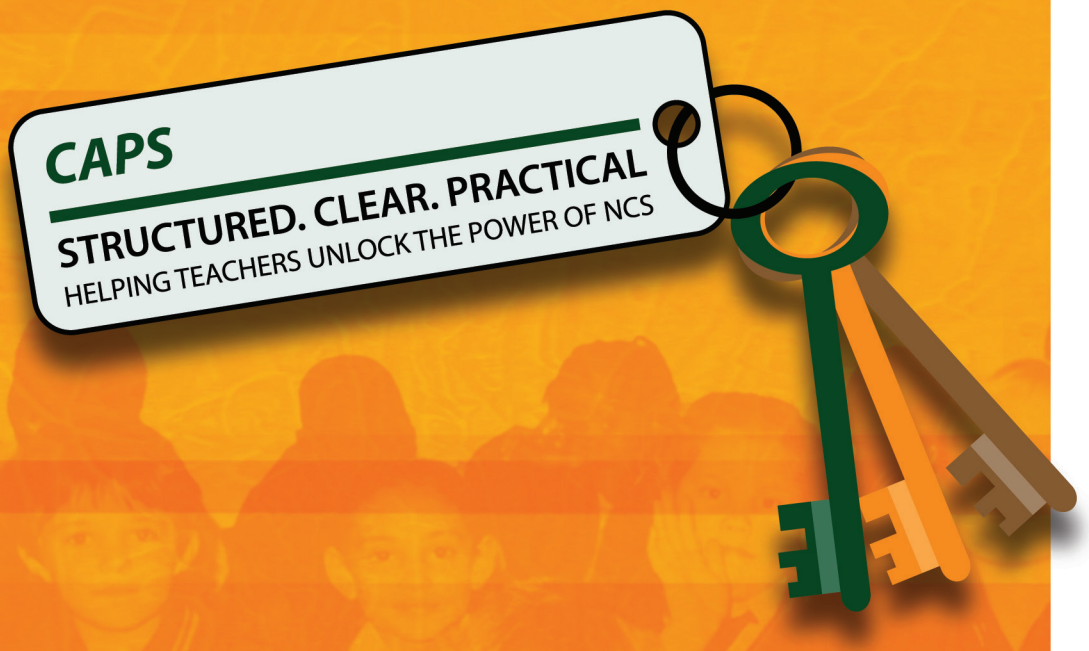
LIFE ORIENTATION

National Curriculum Statement (NCS)

Curriculum and Assessment Policy Statement



Further Education and Training Phase Grades 10-12

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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CURRICULUM AND ASSESSMENT POLICY STATEMENT
GRADES 10-12

LIFE ORIENTATION

Department of Basic Education

222 Struben Street
Private Bag X895
Pretoria 0001
South Africa
Tel: +27 12 357 3000
Fax: +27 12 323 0601

120 Plein Street Private Bag X9023
Cape Town 8000
South Africa
Tel: +27 21 465 1701
Fax: +27 21 461 8110
Website: http://www.education.gov.za

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FOREWORD BY THE MINISTER

Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the *Revised National Curriculum Statement Grades R-9* and the *National Curriculum Statement Grades 10-12* (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the *Revised National Curriculum Statement* (2002) to produce this document.

From 2012 the two 2002 curricula, for *Grades R-9* and *Grades 10-12* respectively, are combined in a single document and will simply be known as the *National Curriculum Statement Grades R-12.* The *National Curriculum Statement for Grades R-12* builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

The *National Curriculum Statement Grades R-12* accordingly replaces the Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines with the

(a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;

(b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

(c) *National Protocol for Assessment Grades R-12.*

MRS ANGIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION

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SECTION 1

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENTS FOR LIFE ORIENTATION GRADES 10-12

1.1 Background

The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

1.2 Overview

(a) The *National Curriculum Statement Grades R-12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:

(i) Curriculum and Assessment Policy Statements for each approved school subject;

(ii) The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(iii) The policy document, National Protocol for Assessment Grades R-12 (January 2012).

(b) The *National Curriculum Statement Grades R-12 (January 2012)* replaces the two current national curricula statements, namely the

(i) Revised National Curriculum Statement Grades R-9, Government Gazette No. 23406 of 31 May 2002, and

(ii) National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.

(c) The national curriculum statements contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R-12 (January 2012)* during the period 2012-2014:

(i) The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R-9 and Grades 10-12;

(ii) The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;

(iii) The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005;

(iv) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*

(v) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R-12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.*

(d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R-12.* It will therefore, in terms of *section 6A* of the *South African Schools Act, 1996 (Act No. 84 of 1996,)* form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 General aims of the South African Curriculum

(a) The *National Curriculum Statement Grades R-12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

(b) The National Curriculum Statement Grades R-12 serves the purposes of:

- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- providing access to higher education;
- facilitating the transition of learners from education institutions to the workplace; and
- providing employers with a sufficient profile of a learner's competences.

(c) The National Curriculum Statement Grades R-12 is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;

- Progression: content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(d) The National Curriculum Statement Grades R-12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

(e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

1.4 Time Allocation

1.4.1 Foundation Phase

(a) The instructional time in the Foundation Phase is as follows:

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills • Beginning Knowledge • Creative Arts • Physical Education • Personal and Social Well-being	**6** (1) (2) (2) (1)	**6** (1) (2) (2) (1)	**7** (2) (2) (2) (1)
TOTAL	**23**	**23**	**25**

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades 1-2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

(d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R-2 and 2 hours as indicated by the hours in brackets for Grade 3.

1.4.2 Intermediate Phase

(a) The instructional time in the Intermediate Phase is as follows:

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills • Creative Arts • Physical Education • Personal and Social Well-being	**4** (1,5) (1) (1,5)
TOTAL	**27,5**

1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	**27,5**

1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
Home Language	**4.5**
First Additional Language	**4.5**
Mathematics	**4.5**
Life Orientation	**2**
A minimum of any three subjects selected from **Group B** Annexure B, Tables B1-B8 of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12,* subject to the provisos stipulated in paragraph 28 of the said policy document.	**12 (3x4h)**
TOTAL	**27,5**

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2

2. Introduction to Life Orientation

2.1 What is Life Orientation?

Life Orientation is the study of the self in relation to others and to society. It addresses skills, knowledge, and values about the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity, careers and career choices. These include opportunities to engage in the development and practice of a variety of life skills to solve problems, to make informed decisions and choices and to take appropriate actions to live meaningfully and successfully in a rapidly changing society. It not only focuses on knowledge, but also emphasises the importance of the application of skills and values in real-life situations, participation in physical activity, community organisations and initiatives.

Life Orientation is one of the four **fundamental** subjects required for the National Senior Certificate, which means that it is **compulsory** for all learners in Grades 10, 11 and 12. It is a unique subject in that it applies a holistic approach to the personal, social, intellectual, emotional, spiritual, motor and physical growth and development of learners. This encourages the development of a balanced and confident learner who can contribute to a just and democratic society, a productive economy and an improved quality of life for all.

The subject contains the following six topics in Grades 10 to 12:

1) Development of the self in society

2) Social and environmental responsibility

3) Democracy and human rights

4) Careers and career choices

5) Study skills

6) Physical Education

The issues dealt with in each topic are related to the issues covered in the other five topics of the subject. Owing to the interrelated and holistic nature of the subject, the six topics of Life Orientation function interdependently and are considered to be of equal importance. The time spent on each topic may vary and should not be used as a measure of the importance of the topic. The topics of Life Orientation in Grades 10, 11 and 12 relate to those in Grades R to 9. Both Life Orientation curricula focus on similar areas of skills, knowledge and values. The content taught in lower grades serves as the foundation for the content to be taught in higher grades.

2.2 Specific aims

Life Orientation aims to:

1) guide and prepare learners to respond appropriately to life's responsibilities and opportunities;

2) equip learners to interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level;

3) guide learners to make informed and responsible decisions about their own health and well-being and the health and well-being of others;

4) expose learners to their constitutional rights and responsibilities, to the rights of others and to issues of diversity;

5) equip learners with knowledge, skills and values to make informed decisions about subject choices, careers, additional and higher education opportunities and the world of work;

6) expose learners to various study methods and skills pertaining to assessment processes and

7) expose learners to an understanding of the value of regular participation in physical activity.

2.3 Time allocation for Life Orientation in the curriculum

Two hours per week is allocated to Life Orientation in the NCS. This means that there are 66 hours available for the teaching of Life Orientation in Grades 10 and 11, and 56 hours in Grade 12. The content is grouped in Section 3 of this document and is paced across the 40 weeks (80 hours) of the school year to ensure coverage of the curriculum and examinations. A fixed period must be dedicated to Physical Education per week and this period will be labelled *Physical Education* on the school timetable.

2.4 Weighting of topics

	Topic	**Grade 10**	**Grade 11**	**Grade 12**
		Hours	**Hours**	**Hours**
1.	Development of the self in society	8	11	9
2.	Social and environmental responsibility	4	3	3
3.	Democracy and human rights	7	7	4
4.	Careers and career choices	11	8	8
5.	Study skills	3	4	4
6.	Physical Education	33	33	28
	Contact time	**66**	**66**	**56**
	Examinations	14	14	24
	Total hours	**80**	**80**	**80**
	Total weeks	**40**	**40**	**40**

SECTION 3

TEACHING PLAN

3.1 Overview of topics

	Topic	Grade 10	Grade 11	Grade 12
1.	Development of the self in society	• Self-awareness, self-esteem and self-development • Power, power relations and gender roles • Value of participation in exercise programmes • Life roles: nature and responsibilities • Changes towards adulthood • Decision-making regarding sexuality • Recreation and emotional health	• Plan and achieve life goals: problem-solving skills • Relationships and their influence on well-being • Healthy lifestyle choices: decision-making skills • Role of nutrition in health and physical activities • Gender roles and their effects on health and well-being	• Life skills required to adapt to change as part of ongoing healthy lifestyle choices • Stress management • Conflict resolution • Human factors that cause ill-health • Action plan for lifelong participation in physical activity
2.	Social and environmental responsibility	• Contemporary social issues that impact negatively on local and global communities • Social skills and responsibilities to participate in civic life	• Environmental issues that cause ill-health • Climate change • Participation in a community service addressing an environmental issue	• Environments and services which promote safe and healthy living • Responsibilities of various levels of government • A personal mission statement for life
3.	Democracy and human rights	• Diversity, discrimination, human rights and violations • National and international instruments and conventions • Ethical traditions and/ or religious laws and indigenous belief systems of major religions • Biases and unfair practices in sport	• Democratic participation and democratic structures • Role of sport in nation building • Contributions of South Africa's diverse religions and belief systems to a harmonious society	• Responsible citizenship • The role of the media in a democratic society • Ideologies, beliefs and worldviews on construction of recreation and physical activity across cultures and genders
4.	Careers and career choices	• Subjects, career fields and study choices: decision-making skills • Socio-economic factors • Diversity of jobs • Opportunities within career fields • Trends and demands in the job market • The need for lifelong learning	• Requirements for admission to higher education institutions • Options for financial assistance for further studies • Competencies, abilities and ethics required for a career • Personal expectations in relation to job or career of interest • Knowledge about self in relation to the demands of the world of work and socio-economic conditions	• Commitment to a decision taken: locate appropriate work or study opportunities in various sources • Reasons for and impact of unemployment and innovative solutions to counteract unemployment • Core elements of a job contract • Refinement of portfolio of plans for life after school

	Topic	Grade 10	Grade 11	Grade 12
5.	Study skills	• Study skills and study methods • Process of assessment : internal and external • Annual study plan	• Study styles and study strategies • Examination writing skills • Time-management and annual study plan • Goal-setting skills	• Reflection on own study and examination writing skills • Strategies to follow in order to succeed in Grade 12
6.	Physical Education	• Physical fitness: programmes to promote well-being • Skills in playground and/ or community and/or indigenous games • Environmentally responsible outdoor recreational group or individual activities • Skills in traditional and/or non-traditional sport • Safety issues	• Improvement of current personal level of fitness and health • Umpiring and leadership skills in self-designed and modified games (teach peers) • Various leadership roles in a self-designed recreational group activity • Umpiring and leadership skills in self-designed and modified sport (teach peers) • Safety issues	• Achievement of own personal fitness and health goals • Long-term engagement in traditional and/or non-traditional sport or playground and/ or community and/or indigenous games or relaxation and recreational activities • Safety issues

3.2 Annual Teaching Plan

TOPIC	TERM 1	GRADE 10
WEEKS 1 - 3		**Recommended resources**
Development of the self in society	3 hours	Textbook
• Strategies to enhance self-awareness, self-esteem and self-development: factors influencing self-awareness and self-esteem including media - Strategies to build confidence in self and others: communication, successful completion of tasks or projects, participation in community organisation or life, making good decisions and affirmation of others - Acknowledge and respect the uniqueness of self and others and respect differences (race, gender and ability) • Definition of concepts: power, power relations, masculinity, femininity and gender - 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 - Influence of gender inequality on relationships and general well-being: sexual abuse, teenage pregnancy, violence, STIs including HIV and AIDS • Value of participation in exercise programmes that promote fitness: cardiovascular fitness, muscular strength, endurance and flexibility - Relationship between physical and mental health		
Physical Education	3 hours	Textbook, resources on physical fitness
• Participation in activities that promote physical fitness • Safety issues relating to participation in fitness exercises		
WEEKS 4 - 6		
Careers and career choices	3 hours	Textbook, resources on career guidance
• Knowledge about self in relation to own subjects, career fields and study choices: interests, abilities, talents and strengths - Difference between career field, occupation, career and job - Requirements for National Curriculum Statement (NCS): various subjects and career options, steps in choosing and decision-making process - Knowledge about life domains: being (physical, psychological and spiritual), becoming (practical, leisure and growth) and community (social, physical and community) • Socio-economic factors as considerations for career and study choices: community needs, availability of finances, affordability, stereotyping, accessibility and impact of income tax on final salary package		
Physical Education	3 hours	Textbook, resources on physical fitness
• Participation in activities that promote physical fitness • Participation and movement performance in physical fitness activities		
WEEKS 7- 10		
Democracy and human rights	4 hours	Textbook, newspaper articles, Bill of Rights, SA Constitution
• Concepts: diversity, discrimination and violations of human rights - Contexts: race, religion, culture, language, gender, age, rural/urban, xenophobia, human trafficking and HIV and AIDS status • Bill of Rights, International Conventions and Instruments: Convention on the Rights of the Child, the African Charter on the Rights and Welfare of Children, Committee on the Elimination of Discrimination Against Women (CEDAW) and other bills, charters and protection agencies, rules, codes of conduct and laws - Types of discriminating behaviour and violations: incidences of discriminating behaviour and human rights violations in SA and globally - The nature and source of bias, prejudice and discrimination: impact of discrimination, oppression, bias, prejudice and violations of human rights on individuals and society - Challenging prejudice and discrimination: significant contributions by individuals and organisations to address human rights violations - Contemporary events showcasing the nature of a transforming South Africa: South African initiatives and campaigns, one's own position, actions and contribution in discussions, projects, campaigns and events which address discrimination and human rights violations, nation-building and protection agencies and their work		

Physical Education	4 hours	Textbook, resources on physical fitness
• Participation in activities that promote physical fitness • Participation and movement performance in physical fitness activities		

Formal assessment: 1. Written task 2. Physical Education Task (PET)	It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TOPIC	TERM 2	GRADE 10
WEEKS 1 - 3		**Recommended resources**
Study skills	3 hours	Textbook, newspaper articles, resources on careers and study skills
• Study skills: listening, reading, comprehension, concentration, memory, organisation and time management • Study methods: note-taking, mind-mapping, selecting important concepts and content, assignment and essay construction and making comparisons • Critical, creative and problem-solving skills • Process of assessment: internal and external • Annual study plan		
Physical Education	3 hours	Textbook, resources on various types of games
• Participation in movement activities that promote skills in playground and/or community and/or indigenous games • Participation and movement performance in movement activities that promote skills in playground and/or community and/or indigenous games • Safety issues relating to participation in playground and/or community and/or indigenous games		
WEEKS 4 - 7		
Social and environmental responsibility	4 hours	Textbook, newspaper articles, resources on environmental responsibility
• Contemporary social issues that impact negatively on local and global communities: - Concepts: social and environmental justice - Social issues: crime, poverty, food security, food production, violence, HIV and AIDS, safety, security, unequal access to basic resources, lack of basic services (water and health services) - Harmful effects of these issues on personal and community health • Social, constructive and critical thinking skills necessary to participate in civic life: - Social responsibilities including the knowledge and skills to make informed decisions and take appropriate action - Youth service development: youth and civic organisations, community services or projects and volunteerism - Purpose and contribution, areas of strength and possible improvements - Own contribution to these services, projects and organisations: a group project to address a contemporary social issue that impacts negatively on local and/or global communities		
Physical Education	4 hours	Textbook, resources on various types of games
• Participation in movement activities that promote skills in playground and/or community and/or indigenous games • Participation and movement performance in movement activities that promote skills in playground and/or community and/or indigenous games		
WEEKS 8 - 10		
EXAMINATIONS		

Formal assessment: 1. Mid-year examination 2. PET	It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TOPIC	TERM 3	GRADE 10
WEEKS 1 - 5		**Recommended resources**
Development of the self in society	5 hours	Textbook

- Life roles: child, student, adult, role in family, partner, mother, father, grandparent, breadwinner, employee, employer, leader and follower
  - Evolving nature of and responsibilities inherent in each role; how roles change and affect relationships
  - Handling each role effectively: influence of society and culture
- Changes associated with development towards adulthood: adolescence to adulthood
  - Physical changes: hormonal, increased growth rates, bodily proportions, secondary sex/gender characteristics, primary changes in the body (menstruation, ovulation and seed formation) and skin problems
  - Emotional changes: maturing personality, depth and control of emotions, feelings of insecurity, changing needs, interests, feelings, beliefs, values and sexual interest
  - Social changes: relationship with family, interaction with social groups, need for acceptance by and dependence on peer group, moving into the workforce and increased responsibilities
- Coping with change: importance of communication and making friends
- Values and strategies to make responsible decisions regarding sexuality and lifestyle choices to optimise personal potential
  - Behaviour that could lead to sexual intercourse and teenage pregnancy, sexual abuse and rape
  - 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
  - Skills such as self-awareness, critical thinking, decision-making, problem-solving, assertiveness, negotiations, communication, refusal, goal-setting and information gathering relating to sexuality and lifestyle choices
  - Where to find help regarding sexuality and lifestyle choices
- Relationship between recreational activities and emotional health

Physical Education	5 hours	Textbook, resources on recreation and relaxation

- Participation in activities that promote recreation and relaxation
- Participation and movement performance in activities that promote recreation and relaxation
- Safety issues relating to participation in recreation and relaxation activities

WEEKS 6 - 10		
Careers and career choices	5 hours	Textbook

- Diversity in jobs:
  - Economic sectors: primary (raw materials), secondary (finished products or goods) and tertiary (infrastructure and providing services)
  - Work settings: workplace environment and conditions; indoors and outdoors (laboratory, mine)
  - Activities involved in each job: designing, assembling and growing
  - Skills and competencies: information gathering or analysis and instruction
  - Various facets of self and integration into the world of work
- Opportunities within different career fields including work in recreation, fitness and sport industries:
  - Research skills, salary package, promotion and further study prospects
  - Profitable use of time, how to use talents in working and career opportunities, enjoyment and transfer of skills to other related industries

Physical Education	5 hours	Textbook, resources on recreation and relaxation

- Participation in activities that promote recreation and relaxation
- Participation and movement performance in activities that promote recreation and relaxation

Formal assessment: 1. Project 2. PET	It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TOPIC	TERM 4	GRADE 10
WEEKS 1 - 3		**Recommended resources**
Careers and career choices	3 hours	Textbook, resources on careers
• Awareness of trends and demands in the job market: emerging demands or changing patterns of careers and scarce skills and the job market - Reading the market for trends regarding jobs and identifying niches - Growth and decline of various occupations and fields of work and competencies linked to these jobs - SAQA, the NQF framework and recognition of prior learning • The need for lifelong learning: ability to change, re-train, flexibility and ongoing development of the self - Different kinds of learning: formal, informal and non-formal		
Physical Education	3 hours	Textbook, resources on traditional and non-traditional sport
• Participation in activities that promote skills in traditional and/or non-traditional sports • Participation and movement performance in traditional and/or non-traditional sports • Safety issues relating to participation in traditional and/or non-traditional sports		
WEEKS 4 - 6		
Democracy and human rights	3 hours	Textbook, newspaper articles, resources on different religions and belief systems
• Living in a multi-religious society: understanding ethical traditions and/or religious laws of major religions in South Africa - Major Religions: Judaism, Christianity, Islam, Hinduism, Buddhism, Baha'i Faith and African Religion - Indigenous belief systems in South Africa: origins and practices • Coverage of sport: ways to redress biases - Gender, race, stereotyping and sporting codes - Unfair practices: drug-taking, match-fixing, subjective umpiring and maladministration in sport - Process of analysis and critical evaluation		
Physical Education	3 hours	Textbook, resources on traditional and non-traditional sport
• Participation in activities that promote various traditional and/or non-traditional sport • Participation and movement performance in traditional and/or non-traditional sport		
WEEKS 7 - 10		
EXAMINATIONS		

Formal assessment: 1. End-of-year examination 2. PET	It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TOPIC	TERM 1	GRADE 11
WEEKS 1 - 3		**Recommended resources**
Development of the self in society	3 hours	Textbook
• Plan and achieve life goals: apply various life skills as evidence of an ability - Types of goals: short-term, medium and long-term; steps in planning and goal-setting, problem-solving skills, perseverance and persistence - Important life goals and prioritising: family, marriage, parenting, career choices and relationships - Relationship between personal values, choices and goal-setting • 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 - Impact of the media on values and beliefs about relationships		
Physical Education	3 hours	Textbook, resources on various fitness activities
• Participation in programmes that improve current personal level of physical fitness and health • Safety issues relating to participation in physical fitness activities		
WEEKS 4 - 6		
Careers and career choices	3 hours	Textbook, resources on careers
• Requirements for admission to additional and higher education courses: National Senior Certificate (NSC) requirements for certificate, diploma and degree studies - Evaluating additional and higher education options: Admission Score Points for institutions of higher learning and admission requirements for specific programmes/courses • Options for financial assistance: bursaries, study loans, scholarships, learnerships and SETAs - Obligations in terms of financial arrangements		
Physical Education	3 hours	Textbook, resources on fitness programmes
• Participation in programmes that improve current personal level of fitness and health • Participation and movement performance in programmes that improve current personal level of fitness and health		
WEEKS 7 - 10		
Democracy and human rights	4 hours	Textbook
• Principles, processes and procedures for democratic participation: public participation and petition process, governance, the law-making process, Rule of Law, transparency, representation and accountability • Democratic structures: national, provincial, local government and community structures, traditional authorities and political parties, interest groups, business, public participation and petition process - Local community structures: non-governmental, community-based and faith-based organisations and representative councils of learners - Principles and functions of structures in addressing the interests of civil society and how structures change: constitutions, elections, representation of constituencies, mandates, lobbying, advocacy and the running of meetings - Processes whereby civil society can participate in the structures as well as in the governance and law-making process of the country • Role of sport in nation building: participant and spectator behaviour in sport - Incidence of particular behaviour and what triggers certain behaviour - Exposure to positive behaviour programmes - Impact of behaviour on participants, spectators, teams, opposition, community, society and nation at large - How sport can support or detract from nation building		
Physical Education	4 hours	Textbook, resources on fitness programmes
• Participation in programmes that improve current personal level of fitness and health • Participation and movement performance in programmes that improve current personal level of fitness and health		

Formal assessment: 1. Written task 2. PET	It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TOPIC	TERM 2	GRADE 11
WEEKS 1 - 4		**Recommended resources**
Study skills	4 hours	Textbook, resources on study styles and strategies
• 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 tasks - Study strategy as a way to approach a specific task in the light of perceived demands • Examination writing skills and process of assessment • Time management skills and annual study plan • Goal-setting skills: personal development goals regarding study, health and fitness		
Physical Education	4 hours	Textbook, resources on community/playground/ indigenous games
• Participation in programmes 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 • Participation and movement performance in programmes that promote own umpiring, administrative, organisational and leadership skills in self-designed games that promote physical activity • Safety issues relating to participation in self-designed and structured community and/or playground and/or indigenous games that promote physical activity		
WEEKS 5 - 7		
Social and environmental responsibility	3 hours	Textbook, newspaper articles
• Environmental issues that cause ill-health: - The use of harmful substances in food production - Inhumane farming methods - Impact of degradation on society and the environment: environmental hazards such as soil erosion, pollution, radiation, floods, fires, damage caused by wind and loss of open space or lack of infrastructure - Impact of depletion of resources such as fishing stocks, firewood and land - Dealing with environmental factors that cause ill-health on a personal level: attitudes, safety and first aid skills and coping with disasters • Climate change: causes, impact on development, mitigation and adaptation • Participation in a community service that addresses a contemporary environmental issue indicating how this harms certain sectors of society more than others		
Physical Education	3 hours	Textbook, resources on various games
• Participation in programmes 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 • Participation and movement performance in programmes that promote own umpiring, administrative, organisational and leadership skills in self-designed games that promote physical activity		
WEEKS 8 - 10		
EXAMINATIONS		

Formal assessment: 1. Mid-year examination 2. PET	It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TOPIC	TERM 3	GRADE 11
WEEKS 1 - 5		**Recommended resources**
Development of the self in society	5 hours	Textbook

- Healthy and balanced lifestyle choices:
  - Characteristics of a healthy and balanced lifestyle: physical, psychological, social, emotional and spiritual facets
  - Factors that impact negatively on lifestyle choices:
- Accidents; types of accidents; lack of knowledge and skills; unsafe attitudes and behaviours; unsafe environments and emotional factors
- Risky behaviour and situations: personal safety, road use, substance use and abuse, sexual behaviour, risk of pregnancy, teenage suicides, hygiene and dietary behaviour, sexually-transmitted infections (STIs), HIV & AIDS and peer pressure
- Socio-economic environment: literacy, income, poverty, culture and social environment
  - Factors that impact positively on lifestyle choices:
- Positive role models; parents and peers; personal values; belief system; religion; media, social and cultural influences; economic conditions
  - Impact of unsafe practices on self and others: physical, emotional, spiritual, social, economic, political and environmental
  - Individual responsibility for making informed decisions and choices: coping with and overcoming barriers regarding behaviour and seeking support, advice and assistance
- Role of nutrition in health and physical activities

Physical education	5 hours	Textbook, resources on recreation and relaxation programmes

- Participation in programmes that promote various leadership roles in a self-designed or structured recreational and relaxation group activity
- Participation and movement performance in programmes that promote various leadership roles in a self-designed recreational and relaxation group activity
- Safety issues relating to participation in recreational and relaxation activities

WEEKS 6-10

Careers and career choices	5 hours	Textbook, resources on careers

- Competencies, abilities and ethics that will assist in securing a job and developing a career:
  - Studying advertisements, writing an application letter and completing application forms
  - Writing and building a CV: all forms of experience gained, acquisition of testimonials and evidence (job shadowing and informal jobs)
  - Managing meetings, managing a project and office administration skills
  - Interview skills: personal appearance and preparation for typical questions
  - Ethics and ethical behaviour: transparency and accountability
- Personal expectations in relation to job/career of interest:
  - Expectancy and reality
  - Chances of success and satisfaction
  - Suitability audit
- Knowledge about self in relation to the demands of the world of work and socio-economic conditions: skilled, semi-skilled, unskilled and physical labour
  - Additional and higher education studies required for different careers
  - Expectancy, reality and perseverance

Physical education	5 hours	Textbook, resources on recreation and relaxation programmes

- Participation in programmes that promote various leadership roles in a self-designed or structured recreational and/ relaxation group activity
- Participation and movement performance in programmes that promote various leadership roles in a self-designed recreational and /relaxation group activity

Formal assessment: 1. Project 2. PET	It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TOPIC	TERM 4	GRADE 11
WEEKS 1 - 3		**Recommended resources**
Development of the self in society	3 hours	Textbook, resources on gender issues
• Gender roles and their effects on health and well-being: self, family and society - Unequal power relations, power inequality, power balance and power struggle between genders: abuse of power towards an individual (physical abuse), in family (incest), cultural (different mourning periods for males and females), social (domestic violence and sexual violence/rape) and work settings (sexual harassment) - Negative effects on health and well-being - Addressing unequal power relations and power inequality between genders		
Physical education	3 hours	Textbook, resources on traditional and non-traditional sport
• Participation in programmes that promote own umpiring, administrative, organisational and leadership skills in modified traditional and/or non-traditional sports • Participation and movement performance in programmes that promote own umpiring, administrative, organisational and leadership skills in modified traditional and/or non-traditional sports • Safety issues relating to participation in modified traditional and/or non-traditional sports		
WEEKS 4 - 6		
Democracy and human rights	3 hours	Textbook, resources on different religions and belief systems, newspaper articles
• Contributions of South Africa's diverse religions and belief systems to a harmonious society and own belief system: - Clarify own values and beliefs - Identify and critically analyse various moral and spiritual issues and dilemmas: right-to-life, euthanasia, cultural practices and traditions, economic issues and environmental issues - Respect differing opinions		
Physical education	3 hours	Textbook, resources on traditional and non-traditional sport
• Participation in programmes that promote own umpiring, administrative, organisational and leadership skills in modified traditional and/or non-traditional sports • Participation and movement performance in programmes that promote own umpiring, administrative, organisational and leadership skills in modified traditional and/or non-traditional sports		
WEEKS 7 - 10		
EXAMINATIONS		

Formal assessment: 1. End-of-year examination 2. PET	It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TOPIC	TERM 1	GRADE 12
WEEKS 1 - 5		**Recommended resources**
Development of the self in society	5 hours	Textbook, resources on health
• Life skills required to adapt to change as part of ongoing healthy lifestyle choices: stressors, change and quality of life - Identify stressors: physical, emotional, social and environmental factors (abuse, vocation, life crises, personality and social pressure) - Assess levels of stress: signs and symptoms of stress, positive stress and negative stress - Stress management: coping mechanisms and/or management techniques, develop and implement own strategy - Conflict resolution skills: inter personal and intra personal - Initiating, building and sustaining positive relationships: importance of communication (understanding others, communicating feelings, beliefs and attitudes) - 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 - Transition between school and post-school destination, 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		
Physical education	5 hours	Textbook, resources on fitness programmes
• Participation in programmes that promote achievement of personal fitness and health goals • Participation and movement performance in programmes that promote achievement of personal fitness and health goals • Safety issues relating to fitness exercises		
WEEKS 6 - 7		
Study skills	2 hours	Textbook, resources on study skills
• Reflect on the process of assessment and examination writing skills and apply these skills: revise own study skills, strategies and styles - Revise examination writing skills (read the question, plan the response, answer the questions, etc.) • Importance of School Based Assessment • Importance of obtaining the National Senior Certificate (NSC): develop a study plan for Grade 12		
Physical education	2 hours	Textbook, resources on fitness programmes
• Participation in programmes that promote achievement of personal fitness and health goals		
WEEKS 8 - 10		
Careers and career choices	3 hours	Textbook, resources on careers
• Commitment to a decision taken: job or course application for additional or higher education, skills for final action (availability of funds, completing forms, accommodation and travel arrangements), locate appropriate work or study opportunities from various sources and determine requirements for acceptance and possible challenges - Strategies to achieve goals • Reasons for and impact of unemployment • Innovative solutions to counteract unemployment: volunteering, part-time jobs, community work, entrepreneurship and informal jobs - Financial and social viability of entrepreneurship and other employment options including awareness of SARS tax obligations - The impact of corruption and fraud on the individual, company, community and country		
Physical education	3 hours	Textbook, resources on fitness programmes
• Participation in programmes that promote achievement of personal fitness and health goals • Participation and movement performance in programmes that promote achievement of personal fitness and health goals		

Formal assessment: 1. Written task 2. PET	It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TOPIC	TERM 2	GRADE 12
WEEKS 1 - 4		**Recommended resources**
Democracy and Human Rights	4 hours	Textbook, resources on sexuality education and health
• Responsible citizenship: - Evaluating own position when dealing with discrimination and human rights violations, taking into account the Bill of Rights: participation in discussions, projects, campaigns and events which address discrimination and human rights violations - Evaluation regarding outcomes of campaigns and events • The role of the media in a democratic society: electronic and print media - Freedom of expression and limitations - 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) - Critical analysis of media and campaigns - Coverage of sport, sports personalities and recreation activities • Ideologies, beliefs and worldviews on recreation and physical activity across cultures and genders		
Physical education	4 hours	Textbook, resources on community/playground/ indigenous games and traditional/non-traditional sports
• 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 • 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 • 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		
WEEKS 5 - 7		
Social and environmental responsibility	3 hours	Textbook, resources on health, religion and careers
• Community responsibility to provide environments and services that promote safe and healthy living: - Responsibilities of various levels of government: laws, regulations, rules and community services - Educational and intervention programmes; impact studies • Formulating 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 • Impact of vision on: - Actions/behaviour in life - Immediate community and society at large		
Physical education	3 hours	Textbook, resources on games and sport
• 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 • 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		
WEEKS 8 - 10		
EXAMINATIONS		

Formal assessment: 1. Mid-year exam 2. Project 3. PET	It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TOPIC	TERM 3	GRADE 12
WEEKS 1 - 4		**Recommended resources**
Development of the self in society	4 hours	Textbook, newspaper articles, Bill of Rights
• Human factors that cause ill-health, accidents, crises and disasters: psychological, social, religious, cultural practices and different knowledge perspectives - Lifestyle diseases as a result of poverty and gender imbalances: cancer, hypertension, diseases of the heart and circulatory system, tuberculosis, sexually transmitted infections including HIV and AIDS - Contributing factors: eating habits, lack of exercise, smoking, substance abuse and unsafe sexual behaviour - Intervention strategies: prevention and control, early detection, treatment, care and support • Commitment to participate in physical activities for long-term engagement: develop an action plan - Long-term effects of participation: physical, mental, social and emotional - Value-added benefits and diseases of lifestyle		
Physical education	4 hours	Textbook, resources on relaxation and recreational activities
• Participation in programmes that promote long-term engagement in relaxation and recreational activities • Participation and movement performance in programmes that promote long-term engagement in relaxation and recreational activities • Safety issues relating to participation in relaxation and recreational activities		
WEEKS 5 - 7		
Careers and career choices	3 hours	Textbook, resources on careers
• Core elements of a job contract: worker rights and obligations; conditions of service - Labour laws: Labour Relations Act, Employment Equity Act and Basic Conditions of Employment Act - Principles of equity and redress - Recruitment process: general trends and practices - Trade unions and organised labour - Work ethics and societal expectations • The value of work: how work gives meaning to life		
Physical education	3 hours	Textbook, resources on recreation relaxation and recreational activities
• Participation in programmes that promote long-term engagement in relaxation and recreational activities • Participation and movement performance in programmes that promote long-term engagement in relaxation and recreational activities		
WEEKS 8 - 10		
EXAMINATIONS		

Formal assessment: 1. Final examination 2. PET	It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TOPIC	TERM 4	GRADE 12
WEEKS 1-2		**Recommended resources**
Study skills	2 hours	Textbook, resources on tips for success
• Preparing for success: strategies to follow in order to succeed in the Grade 12 examination - Revision of own study skills - Revision of examination writing skills		
Physical education	2 hours	Textbook, resources on games and sport
• Participation in a variety of activities that promote life-long participation in physical activity • Safety issues relating to participation in physical activities		
WEEKS 3 - 4		
Careers and career choices	2 hours	Textbook, resources on careers
• Refinement of portfolio of plans for life after school: record of plans and progress towards achievement of those plans - Admission requirements for degree/diploma or higher certificate for the intended field of study - Details of identified institutions that offer finance for the intended course(s): option 1 and 2 - Identified possible employment opportunities - Letters of application and responses for employment/study/bursary - A short CV, for application for part-time or full-time employment or for a bursary		
Physical education	2 hours	Textbook, resources on recreation and relaxation activities
• Participation in a variety of activities that promote life-long participation in physical activity		
WEEKS 5 - 10		
EXTERNAL EXAMINATIONS		

The following table provides examples of possible physical education activities that can be presented per movement section for Grades 10-12:

Fitness	Games and sport	Recreation
• Aerobics: aqua (water) aerobics, dance aerobics, stepping • Circuit training • Obstacle courses • Walking/running programmes • Endurance/muscle strengthening exercises with/without small apparatus (sticks, balls, ropes, hoops, bean bags, chairs): individually and in pairs • Exercises using weights	• Athletics: field and track events • Relays with and without apparatus • Batting and fielding games: rounders, softball, cricket, baseball • Invasion games: netball, rugby, basketball, soccer, touch rugby • Net/wall games: tennis, volley ball, table tennis • Target games: golf, hockey • Water activities: lifesaving • Swimming games and water sports • Synchronised swimming • Netball, rugby, soccer, hockey, cricket • Softball, baseball, basketball • Mat ball, hand soccer, rounders	• Dancing: social (ballroom, folk), traditional, creative, rhythmical movements with or without hand apparatus • Gymnastics (educational): individual and group activities • Hiking • Orienteering • Self-defence

Safety issues/principles	
• Clothing	• Warming up and cooling down
• Footwear	• Basic first aid
• Size and surface of the play area	• Water safety
• Surface of large apparatus	• Spacing of learners during activities
• Condition of apparatus	• Following instructions

SECTION 4

ASSESSMENT IN LIFE ORIENTATION

4.1 Introduction

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

While the test-based approach has value in determining what learners know and do not know and how they reason, it should be used discriminately in the assessment of learner performance in Life Orientation so as to avoid this predominantly skills-based subject from becoming too theory-driven. Some activities need to be practical and should afford learners the opportunity to experience life skills in a hands-on manner. Each of the Life Orientation topics requires that a certain body of **skills, knowledge** and **values** should be addressed and assessed.

Skills such as self-awareness and management, dealing with stress, decision-making, empathy, interpersonal relationships, communication, assertiveness, negotiation, goal-setting, ability to access information, problem-solving, creative and critical thinking are addressed across all six topics and assessed through formal or informal assessment for Life Orientation. In the same way attitudes such as respect for the self and others, respect for and acceptance of differences, assuming responsibility, perseverance, persistence, anti-discrimination and equality, are also addressed and assessed across all six topics.

Life Orientation is the only subject in the National Curriculum Statement that is not externally assessed or examined. However, a learner will not be promoted or issued a National Senior Certificate (NSC) without providing concrete evidence of performance in the five stipulated assessment tasks for that particular grade. Learners should also meet the minimum promotion or certification requirements for the NSC.

Learner progress in Life Orientation is monitored throughout the school year and involves the following three different but related activities:

1) Informal or daily assessment tasks

2) Formal assessment tasks

3) Optional certificate tasks.

4.2 Informal or daily assessment

Informal or daily assessment is a daily monitoring of learners' progress. It provides learners with a variety of opportunities to develop and master the knowledge, skills and values related to the subject. Informal assessment should be used to provide feedback to the learners and to inform planning. It should not be seen as separate from learning activities taking place during a lesson. In Life Orientation, the teacher may choose a short class test, discussion, practical demonstration, mind-map, debate, oral report, role play, short homework tasks, worksheets, group work and individual record-keeping as daily assessment tasks.

Activities given for daily assessment tasks should prepare the learners to successfully deliver the formal assessment tasks. The teacher does not have to mark each of these performances, but can guide learners to assess their own performance or that of peers with relevant assessment tools such as a memorandum for tests or checklists for observation exercises. The use of observation checklists in daily assessment tasks helps learners to determine their progress towards the knowledge, skills and values that will be assessed in the formal assessment tasks.

The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results are not taken into account for promotion and certification purposes.

4.3 Certificate tasks

Certificate tasks are optional tasks. Their purpose is to enhance the earning and learning potential of learners as well as instil a sense of achievement within learners as they exit Grade 12. Life Orientation teachers are therefore encouraged to give learners access to such tasks where circumstances allow.

A certificate task can be performance-based or participation-based. Performance-based certificate tasks, for example First Aid Level 1 or a learner driver's licence are those offered by an outside assessing body or organisation. Learners are required to meet the requirements of the particular assessing body or organisation to be awarded a certificate of competence. Other examples of such tasks include computer literacy courses and study skills courses.

Participation-based certificate tasks are those offered by the school and community-based organisations. These include involvement in a school-based extramural activity such as sport and cultural activities or a community activity. Learners are expected to participate in the activity regularly over a fixed period of time. Other examples of such tasks include involvement in the planning, organisation and presentation of school events, workplace experience and participation in club or group activities e.g. Girl Guides or Boy Scouts.

The selected certificate tasks should contribute directly to the Curriculum Vitae of each learner. A teacher will choose certificate tasks that meet the needs of the learners and will if possible, give learners access to a variety of such tasks.

4.4 Formal assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All formal assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained. Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. The forms of assessment used should be age and development level appropriate.

In the formal programme of assessment for Life Orientation learners are expected to complete five internal tasks per grade. Of these five internal assessment tasks, two are examinations, one is a project, one is a written task and one is an extended Physical Education Task (PET). In Grade 12, four tasks, that is, written task, mid-year examination, project and PET are set and assessed by the Life Orientation teacher. The fifth task, the final examination, is set as a common paper at provincial level and is marked by the Life Orientation teacher at the school. The five internal formal tasks make up 100% of the total mark out of 400 for each of Grades 10, 11 and 12.

Formal assessments in Life Orientation must cater for a range of cognitive levels and abilities of learners as follows:

Weighting	Cognitive level	Bloom's taxonomy	Examples
30%	lower order	Levels 1 & 2	What? Why? Who? List
40%	middle order	Levels 3 & 4	Discuss, explain, describe
30%	higher order	Levels 5 & 6	Evaluate, synthesize, critically evaluate, examine

4.5 Programme of assessment

The programme of assessment is designed to spread formal assessment tasks in a-subject throughout the school year.

The weighting of marks for the five internal formal assessment tasks for Life Orientation is as follows:

Grades 10 and 11

Term 1	Term 2	Term 3	Term 4
Task 1 Written task: 80 marks Task 5 PET: 20 marks	Task 2 Mid-year examination: 80 marks Task 5 PET: 20 marks	Task 3 Project: 80 marks Task 5 PET: 20 marks	Task 4 End-of-year examination: 80 marks Task 5 PET: 20 marks

Grade 12

Term 1	Term 2	Term 3	Term 4
Task 1 Written task: 80 marks Task 5 PET: 20 marks	Task 2 Mid-year examination: 80 marks Task 3 Project: 80 marks Task 5 PET: 40 marks	Task 4 Final examination: 80 marks Task 5 PET: 20 marks	

Nature of the formal tasks

4.5.1 Written tasks: source-based tasks, case studies, assignments, written reports, written and oral presentations and portfolio of evidence

The list provides forms of assessment that will serve as written task in Grades 10, 11 and 12. The written task will focus on specific content or address content in an integrated manner. The focus will be determined by the content covered according to the annual teaching plan. The task requires the learner to read and write in order to demonstrate their understanding of the knowledge gained and the application of knowledge and skills. The teacher will provide learners with resources and information required to perform the task.

Teachers should ensure that learners are exposed to a variety of these forms of assessment across the three grades so that learners do not repeat the same form of assessment in the different grades.

1) Source-based tasks

Learners are presented with a longer source from a particular book/newspaper/magazine, etc. that requires in-depth reading. Learners should digest the information and then respond to application questions based on informed decision-making and problem-solving. They may be expected to interpret quotations from the source, to analyse comments and possibly make suggestions.

Example of a source-based task: select an article on lifestyle choices and the impact of these choices on the overall well-being of South African youth. Use the risk behaviours and results listed in the Youth Risk Behaviour Survey.

Learners are presented with a real-life situation, a current problem or an incident relating to a topic in the curriculum. They are expected to assume a particular role in articulating the position, and respond to particular questions from various cognitive orders. They should draw on their own experience, the experience of peers or prior learning to interpret, analyse, give advice and/or solve the problem(s) based on informed decision-making.

Example of a case study: Use a newspaper report on a current issue related to the Life Orientation curriculum.

3) Assignments

The assignment allows a more holistic assessment of knowledge, skills and values and their application in different contexts. The task requires reading and writing on the part of the learner. The assignment is less open-ended than the project in that it does not require learners to conduct an investigation in the form of interviews and observations that should be collated into evidence. It however, will be a problem-solving and/or decision-making, critical and creative thinking, making suggestions and application of knowledge exercise with clear guidelines of a specified length. The assignment will be in the form of an essay with sub-headings relating to the criteria of the task. All resources and information required to deliver the task, will be provided in class.

Example of an assignment: Evaluate the impact of risky lifestyle behaviours among the youth.

4) Written reports

Reports are generally the written evidence of a survey, analysis or investigation. This should be shorter than a project and is specific to the topic. Often it includes a range of sub-topics, such as interviews, investigation, consulting with an expert, summarising and comments/suggestions.

Example of a written report: A friend came to you for assistance with a specific relationship problem. Write a report on how you have assisted her/him and include all the steps you used to assist her/him to overcome the problem using informed decision-making and problem-solving skills.

5) Written and oral presentations

The learners will be required to deliver an oral presentation and present written evidence of the oral presentation on a specific topic or investigation. All criteria used to assess the presentation, should be discussed with the learners prior to the commencement of the presentation. The text should be divided into paragraphs/sections/slides (if the presentation is computer-based). Posters, pictures, photographs, diagrams and/or graphs may be included as visual aids.

Example of a written and oral presentation: Various routes available to access the job market.

6) Portfolio of evidence

The learner will be expected to compile a portfolio of evidence based on the research/investigation on a specific topic to depict, sell, demonstrate or advertise the topic. This portfolio will contain all the evidence on the topic that the learner could gather. This should include reports, presentations, photographs, pictures, graphs, sketches, diagrams, etc.

An example of a portfolio of evidence: Evidence of the degradation of the environment.

4.5.2 Project

The **project** will be a piece of work in which knowledge, skills and values which lead towards competence in the specific or integrated content, are demonstrated. The project requires extended reading and writing on the part of the learner. The project will involve thorough investigation into and sourcing information on a selected topic in the curriculum. This could take the form of an interview, observation and making suggestions to improve upon the topic. The objective for the project should be clear and thorough planning should take place, e.g. preparing the questions for an interview. This is followed by the research, and finally the data/ information has to be collated into evidence. The evidence will be in the form of an essay with sub-headings relating to the criteria of the task.

Although learners will spend time outside of contact time to collect resources and information, the completion of the task has to be facilitated by the teacher in class time. The topic and nature of the project will be determined by the content covered according to the annual teaching plan. Learners should be given a project before the end of the second term, after the content related to the project has been addressed, for submission during the third term. Learners will need adequate guidance at the outset of the project and progress should be monitored throughout. All assessment criteria applicable to the project has to be discussed with the learners prior to the commencement of the project.

Examples of a project:

- Community project to address a social or environmental issue
- Investigation of lifestyle choices and their impact on the overall well-being of the South African youth
- Research and apply decision-making skills to challenging situations set in different contexts: a plan of action or advice for long-term success should be provided.

When preparing a project, consider these minimum requirements:

- A cover page
- A table of contents
- Text divided into paragraphs/sections as indicated in the instructions/criteria for the project
- Pictures, photos, diagrams and graphs may be included
- Include a bibliography
- The project should be bound or stapled.

4.5.3 Examinations

Examinations of at least 90 minutes each will be administered twice a year as part of the internal examination

timetable of the school/district/province. The first examination will comprehensively address the content, knowledge and skills covered during the first and second terms. The final examination will comprehensively address content, knowledge and skills covered from term 1 to term 4 in Grades 10 and 11, and term 1 to term 3 in Grade 12. More than one type of question should be incorporated and focus primarily on the application of knowledge in an integrated manner. Examinations should include content relating to Physical Education.

Outline for examinations

The outline below will be followed when setting Life Orientation examination papers.

The paper will consist of three sections. Total for examination: **80 Marks**

Section A: 20 marks	Section B: 30 marks	Section C: 30 marks
• All questions are compulsory. • A source or case study may be used to contextualise some of the questions • The questions have to be a combination of two or more types of questions ranging from what, why, list, describe, explain, multiple choice and true or false with a justification • Test understanding and factual knowledge • Responses should be short and direct and range from one word to a phrase or a full sentence/s (in point form)	• All questions are compulsory. • Short open-ended, scenario-based, source-based and case study questions • Questions should be knowledge-based, from information learners have acquired from the Life Orientation content • Learners should display, present and apply knowledge and skills gained and display an understanding of real-life issues affecting the youth and society at large and give advice or possible solutions: demonstrate goal-setting and decision-making skills • Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs	• Three 15-mark or four 10-mark questions will be set, of which learners will be expected to answer two or three respectively. • Questions will predominantly focus on the application of knowledge and skills • Learners will solve problems, make decisions and give advice, raging from a few direct responses to extended writing of descriptive paragraphs or short essays that state, evaluate or examine an issue • Each question will focus on the specific topic or the integration of content • A short text/ diagram/data/graphs/ cartoons can be provided as a stimulus
Note. Information provided in the texts have to be current, up-to-date, age-appropriate and learner-friendly. Each section will include questions at lower, middle and higher cognitive levels.		

NB. A marking memorandum or guideline suitable to each of the tasks above must be used to assess learner performance in a given examination or project or other task. The nature of the task and the knowledge, skills and values that are to be assessed will provide guidance on the type of marking memorandum.

Provision must be made in the marking memorandum or guideline for additional answers as well as the learners' own interpretation of the questions. Examples of assessment tools that are appropriate to assess learner performance in Life Orientation are: the marking memorandum or guideline, criteria checklist, rubric or matrix.

4.5.4 Physical Education Task (PET)

The Physical Education (PE) component aims to develop learners' physical well-being and knowledge of movement and safety. It encourages learners to perform in a wide range of activities associated with the development of an active and healthy lifestyle. PE also aims to develop learners' confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation. These, together with the nurturing of positive values and attitudes in physical education, provide a good foundation for learners' lifelong and life-wide learning.

All Physical Education periods will focus on practical physical and mass participation in movement activities for enjoyment and enrichment purposes, with a view to encouraging learners to commit to and engage in regular physical

activity as part of their lifestyle.

The PET is administered across all four school terms. It focuses solely on the Physical Education component which comprises three different movement sections: fitness; games and sport; and recreation and relaxation. Learners are expected to participate in a Physical Education period once a week, which is timetabled to take place in a fixed period, labelled **Physical Education** on the school timetable. Learner participation and movement performance in the PET will, therefore, be assessed and reported at the end of each term.

The focus of assessment within the PET falls into two broad categories:

1) Participation: exposes learners to an understanding of the value of regular participation in physical activity. Participation should encourage further development, enjoyment and build confidence

2) Movement performance: learners will be assessed at the level at which they are capable of performing. Movement performance must not encourage a sense of competition.

The teacher will observe whether the performance of a movement has a desired outcome, focusing on the overall performance of the movement rather than the detailed mechanics of each movement. However, once a teacher has gained confidence and knows how to break down a motor skill and movement sequence down into different parts, additional criteria can be added to assess the performance in greater depth.

Assessment tool for PET

The assessment tool for learner performance in the two criteria of the task:

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: **Frequency of participation during Physical Education periods (10 marks)**	0% = 0 marks (did not participate at all) 1-10% = 1 mark	11-20% = 2 marks 21-30% = 3 marks 31-40% = 4 marks	41-50% = 5 marks 51-60% = 6 marks 61-70% = 7 marks	71-80% = 8 marks 81-90% = 9 marks 91-100% = 10 marks
Criterion 2: **Outcome of movement performance** **(10 marks)**	Needs significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

A class list will be used to generate a mark out of 10 for participation and a mark out of 10 for movement performance at the end of each term, that is, four lists for Grades 10 and 11 and three for Grade 12. The number of PE periods per term will depend on the Department of Basic Education school calendar for the year.

Example of the class list for participation and movement performance:

	Term 1	1. Frequency of participation: (10 marks) PE periods per term (P1= period 1)								2. Movement performance (10 marks)			Total for term
	Learners' Names	P1	P2	P3	P4	P5	P6	%	Marks 10	First Observation 5	Second Observation 5	Total Marks 10	20
1.													
2.													
3.													
4.													
5.													

Each learner will be allocated a mark out of 10 at the end of each term based on his/her frequency of participation across the Physical Education periods. An 'a' will indicate that the learner was absent for that particular period and an 'x' that the learner was present in class, but did not participate. A learner who always participates when he/she is present in class should not be penalised when absent, but a learner who participates on and off when present should be penalised when absent.

Criterion 1: frequency of participation

A record of learner participation will be kept in the teacher file for each type of movement assessment.

Divide number of times a learner participated by number of PE periods per term and **multiply** by 100 to obtain a percentage, and then convert to a mark out of 10 according to the assessment tool above.

Criterion 2: movement performance

While a record will be kept of learner participation per period, learners will not be assessed on movement performance in every Physical Education period, but will be formally observed twice across a school term for formal assessment purposes to determine their level of movement performance.

Allocate a mark out of five (5) for each of the two observations, add the two to obtain a final mark out of ten (10) according to the assessment tool above.

Total for the term

The marks awarded for frequency of participation and movement performance respectively for the term are added up to arrive at a mark out of 20 per learner. The mark obtained out of 20 is the PET mark to be formally recorded on the record sheet for the term.

4.6 Recording and reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skills as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her/his readiness to progress or promotion to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways including report cards, parents' meetings, school visitation

days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

When recording and reporting on learner performance in Life Orientation the following marks are applicable per term:

Grades 10 and 11

Term	Assessment task	Marks per term		Year %
		Recording	Reporting	
1	Written task	80	100	25%
	PET	20		
2	Mid-year examination	80	100	25%
	PET	20		
3	Project	80	100	25%
	PET	20		
4	End-of-year examination	80	100	25%
	PET	20		
	Total	**400**	**400**	**100%**

Grade 12

Term	Assessment task	Marks per term		Year %
		Recording	Reporting	
1	Written task	80	100	25%
	PET	20		
2	Mid-year examination	80	200	50%
	Project	80		
	PET	40		
3	Final examination	80	100	25%
	PET	20		
	Total	**400**	**400**	**100%**

The mark out of 20 for the PET in TERM 2 is multiplied by 2, that is, 20 X 2= 40

The various achievement levels and their corresponding percentage bands are as shown in the table below.

Codes and percentages for recording and reporting

Rating Code	Description of competence	Percentage
7	Outstanding achievement	80 - 100
6	Meritorious achievement	70 - 79
5	Substantial achievement	60 - 69
4	Adequate achievement	50 - 59
3	Moderate achievement	40 - 49
2	Elementary achievement	30 - 39
1	Not achieved	0 - 29

4.7 Moderation of assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Comprehensive and appropriate moderation practices have to be in place for the quality assurance of all subject assessments.

Moderation of formal assessment tasks for Life Orientation

Moderation is an integral part of the quality assurance process. Therefore, moderation of learner performance in the five formal assessment tasks undertaken in Grade 12 is critical to ensure that scores emanating from 100% internal assessment for Life Orientation for the National Senior Certificate (NSC) are credible, reliable and valid.

Levels of moderation

The following four levels of moderation are applicable for Life Orientation: school, district/region, provincial and national. This section provides an overview of the frequency and sample to be moderated.

4.7.1 School moderation

Applicable to Grades 10, 11 and 12

Moderator: Head of Department (HOD), subject head or a teacher appointed by the principal for this purpose.

Frequency: twice per term:

1) Before formal tasks are given to learners.

2) On completion of the marking of the formal tasks set for that particular term.

Sample:

1) Teacher files: all Grade 10, 11 and 12 Life Orientation teachers at the school.

2) Evidence of learner performance: a minimum of 12 learners selected from each grade for Grades 10, 11 and 12 (spread of four weak, four average and four strong learners per class per grade).

3) Sample submitted per term has to be changed/ rotated so that the same learner's work is not moderated more than once per year.

NB. This level of moderation will include moderation for Physical Education Task (PET) activities. The Head of Department (HOD), subject head or a teacher appointed by the principal for this purpose, will moderate the PET

during sampled Physical Education periods by observing learners performing the actual assessment task. This means the moderation for PET will be done throughout the year. A checklist, which includes an indication of the evidence required to ascertain that movement activities have taken place in Life Orientation, signed by the Head of Department (HOD), subject head or a teacher appointed by the principal for this purpose must be placed in the Life Orientation teacher's file as evidence of moderation for PET at a school.

4.7.2 District/region moderation

Applicable to Grades 10, 11 and 12

Moderator: Life Orientation Subject Adviser in charge of the district/region

Frequency:

1) For Grades 10 and 11: once per semester (preferably at the start of the second and the fourth school terms).

2) For Grade 12: continuous, throughout terms one to three. Where the number of schools in a district/region is high, subject advisers will sample and prioritise schools according to needs and performance.

Sample:

1) Teacher files: sample of one Life Orientation teacher per grade per school.

2) Evidence of learner performance: sample of six learners per grade per school (spread of two weak, two average and two strong learners per grade per school).

3) Half of the sample submitted should be learner evidence that has already been moderated at school level.

NB. This level of moderation will include moderation for the Physical Education Task (PET) activities. The subject adviser will sample schools to moderate the PET during announced school visits by observing learners performing the actual assessment task. This means the moderation for PET will be done throughout the year. A checklist, which includes an indication of the evidence required to ascertain that movement activities have taken place in Life Orientation, signed by the subject advisor adviser has to be placed in the Life Orientation teacher's file as evidence of moderation for PET at a school.

4.7.3 Provincial moderation

Applicable to Grade 12 only

Moderator: provincial moderation team appointed by the provincial education departments which includes Life Orientation subject advisers and teachers.

Frequency: once a year during the September school holidays.

Moderation process:

1) Moderation at this level must be given the status of the external examination marking process

2) All schools must be moderated

3) Sample:

a. Teacher files: sample of one Life Orientation teacher per school

b. Evidence of learner performance: sample of twelve learners per school (spread of weak, average and strong learners per school). Moderators will select evidence equal to 3 - 5 learners' work from different learners in the given sample to moderate

c. Half of the sample submitted should be learner evidence that has already been moderated at school and district/ region levels

4) Discrepancies with regard to incomplete evidence, awarding and recording of marks will be sent back to schools for correction during the fourth term and re-submission to the provincial office on a date determined by the province depending on the nature of the discrepancy

5) Incomplete evidence must be handled as stipulated in the policy: *Regulations pertaining to the Conduct, Administration and Management of Assessment for the National Senior Certificate, August 2008*.

4.7.4 National moderation

Applicable to Grade 12 only

Moderator: national moderation team appointed by the Department of Basic Education

Frequency: once a year, during the fourth school term

Sample:

1) Teacher files: sample of one Grade 12 teacher file from 5% of the schools per province (minimum of 30 and maximum of 50); all districts must be included in the sample

2) Evidence of learner performance: three Grade 12 learners at each of the above schools (spread of one weak, one average and one strong learner per Grade 12 cohort at each of the schools)

3) Half of the sample submitted should be learner evidence that has already been moderated at school, district/ region and provincial levels.

4) The sample of schools submitted per year must be rotated so that the same schools are not moderated every year (spread of schools from farm, rural, urban, peri-urban and urban locations).

4.8 General

This document should be read in conjunction with:

4.8.1 *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

4.8.2 The policy document, *National Protocol for Assessment Grades R-12.*