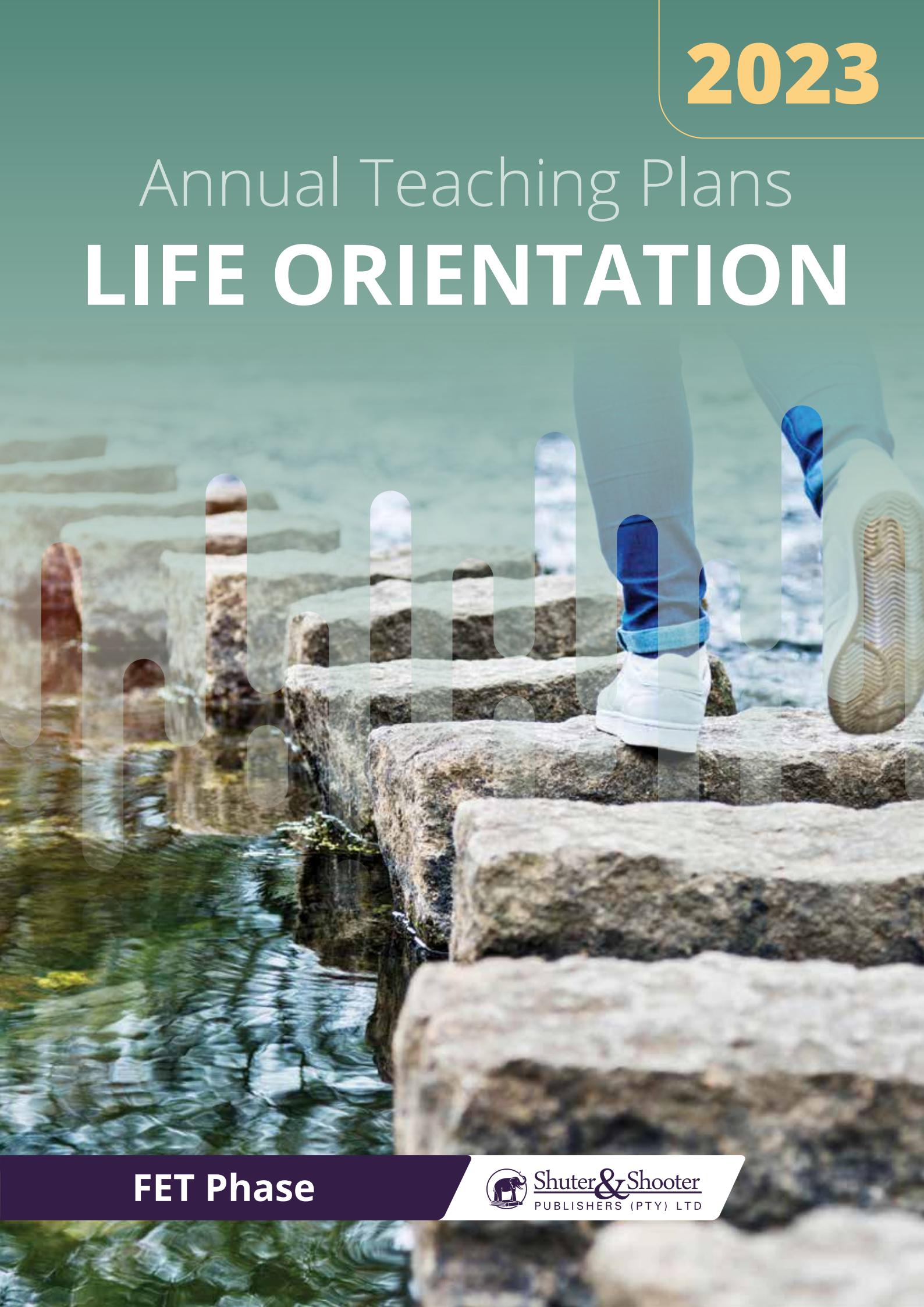


**2023**

# Annual Teaching Plans

# **LIFE ORIENTATION**



**FET Phase**



**Shuter & Shooter**  
PUBLISHERS (PTY) LTD



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## INTRODUCTION

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- We develop and publish educational material.
- We provide supplementary professional services in the education sector.
- We offer superior customer service and distribution.

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Hi Kolwa**

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SETFU**

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 **TOPKLAS**  
Setswana  
Tota

**Sediba  
sa thuto**

**ISIZULU  
SOQOBO**

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ISIXHOSA**  
**IsiXhosa  
Ngumdiliya**

  
**Masihambisane**



**IsiZulu Sethu**

# **Our products include:**

- Textbooks
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- Workbooks
- Study Guides
- Core Readers
- Graded Readers
- Phonics Reading Schemes
- TVET Materials
- Dictionaries
- Atlases
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- Educational Toys and Puzzles
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We are also proud to be an accredited training provider,  
registered with the ETDP SETA and SACE.

# Why choose our books?

- Fully CAPS compliant
- Lots of activities and exercises
- Relevant examples throughout the books
- Simple language, written at the level of the learner
- Easy to plan lessons
- Planning and Tracking Booklets help to make teaching easier

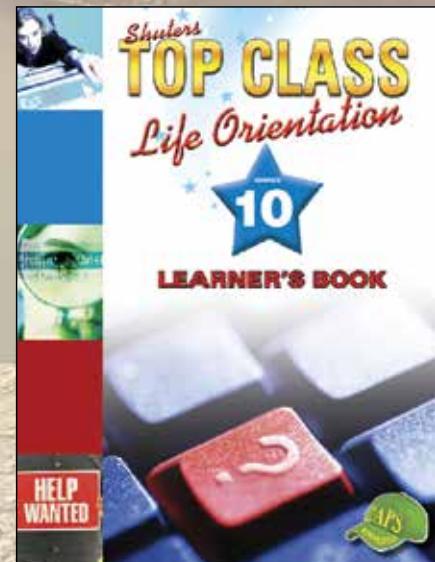
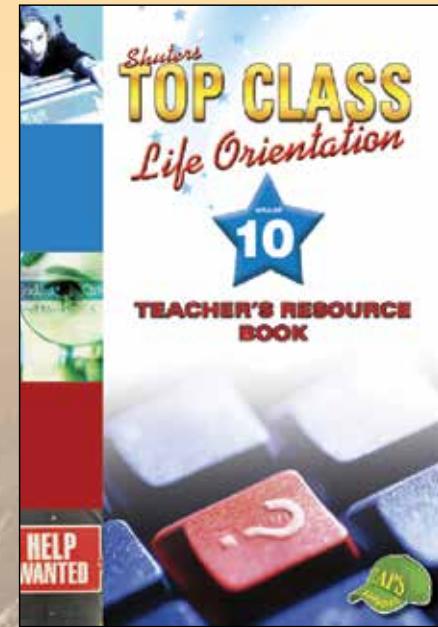
## Advantages of using our books

- Improves learners' results
- Assess progress easily
- Reduce the administrative burden
- Helps save planning and preparation time
- Follows the CAPS precisely, making teaching easier
- Most of our titles are also available as e-Books

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# 10



# LIFE ORIENTATION Term 1

Topic	Content	Time allocation 10	Where to find it in Top Class Life Orientation Grade	Unit	LB	TG
	<p><b>Self-awareness and self-esteem</b></p> <ul style="list-style-type: none"> <li>Identify factors that may influence self-awareness and self-esteem, including the media</li> <li>Strategies to enhance self-awareness, self-esteem and self-development.</li> <li>Develop strategies to build confidence in self and others; effective communication, successful completion of tasks or projects, participation in community organisation or life, making good decisions and affirmation of others</li> <li>Acknowledge and respect the uniqueness of self and others and respect differences regarding, e.g. race, gender, individual abilities, personal preferences</li> </ul>	Week 1	1–8	1–2		
	<p><b>Power and power relations</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of the concepts: power, power relations, masculinity, femininity and gender</li> <li>Differences between a man and a woman: reproduction and roles in the community, stereotypical views of gender roles and responsibilities, gender differences in participation in physical activities</li> </ul>	Week 2	Unit 1: Self-awareness, self-esteem and self-development 3–4	8–14	4	
Careers and career choices	<p><b>Gender inequality</b></p> <ul style="list-style-type: none"> <li>Analyse and evaluate the influence of gender inequality on relationships and general well-being: sexual abuse, teenage pregnancy, violence, sexually transmitted infections (STIs), including HIV and AIDS</li> <li>Value of participation in exercise programmes that promote fitness: cardiovascular fitness, muscular strength, endurance and flexibility</li> <li>Relationship between physical and mental health</li> <li>Career decision-making</li> <li>Demonstrate knowledge about self in relation to own subjects, career fields and study choices;</li> <li>Identify own interests, abilities, talents and strengths</li> <li>Differentiate between a career field, occupation, career and job</li> <li>Develop a career portfolio</li> </ul>	Week 3		18	4	18–20 6

# LIFE ORIENTATION Term 1

Topic	Content	Time allocation	Where to find it in Top Class Life Orientation Grade 10	Unit	LB	TG
Careers and career choices	<ul style="list-style-type: none"> <li>Research requirements for National Senior Certificate (NSC): various subjects and career options, steps in choosing and decision-making process</li> <li>Socio-economic factors to consider when making career and/or study choices: community needs, availability of finances, affordability, stereotyping, accessibility and the impact of income tax on final salary package</li> </ul>	<p>Week 5</p> <p>Week 6</p>	<p>Unit 2: Careers and career choices</p>	<p>14–18</p> <p>21–23</p>	<p>5</p> <p>6</p>	

# LIFE ORIENTATION Term 1

Topic	Content	Time allocation	Where to find it in Top Class Life Orientation Grade 10	Unit	LB	TG
Democracy and human rights	<p><b>Contemporary events showcasing the nature of transforming South Africa</b></p> <ul style="list-style-type: none"> <li>Evaluate the impact of South African initiatives and campaigns which address discrimination and human rights violation, for example: 16 Days of activism against Women and Child abuse, 67 minutes for Mandela, and other. SA campaigns and initiatives that promote nation building, e.g., Heritage Day, Reconciliation Day, Brand Proudly SA, and other.</li> <li>One's own position, actions, and contribution to address discrimination and human rights violations: Initiating own campaign to address discrimination and human rights violations</li> </ul>	Weeks 10–11	Unit 3: Democracy and human rights	31–32	9	
Physical Education: Physical fitness and safety	<ul style="list-style-type: none"> <li>Participate in activities that promote physical fitness</li> <li>Understand safety issues relating to participation in physical fitness activities</li> <li>Participation and movement performance in physical fitness</li> <li>Examples of physical fitness activities</li> </ul>	Weeks 1–10	Unit 4: Physical Education: Physical fitness and safety	37–62	17	

# LIFE ORIENTATION Term 2

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Topic	Content	Time allocation 10	Where to find it in Top Class Life Orientation Grade Unit	LB	TG
	<b>Contemporary social issues that impact negatively on local and global communities</b> <ul style="list-style-type: none"> <li>Demonstrate understanding of the concepts: social and environmental justice.</li> <li>Research incidences of social issues that impact on local and global communities: crime, violence, poverty, safety and security, unequal access and lack of basic services and resources (water and health services), etc.</li> <li>Evaluate the harmful effects of these issues on personal and community health: crime, violence, poverty, safety and security, unequal access and lack of basic services and resources (water and health services), etc.</li> </ul>	Week 1	83–86	24	
	<b>Skills that are necessary to participate in civic life</b> <ul style="list-style-type: none"> <li>Distinguish between:           <ul style="list-style-type: none"> <li>Social thinking skills</li> <li>Constructive thinking skills</li> <li>Critical thinking skills</li> </ul> </li> <li>Social responsibilities:           <ul style="list-style-type: none"> <li>Outline the knowledge and skills required to make informed decisions and take appropriate action to address social issues that impact on local and global communities.</li> </ul> </li> </ul>	Week 3	Unit 6: Social and environmental responsibility	87–88	25
Study skills	<ul style="list-style-type: none"> <li>Research youth service development: youth and civic organisations, community services or projects and volunteerism</li> <li>Discuss the purpose and contribution, areas of strength and possible improvements of the above youth services</li> <li>Report on own contribution to these services, projects and organisation: a group or individual project to address a contemporary social issue that impacts negatively on local and/or global communities.</li> <li>Apply study skills: listening, reading, comprehension, concentration, memory, organisation and time management,</li> <li>Study methods: note-taking, mind-mapping, summarising, selecting important concepts</li> <li>Apply own study skills and study methods</li> </ul>	Week 4	Week 5	Week 6	64–67      18

# LIFE ORIENTATION Term 2

Topic	Content	Time allocation 10	Where to find it in Top Class Life Orientation Grade	Unit	LB	TG
Study skills	<ul style="list-style-type: none"> <li>Define and discuss the importance of critical thinking creative and problem-solving skills</li> <li>Analyse own performance in assessment tasks: internal and external assessment</li> <li>Develop a study plan: organisation of activities, time management, etc.</li> </ul>	Week 7	Unit 5: Study skills	71–76	19	
Consolidation of work Controlled test	<p>Weeks 8–11</p> <ul style="list-style-type: none"> <li>Participate in activities that promote skills in playground and/or community and/or indigenous games</li> <li>Understand safety issues relating to participation in activities that promote skills in playground and/or community and/or indigenous games</li> <li>Participation in movement performance in activities that promote skills in playground and/or communities and/or indigenous games</li> <li>Examples of activities that promote skills in playground and/or community and/or indigenous games</li> </ul>	Weeks 1–11	Unit 7: Physical Education: Indigenous games	89–101	26–31	

# LIFE ORIENTATION Term 3

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Topic	Content	Time allocation 10	Where to find it in Top Class Life Orientation Grade 10	Unit	LB	TG
	<b>Life roles</b> Identify and analyse life roles and responsibilities as student, member of a family, friend, partner, employee, employer, leader and follower, etc. Determine the changing nature of responsibilities inherent in each role How awareness and understanding of roles can create a more fulfilling and meaningful life.	Week 1	103–106	32		
	<b>Adolescence to adulthood</b> Explain changes associated with development: adolescence to adulthood  <ul style="list-style-type: none"> <li><b>Physical changes:</b> rapid physical, hormonal, increased growth rate, secondary sex/ gender characteristics</li> <li><b>Primary changes in the body:</b> growth and maturing of genital organs (Menstruation, ovulation), skin problems, increase in body odour, etc.</li> </ul>	Week 2	106–117	33		
	 <b>Emotional changes:</b> Maturing personality <ul style="list-style-type: none"> <li>Depth of emotions become more intense, mood swings, feelings of insecurity, changing needs in belief, values and sexual interest</li> </ul> <b>Social changes</b> <ul style="list-style-type: none"> <li>In relationships with family, social groups,</li> <li>Need for acceptance by peer group</li> </ul>	Week 3	117–118	35		
Development of the self in society	  <ul style="list-style-type: none"> <li>Identify behaviour that could lead to sexual intercourse, teenage pregnancy, sexual abuse, and rape.</li> <li>Formulate values such as respect for self and others, abstinence, self-control, right to privacy, right to protect oneself, right to say "No" and taking responsibility for own actions.</li> </ul> <ul style="list-style-type: none"> <li>Elaborate on the skills required with regards to sexuality and lifestyle choices such as self-awareness , critical thinking, decision making, problem solving, assertiveness negotiations communication</li> <li>Critically discuss how to apply effective strategies to assist in making responsible decisions in relation to sexuality and lifestyle choices.</li> </ul>	Week 4	118–121	35		

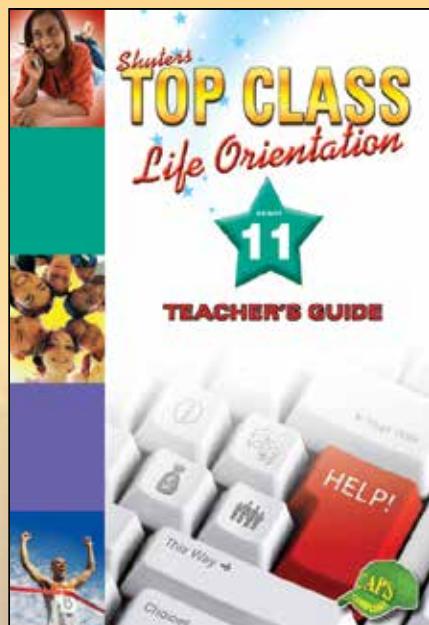
# LIFE ORIENTATION Term 3

Topic	Content	Time allocation 10	Where to find it in Top Class Life Orientation Grade	LB	TG
Development of the self in society	<ul style="list-style-type: none"> <li>Identify and discuss benefits of positive coping strategies that would enhance long-term resilience and well-being.</li> <li>Practise and demonstrate the problem-solving skills required in relation to sexuality and lifestyle choices as a practical class activity.</li> <li>Activities can include role playing, scenarios, debates, or other.</li> <li>Respect for diversity: e.g. race gender, sexual orientation (lesbian, gay, bisexual, transgender, queer and intersex (LGBTQI+))</li> <li>Where to find help regarding sexuality and lifestyle choices</li> <li>Role of nutrition in health and physical activities.</li> </ul>	Week 6	Unit 8: Development of the self in society	118–121	35
Careers and career choices	<p><b>Diversity of jobs</b></p> <ul style="list-style-type: none"> <li>Research careers in the economic sectors</li> <li>Primary (raw materials)</li> <li>Secondary (finished product or goods)</li> <li>Tertiary (infrastructure and providing services)</li> </ul> <p><b>Work settings</b></p> <ul style="list-style-type: none"> <li>Research careers in indoors and outdoor workplace environments and conditions</li> <li>Investigate the activities involved in each job: designing, assembling, growing.</li> <li>Gather information and analyse the skills and competencies required in jobs that entail designing, assembly growing.</li> <li>Opportunities in different career fields, including work in recreation, fitness and sport industries.</li> <li>Research the following with regards to the fitness and sports industry: skills required, salary package, promotion possibilities, and further study prospects.</li> </ul>	Week 7  Week 8	Unit 9: Careers and career choices	121–125	36
Consolidation of work	<ul style="list-style-type: none"> <li>Participate in activities that promote recreation and relaxation</li> <li>Understand safety issues relating to participation in recreation and relaxation</li> <li>Participation and movement performance in recreation and relaxation</li> <li>Examples of activities in recreation and relaxation</li> </ul>	Week 11	Unit 10: Physical Education: Recreation and relaxation activities	135–150	40–47

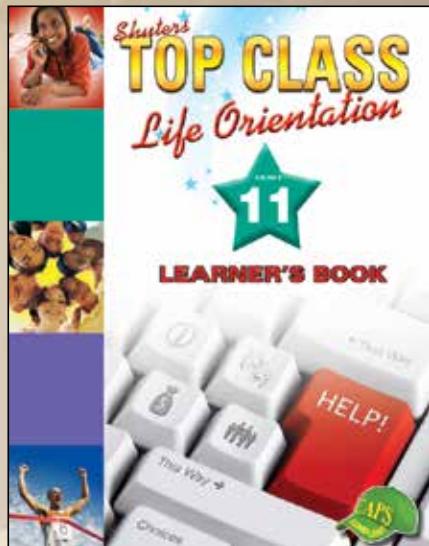
# LIFE ORIENTATION Term 4

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Topic	Content	Time allocation 10	Where to find it in Top Class Life Orientation Grade	LB	TG
			Unit		
Careers and career choices	<p><b>Awareness of trends and demands in the job market</b></p> <ul style="list-style-type: none"> <li>Research emerging demands or changing patterns of careers and scarce skills, and the job market</li> <li>Reading the market for trends regarding jobs and identifying niches</li> <li>Growth and decline of various occupations and fields of work and competencies linked to these jobs</li> <li>SAQA and NQF</li> <li>Learnerships</li> <li>Recognition of prior learning (RPL)</li> <li>The need for lifelong learning: Ability to change, re-train, flexibility and ongoing development of the self</li> <li>Different kinds of learning: formal, informal, non-formal</li> </ul> <p><b>Religion:</b></p> <ul style="list-style-type: none"> <li>Living in a multi-religious society: understanding ethical teachings and/or religious laws of major religions in South Africa</li> <li>Major religions: African traditional religions, Bahá'í Faith, Buddhism, Christianity, Hinduism, Islam, Judaism</li> <li>Indigenous belief systems in SA: origins and practices</li> </ul> <p><b>Democracy and human rights</b></p> <ul style="list-style-type: none"> <li>Research incidence of gender, race and stereotyping and explain how they contribute towards bias in sporting codes</li> <li>Elaborate on ways to redress biases within sporting codes</li> <li>Discuss unfair, corrupt and illegal practices in sport: Drug taking, match fixing, subjective umpiring and refereeing, maladministration in sport</li> <li>Analysis and critical evaluation of sport coverage.</li> </ul> <p><b>Final Examinations</b></p>	Week 1  Week 2  Week 3	Unit 11: Careers and career choices	152–154 154–156 156–158	49 50 50
				158–161	51–52
				162–168	53, 54
				168–171	55–56
			Weeks 7–10		



11



# LIFE ORIENTATION Term 1

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Topic	Content	Time allocation	Where to find it in Top Class Life Orientation Grade 11	Unit	LB	TG
	<b>Goals and goal-setting</b> <ul style="list-style-type: none"> <li>Plan and achieve life goals</li> <li>Define the following concepts:           <ul style="list-style-type: none"> <li>– Goals</li> <li>– Goal-setting</li> </ul> </li> <li>Identify the types of goals:           <ul style="list-style-type: none"> <li>– Short term</li> <li>– Medium-term</li> <li>– Long-term</li> </ul> </li> <li>Steps in planning and goal-setting, problem-solving skills, perseverance and persistence</li> <li>Evaluate the importance of prioritising life goals, e.g., family, parenting, marriage, career choices and relationships.</li> <li>Analyse the relationship between personal values, choices, and goal setting.</li> </ul>	Week 1	1–12	1		
	<b>Relationships</b> <ul style="list-style-type: none"> <li>Relationships and their influence on own well-being</li> <li>Explain how relationships can influence and are influenced by own well-being</li> <li>Discuss the different types of relationships with different people/groups and their changing nature.</li> <li>Identify the factors that contribute to relationships that are detrimental to well-being</li> <li>Rights and responsibilities in relationships</li> <li>Societal and cultural views that influence and/or affect relationships</li> <li>Qualities required in different relationships</li> <li>Individuality in relationships</li> <li>Critically analyse the impact of the media on values and beliefs about relationships</li> </ul>	Week 2	12–36	2–3		
Careers and career choices	<b>Admission requirements</b> <ul style="list-style-type: none"> <li>Research the requirements for admission to additional and higher education courses that you may be interested in:           <ul style="list-style-type: none"> <li>– NSC requirements for:               <ul style="list-style-type: none"> <li>– Certificate</li> <li>– Diploma</li> </ul> </li> </ul> </li> </ul>	Week 4	Unit 3: Careers and career choices	44–66	6–7	

# LIFE ORIENTATION Term 1

Topic	Content	Time allocation	Where to find it in Top Class Life Orientation Grade 11	Unit	LB	TG
Careers and career choices	<ul style="list-style-type: none"> <li>- Degree</li> <li>• Research additional and higher education options: <ul style="list-style-type: none"> <li>- Admission point score for institutions of higher learning</li> <li>- Admission requirements for specific programs or courses</li> </ul> </li> <li>• Calculation APS for the specific programmes/courses based on your Grade 10 results</li> <li>• Develop a career portfolio</li> </ul> <ul style="list-style-type: none"> <li>• Explore requirements for admission to additional and higher education courses at: <ul style="list-style-type: none"> <li>• Universities of Technology</li> <li>• TVET colleges</li> </ul> </li> <li>• Explain the purpose of the National Benchmark Tests (NBTs)</li> </ul>	Week 4 44–66	6–7			
	<b>Financial assistance</b>			Unit 3: Careers and career choices	50–58	6
	<ul style="list-style-type: none"> <li>• Explore options for financial assistance: <ul style="list-style-type: none"> <li>- Bursaries (Example: NSFAS, Funza Lushaka, and other)</li> <li>- Study loans</li> <li>- Scholarships</li> <li>- Learnerships</li> <li>- Sector Education and Training Authorities (SETAs)</li> </ul> </li> <li>• Outline the obligations in terms of financial arrangements</li> </ul>	Week 5 58–66	7			
Democracy and human rights	<p><b>Principles, processes, and procedures for democratic participation</b></p> <ul style="list-style-type: none"> <li>• Investigate the principles, processes and procedures for democratic participation:</li> <li>• Public participation in democratic structures and petition processes</li> <li>• Governance</li> <li>• Law-making process</li> <li>• Rule of Law: definition, importance and benefits <ul style="list-style-type: none"> <li>- Transparency</li> <li>- Representation</li> <li>- Accountability</li> </ul> </li> </ul>	Week 7	Unit 5: Democracy and human rights	69–78	9–10	

# LIFE ORIENTATION Term 1

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Topic	Content	Time allocation	Where to find it in Top Class Life Orientation Grade 11	Unit	LB	TG
	<ul style="list-style-type: none"> <li>Research the democratic structures: <ul style="list-style-type: none"> <li>National</li> <li>Provincial</li> <li>Local government</li> </ul> </li> <li>Explain principles and functions of structures in addressing the interests of civil society: <ul style="list-style-type: none"> <li>Constitutions</li> <li>Elections</li> <li>Representation of constituencies</li> <li>Mandates</li> <li>Lobbying</li> <li>Advocacy</li> </ul> </li> </ul>	Week 8	78–84	10		
Democracy and human rights	<p><b>Role of sport in nation building</b></p> <ul style="list-style-type: none"> <li>How sport can support or detract from nation building</li> <li>Participant and spectator behaviour in sport: incidences that may trigger certain behaviour</li> <li>The impact of particular behaviours on participants, spectators, teams, opposition, the referee, community, society and nation at large</li> <li>Exposure to positive behaviour programmes, e.g., respect for authority, opponents, and spectators</li> <li>Critically debate in class sport can support or detract from nation building</li> </ul>	Week 9 Week 10 Week 11	84–89	11		
Physical Education: Participation in programmes that improve current level of personal physical fitness and health	<ul style="list-style-type: none"> <li>Participate in activities that promote current personal level of physical fitness and health <ul style="list-style-type: none"> <li>Understand safety issues relating to participation in physical fitness activities</li> <li>Participation and movement performance in programmes that improve current personal level of physical fitness and health</li> <li>Examples of physical fitness activities:</li> </ul> </li> </ul>	Weeks 1–11 Unit 2 Unit 4 Unit 6	36–44 4–5 67–68 94–95	4–5 8–9 18–19		

# LIFE ORIENTATION Term 2

Topic	Content	Time allocation	Where to find it in Top Class Life Orientation Grade 11	Unit	LB	TG
	<p><b>Unequal power relations</b></p> <ul style="list-style-type: none"> <li>Research incidences of gender-based violence (GBV) in SA and the world</li> <li>Differentiate between the forms of violence e.g. <ul style="list-style-type: none"> <li>Domestic</li> <li>Sexual</li> <li>Rape</li> <li>Physical</li> <li>Emotional mental</li> <li>Femicide</li> <li>Sexual harassment</li> </ul> </li> <li>Critically discuss how the factors below contribute towards GBV, e.g. <ul style="list-style-type: none"> <li>Unequal power relations</li> <li>Power balance and power struggles between genders</li> <li>Abuse of power</li> </ul> </li> <li>Social norms about the roles and responsibilities of each gender <ul style="list-style-type: none"> <li>Patriarchy</li> <li>Sexist views</li> <li>Gender stereotypes</li> <li>Prejudice</li> <li>Bigotry</li> <li>Race</li> <li>Sexual orientation (LGBTQI+)</li> </ul> </li> </ul>	Week 1	Unit 15: Development of the self in society	Week 2	Week 3	195–210 66–69

# LIFE ORIENTATION Term 2

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Topic	Content	Time allocation 17	Where to find it in Top Class Life Orientation Grade 11	Unit	LB	TG
Development of the self in society	<ul style="list-style-type: none"> <li>Explore strategies to address unequal power relations and power inequality between genders</li> <li>Evaluate the efforts of the campaigns below to reduce and prevent gender-based violence: <ul style="list-style-type: none"> <li>Awareness campaigns, e.g., 16 Days of Activism against Violence Against Women and Child Abuse</li> <li>Educational programmes such as CSE, free social and legal support</li> </ul> </li> </ul>	Week 4	Unit 15: Development of the self in society	195–210	66–69	
Social and environmental responsibility	<p><b>Environmental issues that cause ill-health</b></p> <ul style="list-style-type: none"> <li>The use of harmful substances in food production</li> <li>Inhumane farming methods: impact of degradation on society and the environment: environmental hazards such as: <ul style="list-style-type: none"> <li>Soil erosion</li> <li>Pollution</li> <li>Radiation</li> <li>Floods</li> <li>Fires</li> </ul> </li> </ul> <p>Impact of depletion of resources such as:</p> <ul style="list-style-type: none"> <li>Fishing stocks</li> <li>Firewood</li> <li>Land</li> </ul> <p>Dealing with environmental factors that cause ill-health on a personal level:</p> <ul style="list-style-type: none"> <li>Attitudes</li> <li>Safety</li> <li>First aid skills</li> <li>Coping with disasters</li> </ul>	Week 5	Week 6	117–119	30	
	<ul style="list-style-type: none"> <li>Environmental issues that cause ill-health</li> <li>Climate change: Causes, impact on development, mitigation and adaptation</li> <li>Human activities that contribute to global warming</li> <li>Effect on: <ul style="list-style-type: none"> <li>Eco-systems</li> <li>Oceans</li> <li>Humans</li> <li>Weather patterns</li> </ul> </li> <li>Ways to reduce/ mitigate adapt to global warming: responsible consumption habits, recycling, sustainable use of natural resources, sustainable transportation</li> </ul>	Week 7	Unit 9: Social and environmental responsibility	119–127	31	

# LIFE ORIENTATION Term 2

Topic	Content	Time allocation	Where to find it in Top Class Life Orientation Grade 7	TG
Social and environmental responsibility	<ul style="list-style-type: none"> <li>• Responsible citizenship:</li> <li>• Identify and participate in a community service that address a contemporary environmental issue indicating how this may harm certain sectors of society more than others</li> </ul>	Week 8	Unit 9: Social and environmental responsibility	127–131
Controlled Test		Weeks 9–11		32
Physical Education: Organising, administering, umpiring, games and leadership skills	<ul style="list-style-type: none"> <li>• Participate in activities that promote own umpiring, administrative, organisational and leadership skills in self designed and structured community and/or playground and/or indigenous games that promote physical activity</li> <li>• Understand safety issues relating to participation in activities that promote own umpiring, administrative, organisational and leadership skills in self designed and structured community and/or playground and/or indigenous games that promote physical activity</li> <li>• Participation and movement performance in activities that promote skills in umpiring, administrative, organisational and leadership skills in self designed and structured community and/or playground and/or indigenous games that promote physical activity</li> <li>•</li> </ul>	Weeks 1–11	<ul style="list-style-type: none"> <li>• Unit 8</li> <li>• Unit 10</li> </ul>	<ul style="list-style-type: none"> <li>• 112–113</li> <li>• 114</li> <li>• 115</li> <li>• 116</li> <li>• 134</li> <li>• 134–135</li> </ul>

# LIFE ORIENTATION Term 3

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Topic	Content	Time allocation 17	Where to find it in Top Class Life Orientation Grade 11	Unit	LB	TG
	<b>Healthy and balanced lifestyle choices</b> <ul style="list-style-type: none"> <li>• Healthy and balanced lifestyle choices:</li> <li>• Maintaining physical, psychological, social, emotional and spiritual health</li> <li>• Healthy nutrition and being physically active</li> </ul> <ul style="list-style-type: none"> <li>• Factors that impact negatively on lifestyle choices:           <ul style="list-style-type: none"> <li>– Lack of knowledge</li> <li>– Poor decision-making skills</li> <li>– Unsafe attitudes and behaviours</li> <li>– Unsafe environments</li> <li>– Emotional factors</li> <li>– Peer pressure</li> <li>– Socio-economic aspects: Poor literacy, low income, poverty, and unfavourable social environments</li> </ul> </li> </ul>	Week 1  Week 2	Unit 11: Development of the self in society	Week 3	Week 4	48–52
	<b>Risky behaviour and situations</b> <ul style="list-style-type: none"> <li>• Substance use and abuse, unsafe sexual behaviour, risk of pregnancy, teenage suicides; poor hygiene and dietary habits, unsafe road use</li> <li>• Impact of unsafe practices on self and others: Physically, emotionally, spiritually and socially</li> <li>• Individual responsibility for making informed decisions and choices: Prioritising personal safety, seeking support and advice to change risky behaviour</li> </ul>	Development of the self in society	Week 5	Week 6	Week 7	137–163
	<b>Factors that impact positively on lifestyle choices</b> <ul style="list-style-type: none"> <li>• Positive role models, e.g.,           <ul style="list-style-type: none"> <li>– Parents, peers and others</li> <li>– Personal values</li> <li>– Belief system</li> <li>– Religion</li> <li>– Social skills</li> <li>– Positive cultural influences</li> <li>– Economic conditions</li> </ul> </li> </ul>					

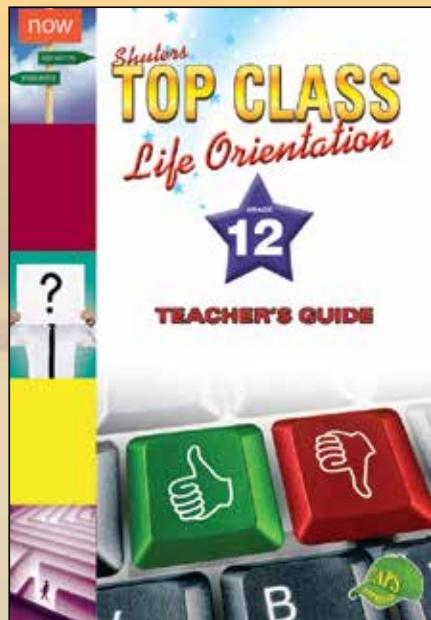
# LIFE ORIENTATION Term 3

Topic	Content	Time allocation	Where to find it in Top Class Life Orientation Grade 11	Unit	LB	TG
	<b>Competencies, abilities and ethics that will assist in securing a job and developing a career</b> <ul style="list-style-type: none"> <li>• Studying advertisements</li> <li>• Writing an application letter</li> <li>• Completing application forms (hard copies and online)</li> <li>• Writing and building a curriculum vitae (CV):             <ul style="list-style-type: none"> <li>– All forms of experience gained</li> <li>– Obtain testimonials</li> <li>– Evidence of job shadowing</li> <li>– Informal and/or part-time jobs</li> <li>– Managing projects</li> <li>– Administration skills</li> </ul> </li> <li>• Interview skills: Personal appearance, conduct and preparation for typical questions</li> <li>• Work ethics: Responsibility and accountability</li> <li>• Personal expectations and knowledge about self in relation to the demands of the world of work and socio-economic conditions.</li> <li>• Acquire knowledge about jobs that require skilled, semi-skilled, unskilled and physical labour</li> <li>• Additional and higher education studies required for different careers:             <ul style="list-style-type: none"> <li>• Further certificates and diplomas</li> <li>• Honours degrees</li> <li>• Masters degrees</li> <li>• Doctoral degrees</li> </ul> </li> </ul>	Week 7			172–180	57
Careers and career choices		Week 8			180–183	59
			Unit 13: Careers and career choices		184–185	60
					185–188	61
					188–190	61
Physical Education: Participation in programmes that promote various leadership roles in a self-designed recreational and relaxation group activity					166–169	53
					169–170	54
			Unit 12		170	55
					170	55
			Week 1–11		170–172	55
					191	62
			Unit 14		191–192	63
					192	63
					193	64
					193	64

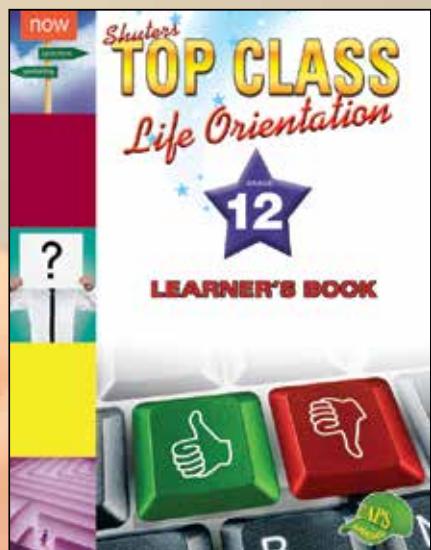
# LIFE ORIENTATION Term 4

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Topic	Content	Time allocation 17	Where to find it in Top Class Life Orientation Grade 17	Unit	LB	TG
Democracy and human rights	<ul style="list-style-type: none"> <li>Elaborate on the contributions of South Africa's diverse religions and belief systems to a harmonious society and own belief system:           <ul style="list-style-type: none"> <li>Clarify own values and beliefs</li> </ul> </li> <li>Identify and critically analyse various moral and spiritual issues and dilemmas; for example           <ul style="list-style-type: none"> <li>Right-to-life</li> <li>Euthanasia</li> <li>White lies or other</li> <li>Continue ...</li> <li>Cultural practices and traditions</li> <li>Respect differing opinions</li> </ul> </li> </ul>	Week 1	Unit 17: Democracy and human rights	213–217	73	
Study skills	<ul style="list-style-type: none"> <li>Revise and implement a study plan by including and applying:           <ul style="list-style-type: none"> <li>Time management skills</li> <li>Study skills: examine how learning takes place and reflect on effectiveness</li> </ul> </li> <li>Study styles as preferred way of approaching tasks           <ul style="list-style-type: none"> <li>Study strategy to approach a specific task in the light of perceived demands</li> </ul> </li> <li>Examination writing skills           <ul style="list-style-type: none"> <li>Apply goal-setting skills: Personal development goals regarding study, health and fitness</li> </ul> </li> </ul>	Week 3	Unit 7: Study skills	97–101	21	
Final Examination		Week 6	Weeks 1–10	109–112	24	



# 12



# LIFE ORIENTATION Term 1

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Topic	Content	Time allocation	Where to find it in Top Class Life Orientation Grade 12	Unit	LB	TG
	<b>Stress</b>	<ul style="list-style-type: none"> <li>Apply a range of life skills required to adapt to change as part of ongoing healthy lifestyle choices: Stressors, change and quality of life:</li> <li>Identify and define stress, and stressors: Physical, emotional, social and environmental factors (abuse, vocation, life crises, personality and social pressure)</li> </ul>	Week 1	1–7	1	
	<b>Assess levels of stress:</b>	<ul style="list-style-type: none"> <li>Signs and symptoms of stress, positive and negative stress</li> <li>Evaluate own ability to prevent stress</li> <li>Stress management: Coping mechanisms and/or management techniques, develop and implement own strategy</li> </ul>	Week 2	12–20	2	
	<b>Conflict resolution skills:</b>	<ul style="list-style-type: none"> <li>Distinguish between interpersonal conflict and intrapersonal conflict</li> <li>Conflict resolution: <ul style="list-style-type: none"> <li>– Conflict avoidance</li> <li>– Competing</li> <li>– Compromising</li> <li>– Accommodating</li> <li>– Collaboration</li> </ul> </li> </ul>	Development of self in society	Week 3	Unit 1: Development of the self in society	
	<b>Relationships:</b>	<ul style="list-style-type: none"> <li>Discuss the importance of initiating, building and sustaining positive relationships:</li> <li>Importance of communication</li> <li>Understanding others</li> <li>Communicating feelings</li> <li>Beliefs and attitudes</li> </ul>	Week 4	7–12	3	
	<b>Factors that influence effective communication:</b>	<ul style="list-style-type: none"> <li>Personality, attitudes and values, acceptance of responsibilities, appropriate expression of views and feelings, respect the feelings of others</li> </ul>	Week 5	20–24	4–5	
	<b>Adapting to growth and change:</b>	<ul style="list-style-type: none"> <li>Change in circumstances (personal, social, work)</li> <li>Transition between school and post- school destination</li> <li>Research and locate accommodation and travel arrangements, and determine possible challenges</li> <li>Discuss the positive and negative aspects of change</li> </ul>				

# LIFE ORIENTATION Term 1

Topic	Content	Time allocation	Where to find it in Top Class Life Orientation Grade 12	Unit	LB	TG
Study skills	<ul style="list-style-type: none"> <li>Develop a study plan to ensure obtaining of the National Senior Certificate (NSC)</li> <li>Revise own study skills, strategies, styles, time management and examination writing skills (read the question, plan the response, answer the questions, etc.)</li> </ul> <p><b>Skills for final action: Job or course and financial aid applications:</b></p> <ul style="list-style-type: none"> <li>Research and locate appropriate work or study opportunities from various sources (online and other)</li> <li>Research admission requirements for degree, diploma, or higher certificate for the intended field of study</li> <li>Research and locate appropriate funding opportunities from various sources (online and other)</li> </ul> <p><b>Develop a career portfolio:</b></p> <ul style="list-style-type: none"> <li>Use the Khetsha Booklet to complete the relevant activities</li> <li>Discuss the purpose of National Benchmark Tests (NBT)</li> <li>Apply to write the NBT</li> </ul>	Week 6	Unit 3: Study skills	35–48	10–11	
Careers and career choices	<p><b>Skills for final action: Job or course and financial aid applications:</b></p> <ul style="list-style-type: none"> <li>Research and locate appropriate work or study opportunities from various sources (online and other)</li> <li>Research admission requirements for degree, diploma, or higher certificate for the intended field of study</li> <li>Research and locate appropriate funding opportunities from various sources (online and other)</li> </ul> <p><b>Develop a career portfolio:</b></p> <ul style="list-style-type: none"> <li>Use the Khetsha Booklet to complete the relevant activities</li> <li>Discuss the purpose of National Benchmark Tests (NBT)</li> <li>Apply to write the NBT</li> </ul> <p><b>Unemployment</b></p> <ul style="list-style-type: none"> <li>Discuss reasons for and impact of unemployment: social, economic, psychological</li> <li>Explore innovative solutions to counteract unemployment: volunteering, part-time jobs, community work, informal jobs</li> </ul> <p><b>Entrepreneurship as an innovative strategy to counteract unemployment:</b></p> <ul style="list-style-type: none"> <li>Characteristics of an entrepreneur</li> <li>Finding a niche in the job market</li> <li>Benefits and challenges of entrepreneurship</li> </ul> <p><b>Entrepreneurship</b></p> <ul style="list-style-type: none"> <li>Explore opportunities in the following ventures: <ul style="list-style-type: none"> <li>Small businesses</li> <li>Social entrepreneurship</li> <li>E-businesses</li> <li>Innovative entrepreneurship</li> <li>Cultural entrepreneurship</li> <li>Financial viability of entrepreneurship and other employment options including awareness of South African Revenue Service (SARS) tax obligations</li> </ul> </li> </ul>	Week 7	Unit 5: Careers and career choices	51–66	13–14	

# LIFE ORIENTATION Term 1

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Topic	Content	Time allocation 12	Where to find it in Top Class Life Orientation Grade Unit	LB	TG
Careers and career choices	<b>Fraud and corruption</b> <ul style="list-style-type: none"> <li>Related concepts:           <ul style="list-style-type: none"> <li>– embezzlement</li> <li>– cronyism</li> <li>– nepotism</li> <li>– bribery</li> </ul> </li> <li>Causes of fraud and corruption</li> <li>The impact of corruption and fraud on the:           <ul style="list-style-type: none"> <li>– individual</li> <li>– company</li> <li>– community and</li> <li>– country</li> </ul> </li> <li>Strategies to prevent fraud and corruption</li> </ul>	Week 11	Unit 5: Careers and career choices	28–30 31 31–34	7 7 8–9 12–13 21
Physical Education: Participation in programmes that promote achievement of personal fitness and health goals	<b>PET</b> <ul style="list-style-type: none"> <li>Participation in programmes that promote achievement of personal fitness and health goals</li> <li>Participation and movement performance in programmes that promote achievement of personal fitness and health goals</li> <li>Safety issues relating to fitness exercises</li> <li>Participation and movement performance in programmes that promote achievement of personal fitness and health goals</li> </ul>	Weeks 1–11	Unit 4 Unit 6 Unit 6	49–50 70–71 71–73	22 22 22

# LIFE ORIENTATION Term 2

Topic	Content	Time allocation	Where to find it in Top Class Life Orientation Grade 12	Unit	LB	TG
	<b>Discrimination and violation of human rights</b> <ul style="list-style-type: none"> <li>Evaluate own position when dealing with discrimination and human rights violations, taking into account the Bill of Rights</li> <li>Select and assess a project, campaign or event which addresses discrimination and human rights violations</li> <li>Evaluation regarding outcomes of campaigns and events</li> </ul> <b>The media</b> <ul style="list-style-type: none"> <li>Analyse and debate the role of the media in a democratic society</li> <li>Distinguish between print and electronic media</li> </ul>	Week 1	76–89	25–27		
	<b>The media</b> <ul style="list-style-type: none"> <li>Social media and social media platforms:           <ul style="list-style-type: none"> <li>Social media footprint</li> <li>Dangers of use and abuse of social media</li> <li>Cyber wellness</li> <li>Cyber safety</li> <li>Cyber bullying</li> <li>Being cyber savvy</li> </ul> </li> </ul>	Week 2				
	<b>Democracy and Human Rights</b> <ul style="list-style-type: none"> <li>Discuss the extent to which media reporting reflects a democratic society.           <ul style="list-style-type: none"> <li>Topics covered</li> <li>Positions taken by editors</li> <li>Space allocated to topics</li> <li>Geographical distribution (accessibility of information to different groups in society)</li> </ul> </li> </ul> <b>The media</b> <ul style="list-style-type: none"> <li>Freedom of expression and limitations</li> <li>Critical analysis of media campaigns regarding discrimination and human rights violations</li> </ul>	Week 3	Unit 7: Democracy and human rights	90–101	34	
	<b>Sports and nation building</b> <ul style="list-style-type: none"> <li>Critically discuss the coverage of sport, sports personalities and recreational activities by the media</li> <li>Evaluate the ideologies, beliefs and worldviews on recreational and physical activity across cultures and genders</li> </ul>	Week 5		101–107	35	
		Week 6				
		Week 7				

# LIFE ORIENTATION Term 2

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Topic	Content	Time allocation	Where to find it in Top Class Life Orientation Grade 12	Unit	LB	TG
Social and environmental responsibility	<p><b>Responsibility of different levels of government</b></p> <ul style="list-style-type: none"> <li>Elaborate on the responsibilities of various levels of government to:           <ul style="list-style-type: none"> <li>Create and amend laws, regulations, rules</li> <li>Provide community services to promote safe and healthy living environments</li> </ul> </li> <li>Critically discuss the community's responsibility to ensure environments and services that promote safe and healthy living</li> <li>Elaborate on educational and intervention programmes that address environments and services that promote safe and healthy living</li> <li>Evaluate impact studies that relate to projects that address social and environmental issues</li> <li>Personal views, values, belief system, religion, ideologies, lifestyle (physical and emotional well-being), environmental responsibility, goals for studies and career choices</li> <li>Impact of vision on:           <ul style="list-style-type: none"> <li>own actions</li> <li>behaviour in life</li> </ul> </li> </ul>	Week 8	117–122	41		
Physical Education	<p>Participation in programmes that promote long-term engagement in community and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical activity</p> <p>Participation and movement performance in programmes that promote long-term engagement in community and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical activity</p> <p>Safety issues relating to participation in community and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical activity</p> <p>Participation and movement performance in programmes that promote long-term engagement in community and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical activity</p>	Unit 8 Weeks 1–11	109–110 111–113 113–114 115–116 134–135 135–136	38 38 40 40 54 55		
		Unit 10	136–137	55		

# LIFE ORIENTATION Term 3

Topic	Content	Time allocation 12	Where to find it in Top Class Life Orientation Grade
			Unit LB TG
Development of the self in society	<ul style="list-style-type: none"> <li>Investigate human factors that cause ill-health, accidents, crises and disasters; Psychological, social, religious, cultural practices and different knowledge perspectives</li> <li>Factors that contribute to lifestyle diseases:</li> <li>Identify, define and discuss: <ul style="list-style-type: none"> <li>Poor eating habits, lack of exercise, smoking, substance abuse and unsafe sexual behaviour</li> <li>Lifestyle diseases that result from the factors listed above: Cancer, tuberculosis, hypertension, diseases of the heart and circulatory system, sexually transmitted infections (STIs), HIV and AIDS</li> </ul> </li> </ul>	Week 1	138–148 58–59
Careers and career choices	<p>Unit 11: Development of the self in society</p> <ul style="list-style-type: none"> <li>Recommend intervention strategies to deal with lifestyle diseases</li> <li>Discuss the prevention and control of life, early detection, treatment, care and support for people suffering from lifestyle diseases</li> <li>Develop action plan for treatment, care and support for people suffering from lifestyle diseases</li> <li>Critically discuss the need to Commit to participate in physical activities for long- term engagement to prevent lifestyle diseases</li> <li>Discuss the benefits of long- term participation</li> <li>Improves physical, mental, social and emotional well-being</li> </ul> <p><b>The job contract:</b></p> <ul style="list-style-type: none"> <li>Investigate and report on the core elements of job contract</li> <li>Discuss worker rights and obligations</li> <li>Elaborate on the conditions of service</li> <li>How does the job contract provide protection to the employer/employees?</li> </ul> <p><b>Labour laws:</b></p> <ul style="list-style-type: none"> <li>Identify, define and discuss the: <ul style="list-style-type: none"> <li>Labour Relations Act (LRA)</li> <li>Employment Equity Act (EEA)</li> <li>Basic Conditions of Employment Act (BCEA)</li> <li>How do the labour laws provide protection to the employer/employees?</li> </ul> </li> </ul>	Week 2 148–155 60–61	Week 3 172–181 68–71

# LIFE ORIENTATION Term 3

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Topic	Content	Time allocation	Where to find it in Top Class Life Orientation Grade 12	Unit	LB	TG
Careers and career choices	<b>Equity and redress</b> <ul style="list-style-type: none"> <li>Elaborate on the principles of equity and redress</li> <li>Recruitment process: general trends and practices</li> <li>Discuss the functions of trade unions and organised labour</li> <li>Work ethics</li> <li>Work ethics and societal expectations</li> <li>The value of work: How work gives meaning to life</li> </ul>	Week 5	Unit 13: Careers and career choices	172–181	68–71	
Trial Examination		Week 6		181–185	72	
Physical Education	<b>PET</b> <ul style="list-style-type: none"> <li>Participation in programmes that promote long-term engagement in relaxation and recreational activities</li> <li>Participation and movement performance in programmes that promote long-term engagement in relaxation and recreational activities</li> <li>Safety issues relating to participation in relaxation and recreational activities</li> <li>Participation and movement performance in programmes that promote long-term engagement in relaxation and recreational activities</li> </ul>	Weeks 7–11				
			Unit 12	155–160	63	
				160–167	65	
				167–169	66	
				169–171	67	
				191–192	84	
				192–193	85	
			Unit 14	193–194	85	

# LIFE ORIENTATION Term 4

Topic	Content	Time allocation 12	Where to find it in Top Class Life Orientation Grade
		Unit	LB      TG
Study skills	<ul style="list-style-type: none"> <li>Preparing for success: strategies to follow in order to succeed in the Grade 12 examination</li> <li>Revision of own study skills</li> <li>Revision of examination writing skills</li> </ul>	Week 1  Week 2	Unit 15: Study skills  195–197      88  198–201      90
Careers and career choices	<ul style="list-style-type: none"> <li>Refinement of portfolio of plans for life after school: record of plans and progress towards achievement of those plans:</li> <li>Update curriculum vitae (CV): Applications for part-time or full-time employment and/or bursaries</li> <li>Consider and apply for alternative job or study opportunities</li> <li>Manage responses regarding employment/study/bursary opportunities</li> </ul>	Week 3  Week 4	210–215      94  Unit 17: Careers and career choices  215–219      95
NSC Life Orientation Examinations		Weeks 5–10	

# PROGRAMME OF ASSESSMENT

Grade 10		
Term	Assessment task	Page reference
1	Source-based task	LB page 35 TG page 64
	Physical Education Task	LB page 53, 60 TG page 15, 16
2	Mid-year examination	TG page 66
3	Project	LB page 134 TG page 69
	Physical Education Task	LB page 137, 142 TG page 42, 45
4	Final examination	TG page 72

Grade 11		
Term	Assessment task	Page reference
1	Source-based task	TG page 13
	Physical Education Task	LB page 67, 95 TG page 8, 19
2	Controlled Test	TG page 42
3	Project	LB page 132 TG page 34
	Physical Education Task	LB page 170, 193 TG page 55, 64
4	Final examination	TG page 82

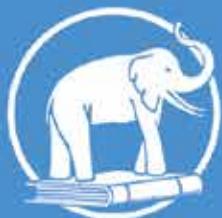
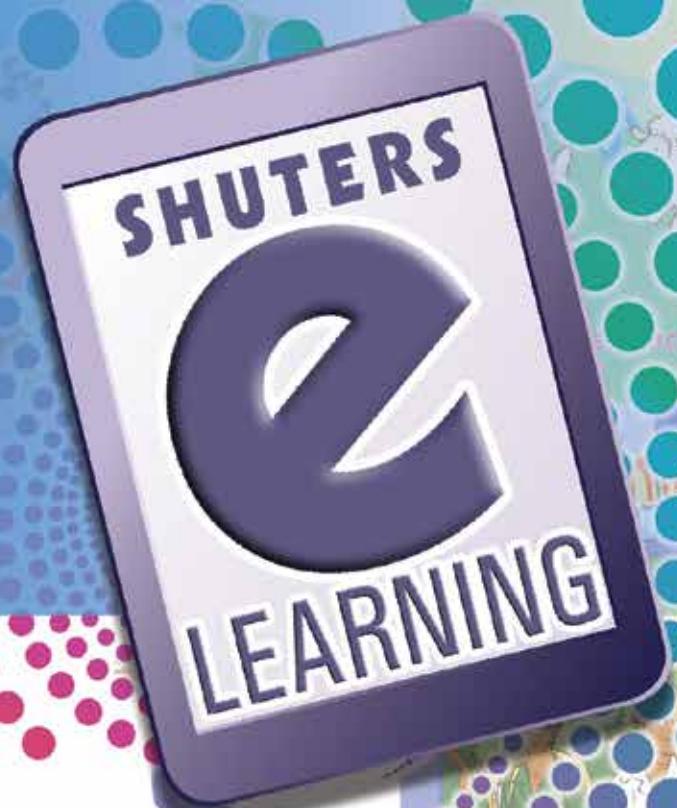
Grade 12		
Term	Assessment task	Page reference
1	Source-based task	LB page 67 TG page 16
	Physical Education Task	LB page 33, 70 TG page 9, 21
2	Physical Education Task	LB page 111, 136 TG page 39, 56
	Project	LB page 86 TG page 31
3	Controlled test	
4	Final examination	LB page 186 TG page 73

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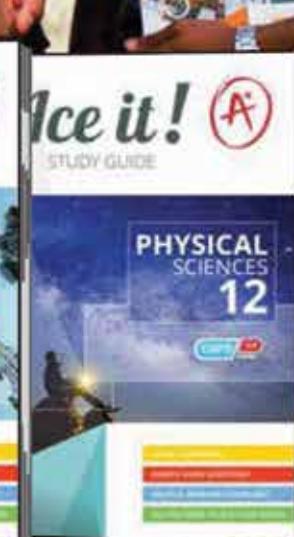
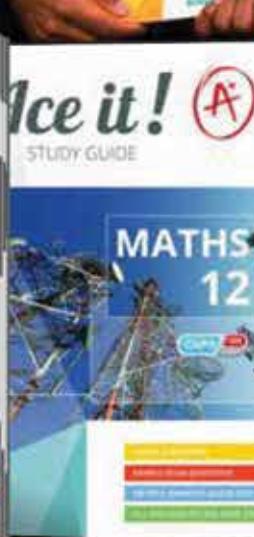
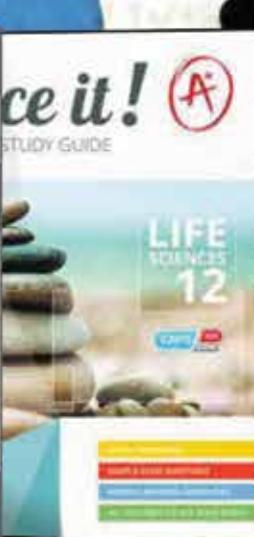
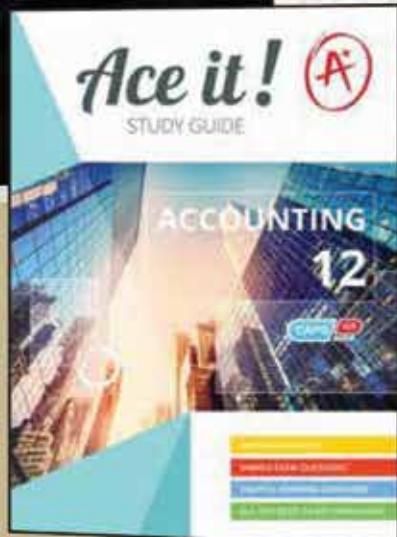
8-12

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