

Grade 7 Life Orientation Worksheet

Career fields

Read the following passage.

<http://www.wikihow.com/Decide-on-a-Career-Field>

Deciding on a career may seem daunting but it is easier when you give yourself a lot of options and time to consider it. Although the idea of a "job for life" is fast becoming a thing of the past, the **field** of work which you choose is important because it will determine where you will spend a good deal of your working life and will also define how many opportunities you will have to branch out using your basic skills set. So, choose wisely and select a field that encompasses as many of your talents as possible, to allow you the greatest freedom and leeway for shifting around a field doing different jobs with a good set of basic skills, along with a good dose of solid confidence in your worth and abilities.

1. **Begin by determining what you like to do.** A lot of people look to others to determine their career paths: teachers, parents, neighbours and peers. Think about people you respect and what they do for work. Take time to map out your wants and to match your skills with skills that are actively sought within certain fields of work. This will involve a fair bit of research work but it is well worth it.
2. **Identify the skills you use when you're doing the thing(s) you enjoy.** Look at the things you are good at doing already. This will give you a very good indication of what you are likely to enjoy doing by way of a career. For instance, perhaps you like being with animals. Already this simple but important enjoyment opens up a very broad field of work for you that encompasses such possible jobs as caring for animals, veterinary work, horse racing industry, transporting animals, calming animals (e.g., horse whispering), running a pet store, game ranging, etc. Once you have identified a potential field, you are then ready to match your skills.
3. **Think of fields broadly.** A **field** of work is far more than a single job. It is an area in which many jobs or trades are possible and you should be able to consider your training and interests in terms of looking for a career path that will give you a shot at least five related types of jobs that are available within that field. For instance, if you learn engineering, you might consider being an engineer out in the field (such as oil production), a manager of a site, an office manager, a trainer of engineering skills and a consultant in engineering. Or, if you study law, you may want to be a lawyer in a large law firm, a lawyer in non-profit organization, a team leader in an office of any type (even non-law), a manager of a company or a writer of corporate compliance manuals. Realize that the breadth of the **field** will be determined in part by the training you receive and also by your own personal, up-to-date "skills set", as well as your willingness to try new things and to be retrained.

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4. **Consider cross-field work.** When working out what you would like to be and what you will need to study to get to this point, give consideration to the possibilities involved in crossing fields; for instance, many teachers are good with word skills and hence make excellent editors and publishers. Think outside the square your title bestows (or will bestow) upon you.
5. **Learn as much as possible about the qualifications required for fields that interest you.** Library, internet and direct contact research will be required here. It is also helpful to ask your school, local community services, university etc. for assistance in career choices and development. Your thorough research will help you to determine quickly which areas you want to study in, as well as the depth of study required. Dig deep and look at third and fourth year subject/skills training requirements as well, so that you don't find any nasty surprises awaiting you, such as additional time or harder skills that do not match your interests or abilities.
6. **Find people who work in the field and learn from them.** Once you have worked out which specific jobs interest you, speak to those already working in these areas. This will enable you to hear their suggestions and to ask them what they like and dislike about the field in which they work. Sometimes you may even have an opportunity to do some work experience with a place that interests you, to help you to "get a feel" for the work involved.
7. **Evaluate your choice of field according to your own perceptions and the information you have gathered.** Assess the comments you've received, weigh these up with your research work and add in your own feelings about your potential career path. This is now the time to decide whether this career continues to appeal to you. Do not forget to include the type of lifestyle you would like in the balancing equation. If you make enormous compromises as to the type of lifestyle that you ultimately want, you may be unhappy and live to regret this. As such, it is wise to try and combine your career choice with a lifestyle balance, with minor or short-term compromises rather than major, long-term ones.
8. **Sign up for an educational or training program in the career of your choice.** While studying, do not neglect to take advantage of networking opportunities and chances to work in your career field either as a volunteer or in short-term paid positions. These opportunities will give you the best possible feel for the work and the types of people in the field that you will be working with. It will help you to filter out any unneeded areas of study or to take on additional subjects and skills training that may be of possible use and could help to extend your horizons.
9. **Keep positive.** When you are finally trained and ready to find that dream career, the most important thing is to maintain a positive outlook about your life and to be ready for change, difference and shifts in your comfort zones. This is the real world and it moves rapidly; it is important to keep up with changes and to take a positive approach by making opportunities out of challenges. However, always keep what is unique about

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you because at the end of the day, that is the special something many employers are looking for while they choose from many skilled and educated workers available to them.

Questions

The article above gives you 9 points to consider when deciding on a career. There are three items to this exemplar. The first one is a task that you will do in the classroom. You could do the second task either in class or as a homework assignment. The third task is an assignment that you will be able to complete over the space of a few weeks.

1. Read the above passage about deciding on a career and how to think about fields of interests and career choices. Discuss this passage with your teacher and class. Is there anything you do not understand? Discuss it with your teacher and classmates.

Your teacher will assess your participation in the group discussion using the following checklist.

Checklist for observation of group discussions			
Name:		Date:	
	Criteria: Does the learner:	Yes	No
1	Wait for a pause before s/he interrupts a speaker?		
2	Interrupt a speaker politely?		
3	Show evidence of having understood the concept of careers?		
4	Show evidence of understanding the link between interests, skills and career choices?		
5	Participate actively in the discussion?		
6	Disagree with points politely and constructively?		
7	Give reasons to support alternative points of view?		
8	Make points clearly using appropriate vocal volume?		
9	Make eye contact when speaking?		
10	Use body language appropriately?		

2. Think about your own interests and abilities and link them to possible career choices. Read points number 1, 2 and 3 again, then complete a written presentation covering the following topics:

- Interests – what you like to do.
- Are there people that you respect or admire and would like to do similar work to?
- Take time to map out your wants and needs.

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- What skills and abilities do you have – what are you good at doing?
- Research career fields that interest you – try to match them to your own interests and skills that you have identified.

Your essay should be between 1 ½ and 2 pages in length.

Your teacher will assess your essay using the rubric below.

Rubric to assess the essay			
Name:		Date:	
Criteria	Description		
Content: 40 marks	5 marks per criterion	3 marks per criterion	1 mark per criterion
	There is evidence of extensive planning and editing.	There is some evidence of planning and editing.	There is no evidence of planning and editing.
	The topic has been well researched.	There is some evidence of research.	There is no evidence of research.
	The student has dealt with all aspects of the topic.	The student has dealt with some of the aspects of the topic.	The essay is off the topic.
	There is an engaging introduction.	The introduction is adequate.	The introduction is missing or uninteresting.
	The paragraphs link well together.	The paragraphs could have been arranged more logically.	The paragraphs are not logically structured.
	The ideas in the essay are original.	Some of the ideas in the essay are original.	The ideas are irrelevant or uninteresting.
	There is a logical, appropriate conclusion.	There is an adequate conclusion.	The conclusion is missing or irrelevant.
	The writer is able to sustain the reader’s interest in the topic.	The writer could have done more to sustain the reader’s interest.	The writer is unable to sustain the reader’s interest.
Language and vocabulary 15	5 marks per criterion	3 marks per criterion	1 mark per criterion

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marks	Sentences vary in length and structure.	Sentences could be more varied.	Sentences are monotonous.
	There are fewer than three grammar and spelling errors.	There are fewer than ten grammar and spelling errors.	There are more than 15 grammar and spelling errors.
	The vocabulary is varied and appropriate.	The vocabulary is adequate to the purpose.	The vocabulary is inappropriate or too basic.
Style 15 marks	5 marks per criterion	3 marks per criterion	1 marks per criterion
	The essay is the correct length.	The essay is less than 1½ pages.	The essay is less than one page.
	The style and format of the essay are appropriate.	There are one or two style and format errors.	The style and format of the essay are inappropriate.
	The tone and register are appropriate.	There are some errors in tone and register.	The tone and register are inappropriate.
Total marks:	Total available: 70		

- Link possible career choices to study or apprenticeship opportunities. Research these study opportunities and prepare a written presentation, in the form of a report, showing your findings. Remember that depending on the career you choose, there are many study options: University, colleges, on-the-job training, apprenticeships, learnerships, etc. Try to look at as many different options as you can. Also speak to people who are involved in the field that you choose – they will be able to give you a lot of advice.

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Your teacher will assess your report using the checklist below.

Description	Yes	No
1. Does the report have an appropriate heading?		
2. Has the date been included on the report?		
3. Does the report cover all the different sub-topics, e.g. possible career choices, study options, etc.?		
4. Has the learner done enough research before writing the report?		
5. Is the information in the report relevant and informative?		
6. Is the information sufficient for the purpose of the report?		
7. Are the points in the report logically structured?		
8. Is the learner's vocabulary sufficient for the purpose of the report?		
9. Is the vocabulary appropriate for the intended reader of the report?		
10. Is the spelling accurate?		
11. Is the grammar accurate?		
12. Is the punctuation accurate?		
13. Does the student appear to understand the vocabulary used?		
14. Is the report neat?		
15. Is the report written in a professional tone?		
Assign two marks for every 'Yes' answer.	Total marks: 15 × 2 = 30	

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Suggested Solutions

Item number	Possible marks	Solution
1	10	See checklist 1 in the Appendix of Assessment Tools.
2	70	See rubric 2 in the Appendix of Assessment Tools.
3	30	See checklist 3 in the Appendix of Assessment Tools.

Appendix of Assessment Tools

1. Checklist for observation of group discussions

Checklist for observation of group discussions			
Name:		Date:	
	Criteria: Does the learner:	Yes	No
1	Wait for a pause before s/he interrupts a speaker?		
2	Interrupt a speaker politely?		
3	Show evidence of having understood the concept of careers?		
4	Show evidence of understanding the link between interests, skills and career choices?		
5	Participate actively in the discussion?		
6	Disagree with points politely and constructively?		
7	Give reasons to support alternative points of view?		
8	Make points clearly using appropriate vocal volume?		
9	Make eye contact when speaking?		
10	Use body language appropriately?		

2. Rubric to assess the essay

Rubric to assess the essay			
Name:		Date:	
Criteria	Description		
Content: 40 marks	5 marks per criterion	3 marks per criterion	1 mark per criterion
	There is evidence of extensive planning and editing.	There is some evidence of planning and editing.	There is no evidence of planning and editing.
	The topic has been well researched.	There is some evidence of research.	There is no evidence of research.

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	The student has dealt with all aspects of the topic.	The student has dealt with some of the aspects of the topic.	The essay is off the topic.
	There is an engaging introduction.	The introduction is adequate.	The introduction is missing or uninteresting.
	The paragraphs link well together.	The paragraphs could have been arranged more logically.	The paragraphs are not logically structured.
	The ideas in the essay are original.	Some of the ideas in the essay are original.	The ideas are irrelevant or uninteresting.
	There is a logical, appropriate conclusion.	There is an adequate conclusion.	The conclusion is missing or irrelevant.
	The writer is able to sustain the reader's interest in the topic.	The writer could have done more to sustain the reader's interest.	The writer is unable to sustain the reader's interest.
Language and vocabulary 15 marks	5 marks per criterion	3 marks per criterion	1 mark per criterion
	Sentences vary in length and structure.	Sentences could be more varied.	Sentences are monotonous.
	There are fewer than three grammar and spelling errors.	There are fewer than ten grammar and spelling errors.	There are more than 15 grammar and spelling errors.
	The vocabulary is varied and appropriate.	The vocabulary is adequate to the purpose.	The vocabulary is inappropriate or too basic.
Style 15 marks	5 marks per criterion	3 marks per criterion	1 marks per criterion
	The essay is the correct length.	The essay is less than 1½ pages.	The essay is less than one page.
	The style and format of the essay are appropriate.	There are one or two style and format errors.	The style and format of the essay are inappropriate.
	The tone and register are appropriate.	There are some errors in tone and register.	The tone and register are inappropriate.
Total marks:	Total available: 70		

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3. Checklist to assess the report

Description	Yes	No
1. Does the report have an appropriate heading?		
2. Has the date been included on the report?		
3. Does the report cover all the different sub-topics, e.g. possible career choices, study options, etc.?		
4. Has the learner done enough research before writing the report?		
5. Is the information in the report relevant and informative?		
6. Is the information sufficient for the purpose of the report?		
7. Are the points in the report logically structured?		
8. Is the learner's vocabulary sufficient for the purpose of the report?		
9. Is the vocabulary appropriate for the intended reader of the report?		
10. Is the spelling accurate?		
11. Is the grammar accurate?		
12. Is the punctuation accurate?		
13. Does the student appear to understand the vocabulary used?		
14. Is the report neat?		
15. Is the report written in a professional tone?		
Assign two marks for every 'Yes' answer.	Total marks: 15 × 2 = 30	