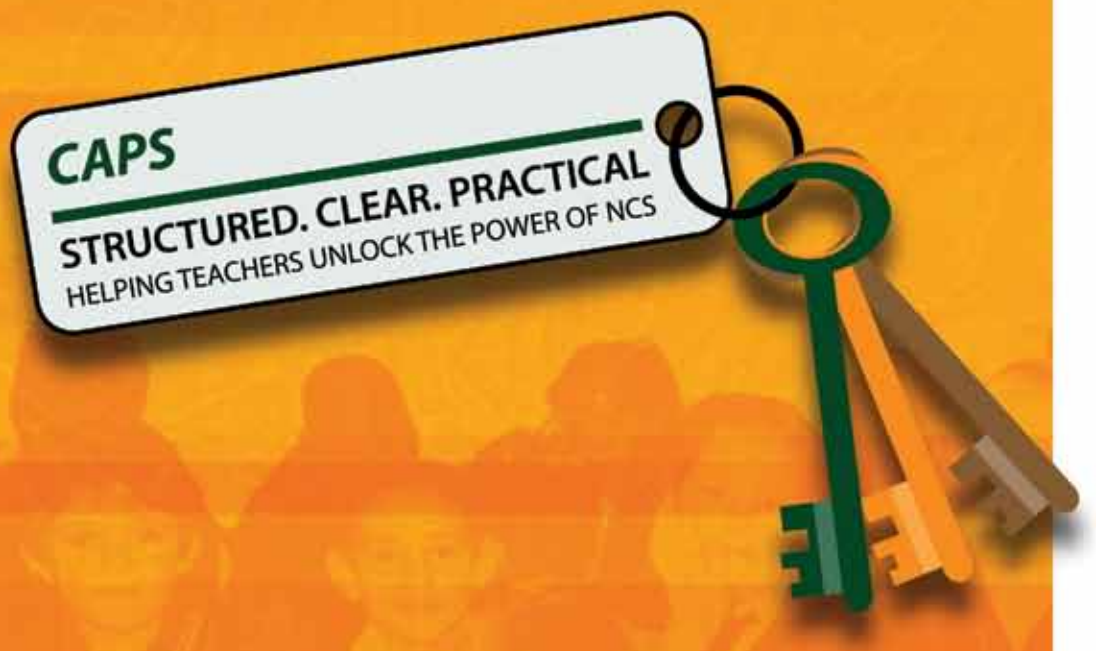
LIFE ORIENTATION

National Curriculum Statement (NCS)

Curriculum and Assessment Policy Statement



Senior Phase
Grades 7-9

basic education
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Basic Education
REPUBLIC OF SOUTH AFRICA

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CURRICULUM AND ASSESSMENT POLICY STATEMENT
GRADES 7-9

LIFE ORIENTATION

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If any editorial, layout or vernacular inconsistencies are detected, the user is kindly requested to bring this to the attention of the Department of Basic Education.

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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) and the *National Curriculum Statement Grades 10-12* to produce this document.

From 2012 the two National Curriculum Statements, 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* represents a policy statement for learning and teaching in South African schools and comprises of the following:

(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 STATEMENT

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: INTRODUCTION TO LIFE ORIENTATION

2.1 WHAT IS LIFE ORIENTATION?

Life Orientation is central to the holistic development of learners. It addresses skills, knowledge and values for the personal, social, intellectual, emotional and physical growth of learners, and is concerned with the way in which these facets are interrelated. Life Orientation guides and prepares learners for life and its possibilities and equips them for meaningful and successful living in a rapidly changing and transforming society.

The focus of Life Orientation is the development of self-in-society. It promotes self-motivation and teaches learners how to apply goal-setting, problem-solving and decision-making strategies. These serve to facilitate individual growth as part of an effort to create a democratic society, a productive economy and an improved quality of life. Learners are guided to develop their full potential and are provided with opportunities to make informed choices regarding personal and environmental health, study opportunities and future careers.

Life Orientation helps learners to develop beneficial social interactions, such as respecting others' rights and values and promotes lifelong participation in recreation and physical activity.

The subject contains the following five topics in Grades 7 to 9:

1) Development of the self in society

2) Health, social and environmental responsibility

3) Constitutional rights and responsibilities

4) Physical Education

5) World of work

The issues dealt with in each topic are related to the issues covered in the other four topics of the subject. Owing to the interrelated and holistic nature of the subject, the five 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 7, 8 and 9 relate to those in the Foundation and Intermediate Phases and Grades 10, 11 and 12. The Grades 7, 8 and 9 Life Orientation curriculum focuses on similar areas of skills, knowledge and values and prepares learners to continue with this subject in Grades 10, 11 and 12. 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 learners to achieve their full physical, intellectual, personal, emotional and social potential;

2) Develop learners' skills to respond to challenges and play an active and responsible role in the economy and society;

3) Teach learners to exercise their constitutional rights and responsibilities and to respect the rights of others;

4) Guide learners to make informed and responsible decisions about their health, environment, subject choices, further studies and careers; and

5) Provide opportunities for learners to demonstrate an understanding of, and participate in activities that promote movement and physical development.

2.3 TIME ALLOCATION FOR LIFE ORIENTATION IN THE CURRICULUM

Two hours per week is allocated to Life Orientation in the National Curriculum Statement (NCS). One hour per week will be spent on Physical Education and the remaining hour will be split among the other four topics. This means that there are 70 hours available for the teaching of Life Orientation. This excludes internal examination periods. 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. 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 7	Grade 8	Grade 9
	Hours	**Hours**	**Hours**
Development of the self in society	10	09	10
Health, social and environmental responsibility	10	08	07
Constitutional rights and responsibilities	07	09	07
World of work	08	09	11
Physical Education	35	35	35
Contact Time	**70**	**70**	**70**
Examinations	10	10	10
Total hours	**80**	**80**	**80**
Total weeks	**40**	**40**	**40**

SECTION 3: TEACHING PLAN

3.1 OVERVIEW OF TOPICS

	Topic	Grade 7	Grade 8	Grade 9
1	Development of the self in society	• Concept: self-image • Changes in boys and girls: puberty • Peer pressure • Concepts: personal diet and nutrition	• Concepts: self-concept formation and self-motivation • Concept: sexuality • Relationships and friendships	• Goal-setting skills: personal lifestyle choices • Sexual behaviour and sexual health • Challenging situations: depression, grief, loss, trauma and crisis
2	Health, social and environmental responsibility	• Substance abuse • Concept : environmental health • Common diseases: TB, diabetes, epilepsy, obesity, anorexia, HIV and AIDS	• Social factors that contribute to substance abuse • Environmental health issues • Decision-making about health and safety: HIV and AIDS	• Concept: volunteerism • Health and safety issues related to violence
3	Constitutional rights and responsibilities	• Human rights as stipulated in the South African Constitution • Fair play in a variety of sport activities • Dealing with abuse • Role of oral traditions and scriptures of major religions	• Nation building • Concept: human rights violations • Concept: gender equity • Concept: cultural diversity in South Africa • Contributions of organisations from various religions to social development	• Issues relating to citizens' rights and responsibilities • Constitutional values • Contributions of various religions in promoting peace • Sport ethics
4	World of work	• Importance of reading and studying • Career fields • Simulation of career-related activities • Value and importance of work in fulfilling personal needs and potential	• Different learning styles • Six career categories • Relationship between performance in school subjects and interests and abilities • Decision-making process	• Time-management skills • Reading and writing for different purposes • Options available after completing Grade 9 • Knowledge of the world of work • Career and subject choices • Study and career funding providers • Plan for own lifelong learning

	Topic	Grade 7	Grade 8	Grade 9
5	Physical Education	• Participates in fitness programme • Plays community or indigenous games that include the concept of invasion • Performs a sequence of physical activities • Participates in an outdoor recreational programme • Safety issues	• Participates in physical activities that promote components of fitness • Plays target games • Programme to improve movement techniques • Participates in an outdoor recreational activity • Safety issues	• Improves own physical wellness level • Executes a game plan for individual or team sport • Refines own and peer performance in movement activities • Refines own performance in an outdoor recreational activity • Safety issues

3.2 ANNUAL TEACHING PLAN

TOPIC	TERM 1	GRADE 7
WEEKS 1 – 2		**Recommended resources**
Development of the self in society	2 hours	Textbook, life skills books and posters
• Concept: self-image - Identify and reflect on positive personal qualities: relationship with self, family, friends - Personal interests, abilities and potential - Strategies to enhance self-image through positive actions: respect for self - Strategies to enhance others' self-image through positive actions: respect for others and respect for diversity		
Physical Education	2 hours	Textbook, resources on fitness
• Participation in a fitness programme • Safety issues relating to fitness activities		
WEEKS 3 – 5		
Development of the self in society	3 hours	Textbook, life skills books
• Changes in boys and girls: puberty and gender constructs - Physical and emotional changes - Understanding the changes and how these impact on relationships - Respect for own and others' body changes and emotions - Appreciation and acceptance of the self and others		
Physical Education	3 hours	Textbook, resources on fitness
• Participation in a fitness programme • Participation and movement performance in a fitness programme		
WEEKS 6 – 8		
Development of the self in society	3 hours	Textbook, life skills books, youth magazines
• Peer pressure: effects of peer pressure - How peer pressure may influence an individual: use of substances, crime, unhealthy sexual behaviour, bullying and rebellious behaviour - Appropriate responses to pressure: assertiveness and coping skills - Negotiation skills: ability to disagree in constructive ways - Where to find help		
Physical Education	3 hours	Textbook, resources on fitness
• Participation in fitness a programme		
WEEKS 9 – 10		
World of work	2 hours	Textbook, resources on careers and study skills
• Importance of reading and studying: reading for enjoyment and reading with understanding • Skills to develop memory: ability to recall		
Physical Education	2 hours	Textbook, resources on fitness
• Participation in a fitness programme • Participation and movement performance in a fitness programme		

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 7
WEEKS 1 – 2		**Recommended resources**
Constitutional rights and responsibilities	2 hours	Textbook, newspaper articles, Bill of Rights, South African Constitution
• Human rights as stipulated in the South African Constitution: - Application of human rights - Application of responsibilities in relation to human rights • Fair play in a variety of athletic and sport activities: role of values, trust and respect for difference		
Physical Education	2 hours	Textbook, resources on indigenous and invasion games
• Plays community or indigenous games that include the concept of invasion • Safety issues relating to participation in invasion games		
WEEKS 3 – 5		
Constitutional rights and responsibilities	3 hours	Textbook, resources on child safety and protection
• Dealing with abuse in different contexts: between adults and children and between peers - Identify threatening and risky situations - Effects of abuse on personal and social health and relationships - Importance of communication to promote healthy and non-violent relationships - How to protect oneself from threatening and risky situations - Places of protection and safety for victims of abuse: where to find help		
Physical Education	3 hours	Textbook, resources on indigenous and invasion games
• Plays community or indigenous games that include the concept of invasion • Participation and movement performance in community or indigenous games that include the concept of invasion		
WEEKS 6 – 8		
World of work	3 hours	Textbook, resources on careers and career guidance and counselling
• Career fields: - Qualities relating to each field: interests and abilities - School subjects related to each career field - Work environment and activities in each career field - Opportunities within each career field - Challenges within each career field - Level of schooling – requirements for each career field - Duration of study for each career field - Services and sources for career fields and study information		
Physical Education	3 hours	Textbook, resources on indigenous and invasion games
• Plays community or indigenous games that include the concept of invasion • Participation and movement performance in community or indigenous games that include the concept of invasion		
WEEKS 9 – 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 7
WEEKS 1 – 4		**Recommended resources**
Health, social and environmental responsibility	4 hours	Textbook, life skills books and health magazines
• Substance abuse: - Types/ forms of substance abuse - Symptoms of substance abuse - Personal factors that contribute to substance abuse: intrapersonal and interpersonal - Protective factors that reduce the likelihood of substance abuse - Prevention measures: early detection		
Physical Education	4 hours	Textbook, resources on physical and movement activities
• Performs a sequence of physical activities including rotation, balance, elevation and rhythmic movements • Safety issues relating to movement activities		
WEEKS 5 – 7		
Health, social and environmental responsibility	3 hours	Textbook, newspaper articles; environmental health books
• Concept: environmental health - Local environmental health problems - Community and individual projects and strategies to prevent and deal with environmental health problems - Problem-solving skills: an action plan to address an environmental health problem and formulate environmentally sound choices and actions		
Physical Education	3 hours	Textbook, resources on physical and movement activities
• Performs a sequence of physical activities including rotation, balance, elevation and rhythmic movements • Participation and movement performance of sequence of physical activities including rotation, balance, elevation and rhythmic movements		
WEEKS 8 – 10		
World of work	3 hours	Textbook, newspaper articles; resources on careers
• Simulation of career-related activities: name of career, who is the employer - Dress code for the career - Tools or working equipment for the career - Activities related to work environment - Place or institution of employment - Personality characteristics - School subjects and level of schooling: requirements for this career - Where to study and duration of study - Related careers • Value and importance of work in fulfilling personal needs and potential		
Physical Education	3 hours	Textbook, resources on physical and movement activities
• Performs a sequence of physical activities including rotation, balance, elevation and rhythmic movements • Participation and movement performance of sequence of physical activities including rotation, balance, elevation and rhythmic movements		

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 7
WEEKS 1 – 2		**Recommended resources**
Development of the self in society	2 hours	Textbook, nutrition and health magazines and brochures
• Concepts: personal diet and nutrition - Factors that influence choice of personal diet: ecological, social, economic, cultural and political - Ways to improve nutritional value of own personal diet: a plan for healthy eating habits		
Physical Education	2 hours	Textbook, resources on recreational activities
• Participation in an outdoor recreational programme • Safety issues relating to outdoor recreational activities		
WEEKS 3 – 5		
Health, social and environmental responsibility	3 hours	Textbook, health books, magazines and brochures
• Common diseases: tuberculosis, diabetes, epilepsy, obesity, anorexia, HIV and AIDS - Causes of diseases: social, economic and environmental factors including use of alcohol and tobacco, poor eating habits and physical inactivity - Treatment options, care and support - Resources on health information and health services - Strategies for living with tuberculosis, diabetes, epilepsy, HIV and AIDS		
Physical Education	3 hours	Textbook, resources on recreational activities
• Participation in an outdoor recreational programme • Participation and movement performance in an outdoor recreational programme		
WEEK 6 – 7		
Constitutional rights and responsibilities	2 hours	Textbook, resources on religions
• Role of oral traditions and scriptures in major religions in South Africa: Judaism, Christianity, Islam, Hinduism, Buddhism and African		
Physical Education	2 hours	Textbook, resources on recreational activities
• Participation in an outdoor recreational programme • Participation and movement performance in an outdoor recreational programme		
WEEK 8 – 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 8
WEEKS 1 – 3		**Recommended resources**
Development of the self in society	3 hours	Textbook, life skills books
• Concepts: self-concept formation and self-motivation - Factors that influence self-concept formation and self-motivation: media, environment, friends and peers, family, culture, religion and community - Positive self-talk: individuality and uniqueness; and personal achievements - Strategies and skills to extend personal potential		
Physical Education	3 hours	Textbook, resources on fitness
• Participation in physical activities that promote components of fitness • Safety issues relating to fitness activities		
WEEKS 4 – 6		
Development of the self in society	3 hours	Textbook, life skills books
• Concept: sexuality - Understanding one's sexuality: personal feelings that impact on sexuality - Influence of friends and peers on one's sexuality - Family and community norms that impact on sexuality - Cultural values that impact on sexuality - Social pressures including media that impact on sexuality - Problem-solving skills: identity formation and development		
Physical Education	3 hours	Textbook, resources on fitness
• Participation in physical activities that promote components of fitness • Participation and movement performance in physical activities that promote components of fitness		
WEEK 7 – 9		
Development of the self in society	3 hours	Textbook, life skills books
• Relationships and friendships: relationships at home, school and in the community - Appropriate ways to initiate a relationship - Appropriate ways to sustain a relationship - Problem-solving skills: appropriate behaviour in a relationship - Communication skills: ability to disagree in constructive ways and appropriate ways to end a relationship		
Physical Education	3 hours	Textbook, resources on fitness
• Participation in physical activities that promote components of fitness		
WEEK 10		
World of work	1 hour	Textbook, resources on careers and study skills
• Different learning styles: visual, aural, kinesthetic, reading and writing		
Physical Education	1 hour	Textbook, resources on fitness
• Participation in physical activities that promote components of fitness • Participation and movement performance in physical activities that promote components of fitness		

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 8
WEEK 1		**Recommended resources**
World of work	1 hour	Textbook, resources on careers and study skills
• Identify and apply own learning style		
Physical Education	1 hour	Textbook, resources on target games
• Participation in target games • Safety issues relating to target games		
WEEKS 2 – 5		
World of work	4 hours	Textbook, resources on careers and career guidance and counselling
• Six career categories: investigative, enterprising, realistic, artistic, conventional and social - Interests and abilities related to each career category - Thinking and learning skills required by each career category - School subjects related to each career category • The role of work in relation to South Africa's social and economic needs - Identify needs in the community and country - How work can meet social and economic needs in South Africa		
Physical Education	4 hours	Textbook, resources on target games
• Participation in target games • Participation and movement performance in target games		
WEEKS 6 – 8		
Health, social and environmental responsibility	3 hours	Textbook, newspaper articles; health magazines
• Social factors that contribute to substance abuse including community and media - Appropriate behaviour to stop and avoid substance abuse: refusal and decision-making skills - Long and short term consequences of substance abuse: link to crime, violence and educational outcomes - Rehabilitation options: where to find help, care and support		
Physical Education	3 hours	Textbook, resources on target games
• Participation in target games • Participation and movement performance in target games		
WEEK 9 – 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 8
WEEKS 1 – 3		**Recommended resources**
World of work	3 hours	Textbook, resources on careers and career guidance and counselling
• Relationship between performance in school subjects and interests and abilities: - Types of learning activities related to different subjects: practical, theoretical, individual or group activities - Demands of each subject: thinking and learning skills required • Decision-making process: - Steps in choosing career category relating to individual strength, ability, interest and passion		
Physical Education	3 hours	Textbook, resources on movement techniques
• Participation in a programme that improves movement techniques • Safety issues relating to movement activities		
WEEKS 4 – 6		
Health, social and environmental responsibility	3 hours	Textbook, resources on environmental health
• Environmental health issues: - Application of laws and policies to protect the environmental health: address an environmental issue - Earth Day: preservation of the environment: - Honouring Earth Day: ways of being kinder to Earth - Develop and implement an environmental health programme		
Physical Education	3 hours	Textbook, resources on movement techniques
• Participation in a programme that improves movement techniques • Participation and movement performance in a programme that improves movement techniques		
WEEKS 7 – 8		
Health, social and environmental responsibility	2 hours	Textbook, resources on health and safety
• Informed, responsible decision-making about health and safety: HIV and AIDS - Management with medication, diet, healthy living and positive attitude - Prevention and safety issues relating to HIV and AIDS - Caring for people living with HIV and AIDS		
Physical Education	2 hours	Textbook, resources on movement techniques
• Participation in a programme that improves movement techniques		
WEEKS 9 – 10		
Constitutional rights and responsibilities	2 hours	Textbook, newspaper articles
• Nation building: definition - Different ways to promote nation building in different contexts: community, school and home - Contributions of women and men towards nation building: individuals and groups		
Physical Education	2 hours	Textbook, resources on movement techniques
• Participation in a programme that improves movement techniques • Participation and movement performance in a programme that improves movement techniques		

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 8
WEEKS 1 – 4		**Recommended resources**
Constitutional rights and responsibilities	4 hours	Textbook, newspaper articles, Bill of Rights, South African Constitution
• Concept: human rights violations - Types of violations - Counter-strategies to violations of human rights • Concept: gender equity - Gender equity issues in a variety of athletic and sport activities - Defining gender-based violence - Emotional, health and social impact of rape and gender-based violence - Prevention of violence against women: law on sexual offences - Sources of help for victims: safety for girls and women		
Physical Education	4 hours	Textbook, resources on recreational activities
• Participation in an outdoor recreational activity • Participation and movement performance in an outdoor recreational activity • Safety issues relating to participation in recreational activities		
WEEKS 5 – 7		
Constitutional rights and responsibilities	3 hours	Textbook, resources on different cultures; newspaper articles
• Concept: cultural diversity in South Africa - Diverse cultural norms and values in relation to personal and community issues - Influence of cultural norms and values on individual behaviour, attitude and choices: cultural expectations, practices and traditions - Understanding diverse cultures: recognition of diverse cultures to enrich South African society - Respect difference: culture, religion and gender - Celebrate unity in diversity: respect difference and celebrate similarity • Contributions to social development by organisations from various religions		
Physical Education	3 hours	Textbook, resources on recreational activities
• Participation in an outdoor recreational activity • Participation and movement performance in an outdoor recreational activity		
WEEKS 8 – 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 9
WEEKS 1 – 3		**Recommended resources**
Development of the self in society	3 hours	Textbook, life skills books
• Goal-setting skills: personal lifestyle choices - Influence of media, environment, friends and peers, family, culture, religion and community on personal lifestyle choices - Appropriate responses to influences on personal lifestyle choices: o Informed decision-making skills: positive and negative influences o Assertiveness skills: confident and firm decision-making		
Physical Education	3 hours	Textbook, resources on physical fitness activities
• Participation in activities that improve physical wellness level • Safety issues relating to fitness activities		
WEEKS 4 – 7		
Development of the self in society	4 hours	Textbook, life skills books
• Sexual behaviour and sexual health: - Risk factors leading to unhealthy sexual behaviour - Unwanted results of unhealthy sexual behaviour: teenage pregnancy, sexually transmitted infections (STIs), HIV and AIDS, low self-image and emotional scars - Factors that influence personal behaviour including family, friends, peers and community norms - Strategies to deal with unhealthy sexual behaviour: abstinence and change of behaviour - Protective factors, where to find help and support: community structures that offer protection or resilience against high risk behaviour - Adverse consequences and implications of teenage pregnancy for teenage parent(s) and the children born to teenagers		
Physical Education	4 hours	Textbook, resources on physical fitness activities
• Participation in activities that improve physical wellness level • Participation and movement performance in activities that improve physical wellness level		
WEEKS 8 – 10		
World of work	3 hours	Textbook, resources on study skills
• Time-management skills: accountability in carrying out responsibilities - How to organise one's work - How to use time effectively and efficiently • Reading and writing for different purposes: - Keeping a journal; summarising and improving reading and writing skills		
Physical Education	3 hours	Textbook, resources on physical fitness activities
• Participation in activities that improve physical wellness level • Participation and movement performance in activities that improve physical wellness level		

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 9
WEEKS 1 – 2		**Recommended resources**
Constitutional rights and responsibilities	2 hours	Textbooks, newspaper articles, Bill of Rights, South African Constitution
• Issues relating to citizens' rights and responsibilities: - Respect for others' rights: people living with different disabilities and HIV and AIDS (infected and affected) - Celebrations of national and international days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Youth Day, Worker's Day, Women's Day, Africa Day, Nelson Mandela Day, World Refugee's Day and national health days - Plan and participate in a local celebration of a national day		
Physical Education	2 hours	Textbook, resources on sport
• Participation in and executes a game plan for individual or team sport • Safety issues relating to participation in sport		
WEEKS 3 – 5		
Constitutional rights and responsibilities	3 hours	Textbook, newspaper articles; South African Constitution
• Constitutional values as stated in the South African Constitution - Positive and negative role models - Role models for upholding constitutional values: parents and leaders in the community/society - Applying these values in daily life		
Physical Education	3 hours	Textbook, resources on sport
• Participation in and executes a game plan for individual or team sport • Participation and movement performance in a game plan for individual or team sport		
WEEKS 6 – 8		
World of work	3 hours	Textbook, resources on careers
• Options available after completing Grade 9: National Senior Certificate (NSC – Grades 10 – 12) and National Certificate Vocational (NCV – FET Colleges) qualifications - Implications of choices: choice between NSC and NCV • Knowledge of the world of work: rights, responsibilities and opportunities in the workplace		
Physical Education	3 hours	Textbook, resources on sport
• Participation in and executes a game plan for individual or team sport • Participation and movement performance in a game plan for individual or team sport		
WEEKS 9 – 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 9
WEEKS 1 – 3		**Recommended resources**
World of work	3 hours	Textbook, resources on careers and career guidance and counselling
• Career and subject choices: - Subjects in Grades 10, 11 and 12 - Careers related to different subjects - Qualities relating to different careers and subjects: strengths and weaknesses; interests and abilities o Decision-making skills: steps in choosing subjects relating to interests and abilities and career of interest		
Physical Education	3 hours	Textbook, resources on movement activities
• Participation and refinement of own and peer performance in movement activities • Safety issues relating to movement activities		
WEEKS 4 – 6		
Health, social and environmental responsibility	3 hours	Textbook, newspaper articles; resources on volunteerism
• Concept: volunteerism - Individual and community responsibility - Different types of volunteer organisations: contributions of community-based and non-profitable organisations to social and environmental health and sustainable development - Different types of volunteer activities: helping those less privileged; assisting those affected and infected by HIV and AIDS and other terminal illnesses		
Physical Education	3 hours	Textbook, resources on movement activities
• Participation and refinement of own and peer performance in movement activities • Participation and movement performance in movement activities		
WEEKS 7 – 10		
Health, social and environmental responsibility	4 hours	Textbook, newspaper articles; health and safety books
• Health and safety issues related to violence: - Common acts of violence at home, school and in the community - Reasons that violence occurs in families and communities and among friends and peers - Impact of violence on individual and community health and safety - Alternatives to violence: problem-solving skills and managing conflict - Protecting oneself and others from acts of violence: where to find help National health and/or safety promotion programmes		
Physical Education	4 hours	Textbook, resources on movement activities
• Participation and refinement of own and peer performance in movement activities • Participation and movement performance in movement activities		

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 9
WEEKS 1 – 2		**Recommended resources**
World of work	2 hours	Textbook, resources on careers
• Study and career funding providers • Plan for own lifelong learning: goal-setting for lifelong learning		
Physical Education	2 hours	Textbook, resources on recreational activities
• Participation and refinement of own performance in an outdoor recreational activity • Safety issues relating to participation in recreational activities		
WEEK 3		
Constitutional rights and responsibilities	1 hour	Textbook, newspaper articles and resources on religions
• Contributions of various religions in promoting peace		
Physical Education	1 hour	Textbook, resources on recreational activities
• Participation and refinement of own performance in an outdoor recreational activity		
WEEK 4		
Constitutional rights and responsibilities	1 hour	Textbook, newspaper articles and resources on sport
• Sport ethics in all physical activities		
Physical Education	1 hour	Textbook, resources on recreational activities
• Participation and movement performance in an outdoor recreational activity		
WEEKS 5 – 7		
Development of the self in society	3 hours	Textbook, newspaper articles
• Challenging situations: depression, grief, loss, trauma and crisis - Causes of depression, grief, loss, trauma and crisis - Counterproductive coping techniques: using alcohol and drugs - Problem-solving and decision-making skills: strategies to respond to emotions in challenging situations		
Physical Education	3 hours	Textbook, resources on recreational activities
• Participation and refinement of own performance in an outdoor recreational activity • Participation and movement performance in an outdoor recreational activity		
WEEKS 8 – 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.

The following table provides examples of possible physical education activities that can be presented per movement section for Grades 7 – 9.

Fitness	Games and Sport	Recreation
• Aerobics: aqua (water) aerobics, dance aerobics, stepping • Circuit training • Obstacle courses • Walking/ running programmes • Push ups	• Athletics • Batting and fielding games and sport: cricket, baseball • Target games: golf, hockey • Invasion games: netball, rugby, basketball, soccer • Swimming games and water sports	• Dancing: social (ballroom, folk), traditional, creative, rhythmical with apparatus • Gymnastics: individual and group activities • Hiking • Orienteering • Self-defence
Safety issues		
• Clothing and footwear • Surface of the play area • Use and condition of apparatus • Warm up and cool down	• Basic first -aid • Water safety • Spacing of learners during activities • 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.

Each of the Life Orientation topics requires that a certain body of **skills, knowledge** and **values** be addressed and assessed. Skills such as decision-making, communication, assertiveness, negotiation, goal-setting, ability to access information, problem-solving and creative thinking are addressed across all five 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, taking responsibility, perseverance, persistence, anti-discrimination and equality are also addressed and assessed across all five topics.

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

1) Informal or daily assessment tasks

2) Formal assessment 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. It is done during and after the teaching and learning process. The teacher may choose any of the following as a daily assessment task: a short class test, a discussion, a practical demonstration, a mind map, debate, role-play, an interview, design and make, short homework task, worksheets, group work, individual record keeping, oral and written presentation.

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 a checklist for an observation exercise. The use of an observation checklist 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 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.

In the Formal Programme of Assessment for Life Orientation learners are expected to complete four tasks per grade. Each formal assessment task must be 100 marks per term, which will consist of 70 marks for written work and 30 marks for Physical Education. The forms of assessment used should be age and developmental level appropriate.

Formal assessment in Life Orientation catering for a range of cognitive levels and abilities of learners, is as follows:

Weighting	Cognitive level	Bloom's taxonomy	Examples
40%	lower order	Levels 1 & 2	What? Why? Who? When? Where? List
40%	middle order	Levels 3 & 4	Discuss, explain, describe
20%	higher order	Levels 5 & 6	Evaluate, synthesize, critically evaluate, examine

4.4 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 four internal formal assessment tasks for Life Orientation, Grades 7 to 9 is as follows:

Term 1	Term 2	Term 3	Term 4
Task 1 Written task: 70 marks PET: 30 marks	Task 2 Mid-year examination: 70 marks PET: 30 marks	Task 3 Project: 70 marks PET: 30 marks	Task 4 End-of-year examination: 70 marks PET: 30 marks

Nature of the formal tasks

4.4.1 Project

The **project** will be any piece of work in which knowledge, skills and values which lead towards competence in the specific or integrated content, are demonstrated. The task will involve collecting, analysing and/or evaluating data and information that will result in the synthesising of the findings into a written product that may be reported, modelled or performed by the learners. Learners will collect data/ resources/information outside of contact time to perform the task. The completion of the project will be facilitated by the teacher in class time to ensure the authenticity of the product.

The topic and nature of the project will be determined by the content covered according to the annual teaching plan. Learners should be given enough time to complete the project. They need adequate guidance at the outset of the project and progress should be monitored throughout. All assessment criteria applicable to the project must be discussed with the learners prior to the commencement of the project. Learners should be given a project before the end of the second term for submission during the third term.

4.4.2 Written tasks: design and making, case study, assignment and test

The list provides forms of assessment that will serve as **written task** in Grades 7, 8 and 9. Teachers must ensure that learners are exposed to do a variety of these forms of assessment across the three grades so that learners do not repeat the same form of assessment across the grades.

1) Design and making

Design and making involves the production of the actual product using creative processes to achieve a certain competency. Making is the end product of a design. Learners will be required to design, make and write a descriptive paragraph(s) on the task. Learners are required to show an understanding of knowledge gained and application of knowledge and skills. The focus will be determined by the content covered according to the annual teaching plan. The teacher will provide learners with resources and information required to deliver the task. All assessment criteria applicable to the task must be discussed with the learners prior to the commencement of the task.

Examples:

- Make a collage or poster that describes your own personal diet with reference to your dietary habits and nutritional value. Write one to two paragraphs describing and reflecting your dietary habits and how to improve bad habits or sustain good habits.
- Design a poster using pictures, photos and drawings which reflects your goals in relation to your personal lifestyle and future career. Write brief notes and provide a plan on how to achieve your goals.

2) Assignment

The assignment will allow for a more holistic assessment of knowledge, skills and values and their application in different contexts. The assignment is less open-ended than the project in that it does not require of learners to collect, analyse and/or evaluate data and information that will result in the synthesising of the findings. It however, will be a problem-solving and/or decision-making and application of knowledge exercise with clear guidelines regarding a specified length. The focus will be determined by the content covered according to the annual teaching plan. The teacher will provide learners with resources and information required to deliver the task. All assessment criteria applicable to the task must be discussed with the learners prior to the commencement of the task.

3) Case study

A case study will involve a detailed description of a specific situation or phenomenon. The description can either be real or hypothetical and can be taken from a book, newspaper, magazine, video or the radio. Case studies will assess whether a learner can apply knowledge, skills and values to an unfamiliar context. The focus will be determined by the content covered according to the annual teaching plan. The teacher will provide learners with resources and information required to deliver the task. All assessment criteria applicable to the task must be discussed with the learners prior to the commencement of the task.

4) Test

Tests usually consist of a range of questions. Learners are required to respond within a specified time. Questions are useful to assess knowledge recall and test understanding and comprehension. If questions are correctly phrased, they can also test application of knowledge. Since they are generally easy to mark reliably this is a good way to conduct summative assessment, can also be a very useful formative tool.

4.4.3 Examinations

Examinations of at least 60 minutes each will be administered twice a year as part of the internal examination timetable of the school/district/province. The examinations will comprehensively address the knowledge and skills covered up to the time of the examination. More than one type of question will be incorporated and the focus will be on the *application of knowledge* in an integrated manner. The mid-year examination will cover the content for terms 1 and 2 and end-of-year examination will cover the work done throughout the year.

Outline for examinations

The outline below will be followed when setting the Grades 7 – 9 Life Orientation examination papers.

The paper will consist of three sections. Total for examination: **70 Marks**

Section A: 25 marks	Section B : 25 marks	Section C: 20 marks
All questions are compulsory. • A source or case study may be used to contextualise the questions. • The questions should be a combination of three or more types of questions, ranging from list, what, why, multiple choice, matching columns, missing words and true or false. • Questions will test understanding and factual knowledge. • Responses should be short and direct and range from one word to a phrase or a full sentence.	All questions are compulsory. • Short open-ended, scenario-based, source-based and case study questions. • Questions should be knowledge-based, i.e. include information that learners have acquired from the Life Orientation class. • Learners should display, present and apply knowledge and skills gained. Learners will 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 10-mark questions will be set of which learners will be expected to answer **TWO**. • Questions will predominantly focus on the application of knowledge and skills. • Learners will solve problems, make decisions and give advice. They will provide few direct responses and extended writing ranging from descriptive paragraphs to short essays that state or examine an issue. • Each question will focus on the specific information or the integration of content. • A short text/diagram/data/graphs/ cartoons can be provided as a stimulus.
Note. Information provided in the texts must be current, up-to-date, age-appropriate and learner-friendly.		

NB. A marking memorandum or guideline suitable to each of the tasks above must be used to assess learner performance in a given examination/project/case study/assignment/design and make. 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 the learner's 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.

4.4.4 Physical Education

The Physical Education (PE) component aims to develop learners' physical well-being and knowledge of movement and safety. It encourages learners to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. It 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 PE, 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 engage in regular physical activity as part of their lifestyle.

The Physical Education Task (PET) is administered across all four school terms in Grades 7 – 9. 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 subject adviser will moderate the PET during announced school visits by observing learners performing the actual assessment task.

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 the building of 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. Once a teacher has gained confidence and can break down a motor skill and movement sequence into different parts, additional criteria can be added to assess the performance in greater depth.

Assessment Tool for Physical Education Task

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 (20 marks)**	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	210-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: **Outcome of Movement Performance (10 marks)** Requires 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 20 for participation and a mark out of 10 for movement performance at the end of each term, that is, four lists for each of Grades 7, 8 and 9. The number of PE periods per term will depend on the Department of Basic Education school calendar for the year.

The class list for participation and movement performance:

	Term 1	**1. Frequency of participation (20 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 20	1st Observation	2nd Observation	Total marks 10	30
1.													
2.													
3.													
4.													
5.													

Note.

Criterion 1: frequency of participation

Each learner will be allocated a mark out of 20 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.

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 20 according to the assessment tool above.

Criterion 2: movement performance

While a record will be kept of learner participation per week, each learner will not be assessed on movement performance in every Physical Education period, but will be formally observed at least twice across a school term for formal assessment purposes to determine the level of movement performance. Allocate a mark out of five (5) for each of the two observations 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 30 per learner. The mark obtained out of 30 is the PET mark to be formally recorded on the record sheet for the term.

4.5 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 his/her readiness to progress or be promoted 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; these include 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, Grades 7 – 9 the following marks are applicable:

Term	Grade 7	Grade 8	Grade 9	Marks per term	
				Recording	Reporting
1	Written task	Written task	Written task	**70**	**100**
	PET	PET	PET	**30**	
2	Mid-year examination	Mid-year examination	Mid-year examination	**70**	**100**
	PET	PET	PET	**30**	
3	Project	Project	Project	**70**	**100**
	PET	PET	PET	**30**	
4	End-of-year examination	End-of-year examination	End-of-year examination	**70**	**100**
	PET	PET	PET	**30**	
	Total			**400**	**400**

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

4.6 MODERATION OF ASSESSMENT

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices have to be in place for the quality assurance of all subject assessments.

All Life Orientation formal assessment tasks should be internally moderated by the head of the department or subject head at a school. The subject advisor will moderate a sample of these tasks during her/his school visits, to verify the standard of the internal moderation. Grade 9 tasks should be moderated at provincial level. This process will be managed by the provincial education department.

4.7 GENERAL

This document should be read in conjunction with:

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

4.7.2 The policy document, *National Protocol for Assessment Grades R – 12.*