

2021 Annual Teaching Plan – Term 1 Life Orientation Grade 12

Term 1 45 days	Week 1 27-29 January (3 days)	Week 2 1-5 February (5 days)	Week 3 8-12 February (5 days)	Week 4 15-19 February (5 days)	Week 5 22-26 February (5 days)	Week 6 1-5 March (5 days)	Week 7 8-12 March (5 days)	Week 8 15-19 March (5 days)	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)	
CAPS Topic	Development of self in society	Development of self in society	Development of self in society	Development of self in society	Development of self in society	Study Skills	Careers and Career choices	Careers and Career choices	Careers and Career choices	Careers and Career choices	
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Apply a range of life skills required to adapt to change as part of ongoing healthy lifestyle choices: stressors, change and quality of life: -Identify and define stressors: physical, emotional, social and environmental factors (abuse, vocation, life crises, personality and social pressure) 	<ul style="list-style-type: none"> Assess levels of stress: signs and symptoms of stress, positive and negative stress Evaluate own ability to prevent stress management: coping mechanisms and/or management techniques, develop and implement own strategy 	<ul style="list-style-type: none"> Conflict resolution skills: Interpersonal and Intrapersonal Discuss the importance of initiating, building and sustaining positive relationships: Communication (understanding others, communicating feelings, beliefs and attitudes) 	<ul style="list-style-type: none"> Factors that influence effective communication: personality, attitudes and values, acceptance of responsibilities, appropriate expression of views and feelings, respect the feelings of others Adapting to growth and change: -Change in circumstances (personal, social, work) Transition between school and post-school destination 	<ul style="list-style-type: none"> Positive and negative aspects of change Investigation of other views, insights regarding the life cycle and related traditional practices Personal lifestyle plan to promote quality of life 	<ul style="list-style-type: none"> Develop a study plan to ensure obtaining of the National Senior Certificate (NSC): Revise own Study skills, strategies, styles, time management and examination writing skills (read the question, plan the response, answer the questions, etc.) 	<ul style="list-style-type: none"> Commitment to a decision taken: For a job or course application for additional or higher education, Technical vocation education and training TVET college (hard copies or online Explain strategies to achieve goals: -Research and locate appropriate work or study and funding opportunities from various sources (online and other) 	<ul style="list-style-type: none"> Research admission requirements for degree, diploma or higher certificate for the intended field of study Research and locate accommodation and travel arrangements, and determine possible challenges Skills for final action: job or course and financial aid applications for additional or higher education) Discuss the purpose of National Benchmark Tests: 	<ul style="list-style-type: none"> Reasons for and impact of unemployment Explore Innovative solutions to counteract unemployment: volunteering, part-time jobs, community work, informal jobs and entrepreneurship (small business, social entrepreneurship) 	<ul style="list-style-type: none"> Financial viability of entrepreneurship and other employment options including awareness of South African Revenue Service (SARS) tax obligations The impact of corruption and fraud on the individual, company, community and country 	
	PET	PET	PET	PET	PET	PET	PET	PET	PET	PET	PET
Requisite Pre- Knowledge	Definition of concepts: <ul style="list-style-type: none"> Life skills, change, stressors, healthy lifestyle choices, physical, emotional, social and environmental factors, life crises, positive and negative stress, coping mechanisms, management techniques, Conflict resolution skills: Interpersonal and Intrapersonal, beliefs and attitudes, values, acceptance of responsibilities, appropriate expression of views Study skills, strategies and styles, examination writing skills, entrepreneurship and informal jobs, financial viability of entrepreneurship, corruption and fraud 				<ul style="list-style-type: none"> Grade 11 related content and concepts Relationships and their influence on own well-being: different types with different people/groups and their changing nature - Relationships that contribute or are detrimental to well-being: rights and responsibilities in relationships, social and cultural views that influence and/or affect relationships, qualities sought in different relationships and individuality in relationships Applying own study skills, styles and study strategies: - Study skills: examine how learning takes place and reflect on effectiveness – Study styles as preferred way of approaching 			<ul style="list-style-type: none"> Understanding the different action/ command words: Use the list of definition of concepts. Include key words in terms of different cognitive levels 			

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					tasks - Study strategy as a way to approach a specific task in the light of perceived demands •Examination writing skills and process of assessment						
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> •Wall charts, dictionaries, textbook, magazines, newspaper articles and reports •Graphic organizers to enhance thinking skills: e.g. KWHL chart for baseline assessment and/or consolidation after lesson. Other types: as a concept definition map, discussion map, for notetaking, summaries, to organize ideas, etc. •Internet/Case Studies/Scenarios that are current and up to date / Life Skills Newspaper articles/DVD's/Role Play activities/Presentations by learners/Video clips, DVDs, PowerPoint Presentations/Guest speakers on a subtopic as per CAPS content per term Life Orientation •Power Posters/Stimuli such as picture(s)/ Google classroom/ Kahoot/Social media platforms/Objects/material for demonstrations (to accommodate kinaesthetic learning style) 										
Informal Assessment	Informal assessment: A minimum of one informal task should be given per week. An informal task should cover the various cognitive levels. Types of informal tasks could include the following: Various nature of questions are used: short, discursive, columns, true or false with motivation, definition of concepts, attachment of concepts to expressions, scenario based, case studies, simulations, panel discussion, practical demonstrations, etc. Both written and practical demonstrations are considered. After a reasonable amount of content has been treated, informal assessment must be given. At least one informal assessment must be administered on each period. For practical demonstration, observation sheets must be used. After a reasonable amount of content has been treated, informal assessment must be given.										
SBA (Formal Assessment)	SOURCE-BASED TASK The source-based task must be completed independently under controlled conditions. The teacher is required to facilitate the process in class time. However, the completion of the task should not be administered as a class test. PET										

2021 Annual Teaching Plan – Term 2 Life Orientation Grade 12

Term 2 47 days	Week 1 13-16 April (4 days)	Week 2 19-23 April (5 days)	Week 3 26-30 April (4 days)	Week 4 3-7 May (5 days)	Week 5 10-14 May (5 days)	Week 6 17-21 May (5 days)	Week 7 24-28 May (5 days)	Week 8 31 May-4 June (5 days)	Week 9 7-11 June (5 days)	Week 10 14-18 June (4 days)
CAPS Topic	Democracy and Human rights	Democracy and Human rights	Democracy and Human rights	Democracy and Human rights	Democracy and Human rights	Social and environmental responsibility	Social and environmental responsibility	Social and environmental responsibility	Social and environmental responsibility	Social and environmental responsibility
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Responsible citizenship: Evaluate own position when dealing with discrimination and human rights violations, taking into account the Bill of Rights 	<ul style="list-style-type: none"> Assess projects, campaigns and events which address discrimination and human rights violations Evaluation regarding outcomes of campaigns and events. 	<ul style="list-style-type: none"> Analyse and debate the role of the media in a democratic society: Print and electronic media Social media platforms: Social media footprint and dangers of use and abuse, cyber wellness, cyber safety, cyber bullying Freedom of expression and limitations 	<ul style="list-style-type: none"> Extent to which media reporting reflects a democratic society: topics covered, positions taken by editors, space allocated to topics and geographical distribution (accessibility of information to different groups in society) 	<ul style="list-style-type: none"> Critical analysis of media and campaigns. Coverage of sport, sports personalities and recreational activities. Ideologies, beliefs and worldviews on recreational and physical activity across cultures and genders 	<ul style="list-style-type: none"> Responsibilities of various levels of government: laws, regulations, rules and community services 	<ul style="list-style-type: none"> Community responsibility to ensure environments and services that promote safe and healthy living 	<ul style="list-style-type: none"> Educational and intervention programmes: impact studies 	<ul style="list-style-type: none"> Explain how to formulate a personal mission statement for life based on: Personal views, values, belief system, religion, ideologies, lifestyle (physical and emotional well-being), environmental responsibility, goals for studies and career choices 	<ul style="list-style-type: none"> Impact of vision on: Actions/behaviour in life Immediate community and society at large
	PET	PET	PET	PET	PET	PET	PET	PET	PET	PET
Requisite	Definition of concepts: <ul style="list-style-type: none"> Responsible citizenship, discrimination and human rights violation, Bill of Rights, campaigns and events, electronic and print media, freedom of expression, limitations of rights especially the freedom of expression, media campaigns, ideologies, beliefs, worldviews, Constitution of the Republic of South Africa. Safe and healthy living, levels of government and their environmental responsibilities, personal mission statement, personal views, values, belief systems, religion, lifestyle, and vision. 									
Resources	<ul style="list-style-type: none"> Bill of Rights, handout on human rights, factsheet on human rights, academic but relevant documents of the role of the media in a democratic country, list of definition of concepts, etc. Dictionaries, magazines, newspaper articles, DVDs, video clips, internet, past examination papers, relevant past tests items, information from NGOs, government websites 									
Informal Assessment	Informal assessment: A minimum of one informal task should be given per week. An informal task should cover the various cognitive levels. Types of informal tasks could include the following: Various nature of questions are used: short, discursive, columns, true or false with motivation, definition of concepts, attachment of concepts to expressions, scenario based, case studies, simulations, panel discussion, practical demonstrations, etc. Both written and practical demonstrations are considered. After a reasonable amount of content has been treated, informal assessment must be given. At least one informal assessment must be administered on each period. For practical demonstration, observation sheets must be used. After a reasonable amount of content has been treated, informal assessment must be given.									
SBA (Formal Assessment)	PROJECT Learners will spend time outside of contact time to collect resources and information. The completion of the task should be facilitated by the teacher in class time. PET									

Term 3 48 days	Week 1 13-16 July (4 days)	Week 2 19-23 July (5 days)	Week 3 26-30 July (5 days)	Week 4 2-6 August (5 days)	Week 5 10-13 August (4 days)	Week 6 16-20 August (5 days)	Week 7 23-27 August (5 days)	Week 8 30 August – 3 September (5 days)	Week 9 6-10 September (5 days)	Week 10 13-17 September (5 days)	
Requisite Pre-Knowledge	Definition of concepts: • Human factors, ill health, Lifestyle diseases, action plan, human factors causing ill-health, diseases of lifestyle, eating habits, • Job contract, workers' rights, workers' obligations, conditions of service, labour laws: Labour Relations Act (LRA), Employment Equity Act (EEA), Basic Conditions of Employment Act (BCEA), equity and redress, trends of recruitment, labour unions (employer and employee organisations), ethics and societal expectations and value of work.				• Grade 11 related content and concepts • Balanced lifestyle, factors impacting negatively on lifestyle choices, risky behaviour, socio-economic factors, lifestyle choices, role models, nutrition and wellbeing, • Competencies, abilities and ethics; advertisement, CV, work ethics, meetings and their management, interviews, job/ career interests, expectancy and reality, perseverance.			• Understanding the different action/ command words • Use the list of definition of concepts. • Include key words in terms of different cognitive levels			
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> • Dictionaries, magazines, newspaper articles, DVDs, video clips, internet, past examination papers and marking guidelines, relevant past tests items and marking guidelines, information from NGOs, government websites and other related websites, including: • https://www.gov.za/documents/disaster-management-act-declaration-national-state-disaster-covid-19-coronavirus-16-mar • https://www.sahrc.org.za/index.php/sahrc-media/news-2/item/2298-media-statement-sahrc-continues-to-monitor-human-rights-observance-and-calls-for-calm 										
Informal Assessment	Informal assessment: A minimum of one informal task should be given per week. An informal task should cover the various cognitive levels. Types of informal tasks could include the following: Various nature of questions are used: short, discursive, columns, true or false with motivation, definition of concepts, attachment of concepts to expressions, scenario based, case studies, simulations, panel discussion, practical demonstrations, etc. Both written and practical demonstrations are considered. After a reasonable amount of content has been treated, informal assessment must be given. At least one informal assessment must be administered on each period. For practical demonstration, observation sheets must be used. After a reasonable amount of content has been treated, informal assessment must be given.										
SBA (Formal Assessment)	CONTROLLED TEST										

2021 Annual Teaching Plan – Term 4 Life Orientation Grade 12

Term 4 47 days	Week 1 5-8 October (4 days)	Week 2 11-15 October (5 days)	Week 3 18-22 October (5 days)	Week 4 25-29 October (5 days)	Week 5 1-5 November (5 days)	Week 6 8-12 November (5 days)	Week 7 15-19 November (5 days)	Week 8 22-26 November (5 days)	Week 9 29 November – 3 December (5 days)	Week 10 6-8 December (3 days)
CAPS Topic	Study skills	Study skills	Careers and career choices	Careers and career choices	EXAMINATIONS					
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Preparing for success: strategies to follow in order to succeed in the Grade 12 examination Revision of own study skills 	<ul style="list-style-type: none"> Revision of examination writing skills 	<ul style="list-style-type: none"> 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"> Update curriculum vitae (CV): applications for part-time or full-time employment and/or bursaries 	<ul style="list-style-type: none"> Consider and apply for alternative job or study opportunities Manage responses regarding employment/ study/bursary opportunities 	National Senior Certificate Life Orientation Exams Marking should be done at a central venue					
Requisite Pre-Knowledge	Definition of concepts: <ul style="list-style-type: none"> How to succeed in grade 12, study skills, styles, methods and strategies, Personal career portfolio, post school plans, requirement for admission to different educational fields and qualifications, application, tertiary fees, application for jobs 		Grade 11 related content and concepts <ul style="list-style-type: none"> Study skills, study styles, study strategy, examination writing skills, time management, Diversity of jobs, work settings, Competencies, abilities and ethics; advertisement, CV, work ethics, meetings and their management, interviews, job/ career interests, expectancy and reality, perseverance. 		<ul style="list-style-type: none"> Understanding the different action/ command words Use the list of definition of concepts. Include key words in terms of different cognitive levels 					
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> Dictionaries, magazines, newspaper articles, DVDs, video clips, internet, past examination papers and marking guidelines, relevant past tests items and marking guidelines, information from NGOs, government websites, 									
Informal Assessment	Informal assessment: A minimum of one informal task should be given per week. An informal task should cover the various cognitive levels. For practical demonstration, observation sheets must be used. After a reasonable amount of content has been treated, informal assessment must be given.									
FORMAL ASSESSMENT	FINAL NSC LIFE ORIENTATION EXAMINATION									

Programme of Assessment

Grade 12

TERM	ASSESSMENT TASK	MARKS PER TERM	
		RECORDING	REPORTING
1	Source-based task	90	100
	PET	10	
2	Project	90	100
	PET	10	
3	Controlled test	100	100
4	Final Examinations	100	100
FINAL TOTAL		400	100

Examinations

Various types of questions should be incorporated and focus primarily on the application of knowledge in an integrated manner.

The Grade 12 Life Orientation examination questions **may cover 10% of the content** from Grades 10 and 11 CAPS.

Outline of Examinations for Grade 12

The outline below will be followed when setting Life Orientation examination papers for Grade 12. The paper will consist of three sections. Total for examination: **100 marks**

Section A: 20 marks	Section B: 40 marks	Section C: 40 marks
<p>All questions are COMPULSORY</p> <ul style="list-style-type: none"> • A short source may be used to contextualise some of the questions • The questions must include a combination of THREE or more types of questions from the list below: <ul style="list-style-type: none"> ○ Multiple choice ○ One-word responses (list, state, provide, give) ○ Definitions ○ Short explanations (why, how, describe, explain discuss) • Questions should test understanding and factual knowledge • Responses should be short, direct • Mark allocation for the questions should range between 1 – 2 mark 	<p>All questions are COMPULSORY</p> <ul style="list-style-type: none"> • Learners will answer TWO 20-mark questions. Short open-ended questions could be: <ul style="list-style-type: none"> ○ Scenario based ○ Source-based ○ Case study ○ Cartoons ○ Illustration ○ Graphs • Questions should be knowledge-based, from information learners have acquired from the Life Orientation content in the FET band. • Learners should display, present and apply knowledge and skills gained from the Life Orientation content. 	<p>Learners will answer TWO 20-mark questions out of THREE</p> <ul style="list-style-type: none"> • Questions will predominantly focus on the application of knowledge and skills • A short text/diagram/data/graphs/cartoons can be provided as a stimulus • Questions will predominantly focus on the application of knowledge and skills • Learners will be required to: <ul style="list-style-type: none"> ○ Explain/examine/analyse/evaluate/critically discuss a topic. ○ Make decisions and give advice ○ Provide recommendations ○ Make conclusions. ○ Solve problems • Learners should provide responses through extended writing of descriptive paragraphs or short essays.

