your studies.	It covers the full expenses associated with your studies.	In most instances, it only covers the tuition fee.
Sponsor expectations.	You may be expected to partake in certain activities that may be cultural or extramural as part of the scholarship agreement, you may also be expected to maintain a certain average in terms of your marks.	You may be expected to pass all your modules and / or maintain a certain average.	You are expected to finish your studies so you can pay back the loan.
What happens if you do not meet the standard of the sponsor?	The scholarship is revoked but you are not expected to pay back the money.	The bursary is revoked and you are expected to pay back the money.	You are expected to pay back the money with interest.

WHERE TO APPLY FOR DIFFERENT FUNDING

In South Africa, there are many options available. These are just an examples of a few of them:

The National Student Financial Aid Scheme (NSFAS)

NSFAS is the South African government student loan and bursaries schemes. It aims to become an effiacient and effecient provider of financial aid to students from poor and working class families in a sustainable manner that promotes access to, and success in, higher education and further education and training, in pursuit of South Africa's national and human resource development goals.

It was developed to help South African students to further their education at public TVET colleges, universities of technology and universities. Things to consider about NSFAS:

- NSFAS is only offered at public higher institutions of learning;
- NSFAS's 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

Government Departments Offering Scholarships

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

- Be a South African Citizen;
- Comply with the entry requirements set by the University;

- Fully and correctly complete the Scholarship Application form;
- Be prepared to enter into an agreement with the Department (More details will be contained in the agreement); and
- Must complete the qualification within the minimum period as prescribed by the University.

You can read more about the scholarship on the department's website: http://www.dsd.gov.za

The Funza Lushaka Bursary

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

For further information on the bursary click on this link http://www.funzalushaka.doe.gov.za/faq/faq.jsp

WHAT ARE THE REQUIREMENTS FOR THE NSC AND THE NCV?

Answer the following questions, and if you need help, remember to contact the Career Development Services for assistance.

What careers do I want to pursue?	
Where can I study towards this career? How much does it cost at the moment?	

Will my parents or guardians be able to pay for these fees? Please cross (X)

YES NO

If not, what funding opportunities are available? These calculations are per year and must be calculated by the number of years in which you will be studying the qualifications.

STUDY LOAN e.g NSFAS					
Name	Example		My Expenses		What is the study loan offering?
Tuition	х	R20 000			
Books	×	R5 000			
Travel					
Pocket Money	X	R10 000			
Other					

BURSARIES							
Name	Example		Example		My Ex	penses	What is the study loan offering?
Tuition	X	R20 000					
Books	x	R5 000					
Travel							
Pocket Money	X	R10 000					





SCHOLARSHIPS					
Name	Example		Example My Expenses		What is the study loan offering?
Tuition	X	R20 000			
Books	X	R5 000			
Travel					
Pocket Money	X	R10 000			
Other					



TOPIC	TERM 4	FOCUS AREA

World of Work

2 hours

- Study and career funding providers.
- Plan for own lifelong learning: goal-setting for lifelong learning.

WEEKS 1-2

Plan for Your Own Lifelong Learning

Learning is a part of life. It doesn't matter what stage you are in your life or what kind of person you are; you will learn something. In this section, we are encouraging you to intentionally pursue lifelong learning. This is a principle that will ensure that a person has staying power in their career. Lifelong learning is about personal and career development.

Career guidance, information and counselling is not only about telling people about careers and helping them make up their minds about which career to pursue. It is all about helping people reflect about where they come from, thinking about skills they acquired, the people they have become, what values were instilled in them and the training they went through; thinking about who they are and their life circumstances and where they are going in life. This is one of the primary reasons why the Career Development Services offers guidance to people of different ages, races and interests. We understand that people need to have meaningful careers throughout their entire lives. The cradle to the grave approach we are taking allows us to engage with people and shape the life they aspire to live. The message is that what you failed to achieve today can be realised tomorrow - it is never too late!

Goal Setting

TEXTBOOK RESOURCES

Without a goal in mind, one can only dream, but the dreams won't become real unless you develop a plan. It is important for you to plan the career path you want to take.

When setting goals, learners must have the end goal in mind. They must also be willing to work hard and seek support in order to achieve these goals. When setting goals, learners need to learn the SMART principle.

SMART

S-Specific (You must know exactly what you want to achieve).

M-Measurable {Put different characteristics of the goal that will make it obvious to everyone).

A-Attainable {This must be something that is in your power to achieve).

R-Realistic (You must be able to achieve the goal).

T-Time bound {You need to set a time frame in which you should achieve the goal}.

Opportunities for Lifelong Learning

These include staff training, seminars and workshops; apprenticeships; learnerships and skills programmes that focus on fulfilling scarce skills in the country and that offer practical work experience while learning.

Staff Training, Seminars and Workshops:

Learners need to be informed about how the world of work operates. Technological advances impact on how things are done and require employees to constantly improve their skills. This implies that employees need to open room to learn new things. Employers often take their staff for training, seminars and workshops in order to keep them informed about what is happening in their field in order to improve productivity.

Learnerships

A learnership is a structured learning process for gaining theoretical knowledge and practical skills in the workplace leading to a registered qualification. Learnerships are directly related to an occupation or field of work, for example, electrical engineering or hairdressing. Learnership programmes can help you to gain the necessary skills and workplace experience that will open up better employment or self-employment opportunities. Some Learnerships offer a monthly stipend so if you decide to go this route, consider saving some of that money in order to pay off your future studies

Apprenticeships

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. An Apprenticeship is the route to go if you have an interest in a particular trade such as construction, hairdressing or plumbing.

Skills Programmes

Skills programmes, on the other hand, are important short learning programmes where a learner requires a targeted short learning programme, to upgrade skills and knowledge to ensure success in their chosen fields of learning. A skills programme is occupationally based and when completed will constitute credits towards a qualification registered on the National Qualifications Framework.

ACTIVITY: PLAN FOR YOUR OWN LIFELONG LEARNING

What do you want to be when you grow up?" Answer this question below:
Now, write down all the learning goals you will need to achieve over the course of your life to make that dream happen:
EXAMPLE: I want to be a Wildlife Journalist. I will need to:
- Learn about animals - Study towards a degree in Journalism - Read 15 books a year about Wildlife - Travel to remote locations to learn about animals - Find other people who are interested in wildlife to discuss wildlife - Use social networks to follow people I look up to in a similar (or same) career

ANSWER SHEET

Activity: important element in planning your work (Page 31)

Answer Sheet to the Word Search Puzzle -

African | National | Values | Skills Reading | Activity | Speed | Step | Summarise | Certificate | Goals



NOTES







SMS or "please call me" : 072 204 5056

Telephone: 086 999 0123

E-mail: careerhelp@dhet.gov.za

Facebook: www.facebook.com/careerhelp

Twitter: twitter.com/rsacareerhelp

Website: www.careerhelp.org.za

Livechat: www.careerhelp.org.za

National Career Advice Portal:

http://ncap.careerhelp.org.za







