



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL CURRICULUM STATEMENT
GRADES 10-12 (GENERAL)**

SUBJECT ASSESSMENT GUIDELINES

LIFE ORIENTATION

JANUARY 2008

PREFACE TO SUBJECT ASSESSMENT GUIDELINES

The Department of Education has developed and published Subject Assessment Guidelines for all 29 subjects of the National Curriculum Statement (NCS). These Assessment Guidelines should be read in conjunction with the relevant Subject Statements and Learning Programme Guidelines.

Writing Teams established from nominees of the nine provincial education departments and the teacher unions formulated the Subject Assessment Guidelines. The draft copies of the Subject Assessment Guidelines developed by the Writing Teams were sent to a wide range of readers, whose advice and suggestions were considered in refining these Guidelines. In addition, the Department of Education field-tested the Subject Assessment Guidelines in 2006 and asked for the comments and advice of teachers and subject specialists.

The Subject Assessment Guidelines are intended to provide clear guidance on assessment in Grades 10 to 12 from 2008.

The Department of Education wishes you success in the teaching of the National Curriculum Statement.

CONTENTS

| | | |
|-------------------|---|-----------|
| SECTION 1: | PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES | 1 |
| SECTION 2: | ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT | 1 |
| SECTION 3: | ASSESSMENT OF LIFE ORIENTATION IN GRADES 10 – 12 | 6 |
| SECTION 4: | CERTIFICATE TASKS IN LIFE ORIENTATION | 14 |
| | APPENDICES | 17 |

1. PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides guidelines for assessment in the National Curriculum Statement Grades 10 - 12 (General). The guidelines must be read in conjunction with *The National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)* and the relevant Subject Statements. The Subject Assessment Guidelines will be applicable for Grades 10 to 12 from 2008.

The Department of Education encourages teachers to use these guidelines as they prepare to teach the National Curriculum Statement. Teachers should also use every available opportunity to hone their assessment skills. These skills relate both to the setting and marking of assessment tasks.

2. ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT

2.1 Introduction

Assessment in the National Curriculum Statement is an integral part of teaching and learning. For this reason, assessment should be part of every lesson and teachers should plan assessment activities to complement learning activities. In addition, teachers should plan a formal year-long Programme of Assessment. Together the informal daily assessment and the formal Programme of Assessment should be used to monitor learner progress through the school year.

Continuous assessment through informal daily assessment and the formal Programme of Assessment should be used to:

- develop learners' knowledge, skills and values
- assess learners' strengths and weaknesses
- provide additional support to learners
- revisit or revise certain sections of the curriculum and
- motivate and encourage learners.

In Grades 10 and 11 all assessment of the National Curriculum Statement is internal. In Grade 12 the formal Programme of Assessment which counts 25% is internally set and marked and externally moderated. The remaining 75% of the final mark for certification in Grade 12 is externally set, marked and moderated. In Life Orientation however, all assessment is internal and makes up 100% of the final mark for promotion and certification.

2.2 Continuous assessment

Continuous assessment involves assessment activities that are undertaken throughout the year, using various assessment forms, methods and tools. In Grades 10-12 continuous assessment comprises two different but related activities: informal daily assessment and a formal Programme of Assessment.

2.2.1 Daily assessment

The daily assessment tasks are the planned teaching and learning activities that take place in the subject classroom. Learner progress should be monitored during learning activities. This informal daily monitoring of progress can be done through question and answer sessions; short assessment tasks completed during the lesson by individuals, pairs or groups or homework exercises.

Individual learners, groups of learners or teachers can mark these assessment tasks. Self-assessment, peer assessment and group assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance.

The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. In such instances, a simple checklist may be used to record this assessment. However, teachers may use the learners' performance in these assessment tasks to provide verbal or written feedback to learners, the School Management Team and parents. This is particularly important if barriers to learning or poor levels of participation are encountered.

The results of these assessment tasks are not taken into account for promotion and certification purposes.

2.2.2 Programme of Assessment

In addition to daily assessment, teachers should develop a year-long formal Programme of Assessment for each subject and grade. In Grades 10 and 11 the Programme of Assessment consists of tasks undertaken during the school year and an end-of-year examination. The marks allocated to assessment tasks completed during the school year will be 25%, and the end-of-year examination mark will be 75% of the total mark. This excludes Life Orientation.

In Grade 12, the Programme of Assessment consists of tasks undertaken during the school year and counts 25% of the final Grade 12 mark. The other 75% is made up of externally set assessment tasks. This excludes Life Orientation where the internal assessment component counts 100% of the final assessment mark.

The marks achieved in each assessment task in the formal Programme of Assessment must be recorded and included in formal reports to parents and School Management Teams. These marks will determine if the learners in Grades 10 and 11 are promoted. In Grade 12, these marks will be submitted as the internal continuous assessment mark. Section 3 of this document provides details on the weighting of the tasks for promotion purposes.

2.2.2.1 Number and forms of assessment required for Programmes of Assessment in Grades 10 and 11

The requirements for the formal Programme of Assessment for Grades 10 and 11 are summarised in Table 2.1. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

Table 2.1: Number of assessment tasks which make up the Programme of Assessment by subject in Grades 10 and 11

| SUBJECTS | | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TOTAL |
|---------------------------------|-----|--------|--------|--------|--------|-------|
| Language 1: Home Language | | 4 | 4* | 4 | 4* | 16 |
| Language 2: Choice of HL or FAL | HL | 4 | 4* | 4 | 4* | 16 |
| | FAL | 4 | 4* | 4 | 4* | 16 |
| Life Orientation | | 1 | 1* | 1 | 2* | 5 |
| Mathematics or Maths Literacy | | 2 | 2* | 2 | 2* | 8 |
| Subject choice 1** | | 2 | 2* | 2 | 1* | 7 |
| Subject choice 2** | | 2 | 2* | 2 | 1* | 7 |
| Subject choice 3 | | 2 | 2* | 2 | 1* | 7 |

Note:

* One of these tasks must be an examination

** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 13 tasks in total: 4 tasks in term 1 and 3 tasks in each of terms 2, 3 and 4.

Two of the assessment tasks for each subject must be examinations. In Grades 10 and 11 these examinations should be administered in mid-year and November. These examinations should take account of the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time. The tests should be written in the first and third terms of the year.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and varied ways. Examples of assessment forms are debates, presentations, projects, simulations, written reports, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3. Care should be taken to ensure that learners cover a variety of assessment forms in the three grades.

The weighting of the tasks for each subject is set out in Section 3.

2.2.2.2 Number and forms of assessment required for Programme of Assessment in Grade 12

In Grade 12 all subjects include an internal assessment component, which is 25% of the final assessment mark. The requirements of the internal Programme of Assessment for Grade 12 are summarised in Table 2.2. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

Table 2.2: Number of assessment tasks which make up the Programme of Assessment by subject in Grade 12

| SUBJECTS | | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TOTAL |
|---------------------------------|-----|--------|--------|---------|--------|---------------------|
| Language 1: Home Language | | 5 | 5* | 4* | | 14 |
| Language 2: Choice of HL or FAL | HL | 5 | 5* | 4* | | 14 |
| | FAL | 5 | 5* | 4* | | 14 |
| Life Orientation | | 1 | 2* | 2* | | 5 |
| Mathematics or Maths Literacy | | 3 | 2* | 2* | | 7 |
| Subject choice 1** | | 2 | 2* | (2*) 3* | | (6 [#]) 7 |
| Subject choice 2** | | 2 | 2* | (2*) 3* | | (6 [#]) 7 |
| Subject choice 3 | | 2 | 2* | (2*) 3* | | (6 [#]) 7 |

Note:

* One of these tasks in Term 2 and/or Term 3 must be an examination

** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 12 tasks in total: 5 tasks in term 1, 4 tasks in term 2 and 3 tasks in term 3.

The number of internal tasks per subject differs from 6 to 7 as specified in Section 3 of this document.

Schools can choose to write one or two internal examinations in Grade 12. Should a school choose to write only one internal examination in Grade 12, a scheduled test should be written at the end of the term to replace the other examination. Internal examinations should conform to the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and focused ways. Examples of assessment forms are debates, presentations, projects, simulations, assignments, case studies, essays, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3.

2.3 External assessment in Grade 12

External assessment is only applicable to Grade 12 and applies to the final end-of-year examination. This makes up 75% of the final mark for Grade 12. This excludes Life Orientation which is not externally examined.

The external examinations are set externally, administered at schools under conditions specified in the *National policy on the conduct, administration and management of the assessment of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* and marked externally.

In some subjects the external assessment includes practical or performance tasks that are externally set, internally assessed and externally moderated. These performance tasks account for one third of the end-of-year external examination mark in Grade 12 (that is 25% of the final mark). Details of these tasks are provided in Section 3.

Guidelines for the external examinations are provided in Section 3.

2.4 Recording and reporting on the Programme of Assessment

The Programme of Assessment should be recorded in the teacher's portfolio of assessment. The following should be included in the teacher's portfolio:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks;
- the tools used for assessment for each task; and
- record sheets for each class.

Teachers must report regularly and timeously to learners and parents on the progress of learners. Schools will determine the reporting mechanism but it could include written reports, parent-teacher interviews and parents' days. Schools are required to provide written reports to parents once per term on the Programme of Assessment using a formal reporting tool. This report must indicate the percentage achieved per subject and include the following seven-point scale.

| RATING CODE | RATING | MARKS % |
|-------------|-------------------------|----------|
| 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 |

2.5 Moderation of the assessment tasks in the Programme of Assessment

Moderation of the assessment tasks should take place at three levels.

| LEVEL | MODERATION REQUIREMENTS |
|---------------------------------|---|
| School | The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes. Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teacher portfolios and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate. |
| Cluster/ district/ region | Teacher portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms. |
| Provincial/ national | Teacher portfolios and a sample of evidence of learner performance must be moderated once a year. |

3. ASSESSMENT OF LIFE ORIENTATION IN GRADES 10 - 12

3.1 Introduction

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 stipulated assessment tasks for that particular grade and meeting the minimum promotion or certification requirements for the NSC. A learner who fails to submit evidence of performance in any of the five formal assessment tasks expected for Life Orientation per grade will receive an incomplete result for the subject, except in cases where a valid reason is included in the learner's collection of evidence.

When assessing the knowledge, skills and values of learners, the four Learning Outcomes of Life Orientation can feature independently or in an integrated manner, but all four Learning Outcomes should be assessed in each grade.

3.1.1 Weighting of Learning Outcomes

While all four Learning Outcomes are equally important and must be achieved, some skills and values take longer to develop. This influences the amount of time to be spent on the various skills in the Life Orientation classroom.

Life Orientation is about managing one's life in a well-informed and responsible manner. The skill "responsible decision-making" (Learning Outcome 1: Personal Well-Being) forms the basis of learner engagement in all four Learning Outcomes for the subject. Learners are encouraged to exercise responsible choices about personal lifestyle and habits, citizenship involvement, participation in physical activities and career choices.

Learning Outcome 3 in Life Orientation comprises the Physical Education component of the curriculum. During engagement in this component learners develop motor skills and participate in physical activities. Learners exposed to physical activity on a weekly basis will directly experience the benefits of such participation and be better placed to make decisions about pursuing a physically active lifestyle. During movement activities teachers should also address the development of other skills such as relationship skills, problem solving skills and the enhancement of self-esteem.

3.1.2 Time Allocation

There are 72 hours available for the teaching of Life Orientation in Grades 10 and 11, and 60 hours in Grade 12. This excludes internal examination periods.

In Grades 10 and 11 sixteen hours a year should be spent on activities related to Learning Outcome 1 (responsible decision-making) and 60 minutes per week (36 hours in total, i.e. 50% of contact time) should be spent on Learning Outcome 3 (Physical Education). The remaining 20 hours should be split between Learning Outcomes 2 and 4.

In Grade 12 sixty minutes per week (30 hours in total, i.e. 50% of contact time) should be dedicated to Learning Outcome 3 (Physical Education). The remaining 30 hours should be split among Learning Outcomes 1, 2 and 4.

The following time allocations are suggested for the four Learning Outcomes per grade:

| Learning Outcome | Grades 10 and 11 (72 hours) | Grade 12 (60 hours) |
|-------------------------|--|--------------------------------|
| 1: Personal-Well Being | 16 | 10 |
| 2: Citizenship | 10 | 10 |
| 3: Physical Education | 36 | 30 |
| 4: Careers | 10 | 10 |

Note: A fixed period should be dedicated to Physical Education per week and this period should be labeled Physical Education in the school timetable.

3.1.3 Approach to assessment

The Life Orientation curriculum focuses strongly on the application of knowledge. For this reason the approach to assessment needs to be more practical where learners develop through experience, inquiry and performance the life skills and values necessary for living in a democratic and changing South African society. In tasks that are practical in nature, especially the movement activities in the Physical Education component, learners need to be assessed while participating in and performing the skill. Teachers will therefore have to observe learners and assess performance against the criteria set for such tasks.

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

- daily assessment tasks
- internal tasks
- optional Certificate Tasks (see Section 4)

3.2 Daily assessment in Grades 10 - 12

Daily assessment in Life Orientation provides learners with a variety of opportunities to develop and master the knowledge, skills and values related to the subject.

In Life Orientation, the teacher may choose to use a short class test, request learners to practically demonstrate a skill or engage learners in a short mind map exercise as a daily assessment task. For example:

- Learning Outcome 1- record consequences of a decision on a mind map.
- Learning Outcome 2- answer questions to a quiz on social and environmental issues.
- Learning Outcome 3- demonstrate a ball handling technique required in a game.
- Learning Outcome 4- role-play activities found in the work place.

The teacher does not have to mark each of these performances, but can guide learners to assess their own performance or that of their peers with relevant assessment tools such as a memorandum for an informal class test or an observation checklist with relevant diagrams included for a practical demonstration.

The use of an observation checklist in daily assessment tasks helps learners determine their progress towards the knowledge, skills and values that will be assessed in the final Programme of Assessment tasks.

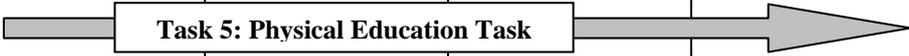
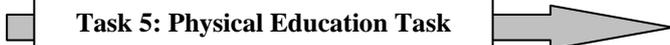
3.3 Programme of Assessment in Grades 10-12

In the formal Programme of Assessment for Life Orientation learners are expected to complete five internal tasks per grade. The core content to be covered in Life Orientation in Grades 10, 11 and 12 respectively is provided in Annexure 1 of the Life Orientation Learning Programme Guidelines (January 2008).

Of the five internal assessment tasks to be completed per grade, two should be examinations, one an extended Physical Education Task (PET) and the other two should be tasks that suit the nature of the subject Life Orientation. All five internal tasks must be set and assessed by the Life Orientation teacher.

The annual assessment plan for Grades 10 - 12 should reflect all five internal tasks per grade. An example of an annual plan for Life Orientation is provided in Table 3.1.

Table 3.1: Example of an annual assessment plan for Life Orientation in Grades 10–12

| GR. | TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|-----|--|--|---------------------------------------|--------------|
| 10 | Task 1: Source-based task | Task 2: Exam | Task 3: Practical application project | Task 4: Exam |
| |  | | | |
| 11 | Task 1: Practical application project | Task 2: Exam | Task 3: Case study | Task 4: Exam |
| |  | | | |
| 12 | Task 1: Oral presentation | Task 2: Source-based project Task 3: Exam | Task 4: Exam | |
| |  | | | |

Note: In Grade 12 one of the tasks in Term 2 and/or Term 3 must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination should be replaced by a test at the end of the term.

The Life Orientation teacher can use an assessment tool such as a memorandum or criteria checklist to assess internal tasks. The nature of the task and the skills, knowledge and values that are to be assessed in the task will determine the assessment tool to be used.

3.3.1 Mark allocation

The five internal tasks make up 100% of the total mark out of 400 for each of Grades 10, 11 and 12.

The suggested mark allocation for the five internal tasks is as follows:

| TASKS | MARKS |
|----------------------------------|------------|
| 2 X examinations (75 marks each) | 150 |
| 1 X Physical Education Task | 100 |
| 2 X other tasks (75 marks each) | 150 |
| TOTAL | 400 |

When reporting on learner performance the following marks are applicable per term:

Grades 10 and 11-

| Term 1 | Term 2 | Term 3 | Term 4 | TOTAL |
|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------------------|
| Task 1: 75 PET: 25 | Task 2: 75 PET: 25 | Task 3: 75 PET: 25 | Task 4: 75 PET: 25 | Tasks 1-4: 300 Task 5 (PET): 100 |
| 100 | 100 | 100 | 100 | 400/4 = 100 |

Grade 12-

| Term 1 | Term 2 | Term 3 | Term 4 | TOTAL |
|-----------------------|-------------------------------------|-----------------------|--------|-------------------------------------|
| Task 1: 75 PET: 25 | Task 2: 75 Task 3: 75 PET: 50 | Task 4: 75 PET: 25 | | Tasks 1-4: 300 Task 5 (PET): 100 |
| 100 | 200 | 100 | | 400/4 = 100 |

See Appendix 1 for an example of a record sheet for Life Orientation.

3.3.2 Nature of the internal tasks

3.3.2.1 Examinations

Examinations should be administered twice a year as part of the internal examination timetable of the school and should be at least 60 minutes in length. The examinations should comprehensively address the knowledge, skills and values covered in one or more of the Learning Outcomes, incorporate more than one type of question and focus more on the *application of knowledge* in an integrated manner than on factual recall.

Outline for examinations

The outline provided below serves as a guideline for the setting of Life Orientation examination papers.

The suggested weighting of the cognitive levels is as follows for examination questions in Life Orientation:

| Weighting | Cognitive level | Blooms taxonomy | Examples of verbs |
|-----------|-----------------|-----------------|--|
| 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 |

The paper should consist of 3 sections:

- SECTIONS A AND B – all questions compulsory
- SECTION C – choice of two questions out of three

SECTION A: 25 MARKS

All questions are compulsory.

Types of questions: (1-2 mark questions)

- Multiple-choice
- True/False
- Matching columns
- Questions requiring 1-2 word responses.

This section should incorporate all 4 Learning Outcomes:

- The questions must be objective type questions, testing factual knowledge.
- Questions to vary from simple to complex.

SECTION B: 30 MARKS

All questions are compulsory.

Types of questions: (2-5 mark questions)

- Short open-ended questions
- Scenario-based
- Source-based questions
- Case study questions

This section should incorporate all 4 Learning Outcomes:

- Questions must be knowledge-based, i.e. include information that learners have acquired from the Life Orientation class.
- Information provided in the texts should be current, up-to-date, age-appropriate and learner-friendly.

SECTION C: 20 MARKS

Three (3) questions will be set of which learners will be expected to answer two (2).

Types of questions: (2 X 10-mark questions where extended responses are required, i.e. short written paragraphs)

- Application questions: solve problems, make decisions, give advice, etc.
- Each question should focus on the content of one specific Learning Outcome or integration of content from different Learning Outcomes.
- A short text/ diagram/ data can be provided as a stimulus.

TOTAL FOR INTERNAL EXAMINATION: 75 MARKS

Use should be made of a marking memorandum to assess learner performance in an internal examination. See Appendix 2 for an example of a matrix which can be used to assess responses showing application of knowledge and skills.

3.3.2.2 Physical Education Task

The Physical Education Task (PET) constitutes the fifth task and is administered across all four school terms. Learner participation and performance in the PET is, therefore, to be assessed and reported in each term. The marks obtained per learner per term are added up to give a total mark out of 100 for the PET at the end of each grade. The mark allocation for the PET (Task 5) is 25% of the total mark out of 400 for Life Orientation, i.e. 100 marks.

The Physical Education Task focuses solely on the Physical Education component (Learning Outcome 3) which comprises three different movement sections: 1) Fitness; 2) Games and Sport; and 3) Recreation.

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. The activities that the learners engage in should cover the physical activities relevant to the three movement sections. In the main, the activities presented in a period should be practical in nature where learners engage in and perform movement activities.

See Appendix 3 for detailed guidance on the implementation of the Physical Education Task (PET).

3.3.2.3 Other assessment tasks

There are numerous forms of assessment that can be used to assess Life Orientation. The following list provides a selection of the forms that are most suited to the subject:

- Projects (e.g. group community project addressing one of the risk behaviours reported in the Youth Risk Behaviour Survey)
- Source-based tasks (e.g. article on lifestyle choices and their impact on the overall well-being of South African youth using the risk behaviours and results listed in the Youth Risk Behaviour Survey as a source)
- Practical application, performance or demonstration (e.g. talk and demonstration on how to make decisions on what school subjects to choose in relation to programmes offered in higher education based on the guide: Into Higher Education)
- Case studies (e.g. respond to questions on decision-making situations set in different contexts and give advice on the best decision for the long-term)
- Oral presentations (e.g. group presentation on the various routes to accessing the job market based on the guide: Into Higher Education)

These tasks should focus predominantly on Learning Outcome 1 (Personal well-being), Learning Outcome 2 (Citizenship Education) and Learning Outcome 4 (Careers and career choices) and can address the Assessment Standards independently or in an integrated manner. Each task should require reading and writing on the part of the learner. Learners should therefore spend time outside of contact time collecting resources and/or information to deliver the task. The completion of each task should be facilitated by the teacher in class time.

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 type of task in a Learning Outcome across the grades.

Use should be made of a marking tool that suits the purpose of the assessment task. An example of an assessment tool that is appropriate to assess learner performance in Life

Orientation is the criteria checklist or a matrix. See Appendix 2 for an example of a matrix which can be used to assess responses showing application of knowledge and skills.

3.4 Managing assessment in Life Orientation

3.4.1 Collection of learner evidence

Evidence of learner performance in the 5 internal tasks completed per grade must be kept for internal moderation purposes at the end of each grade. External moderation will take place at the end of Grade 12.

It is suggested that each learner is issued an exercise book that is used for the recording and collection of all written tasks across Grades 10, 11 and 12. Tasks that need to be completed in another format and cannot be placed or recorded in the exercise book, can be filed by the teacher for that particular class using the class list to organise the collection of evidence for the class. This means that a teacher only needs to have the set of exercise books and one file available as evidence of learner performance for moderation for a class.

All formal Programme of Assessment tasks must be clearly marked and correlate with the tasks in the annual assessment plan for Life Orientation in each grade.

3.4.2 Team-teaching

Life Orientation can be taught using a team-teaching approach so that the responsibility of assessing all Grade 10, 11 and 12 learners does not fall on the shoulders of one individual. Schools could allocate one teacher per grade, that is, three teachers to teach Life Orientation or a school could allocate one teacher to teach the Physical Education period per grade or across the grades, while another teacher focuses on the other content. This will help spread the assessment load and allow teachers to develop expertise in their specific area(s) of responsibility.

3.4.3 Group assessment

Learner performance can be assessed in groups in some of the tasks. An example is the Grade 10 group community project for Learning Outcome 2. Instead of requesting each individual to submit a report, a joint report can be submitted for assessment by a group comprising a maximum of 3 members where each member is responsible for the compilation of a section of the report. For example, one member can compile the action plan, another the report on implementation of the plan and the third an impact analysis of the project.

3.5 Requirements for promotion and certification

For promotion purposes at the end of Grades 10 and 11 and certification at the end of Grade 12, five internal tasks per grade should have been completed. In addition, a learner must have obtained at least 'Elementary achievement' (30-39%) for the five internal tasks per grade. All evidence of learner performance in the 5 internal tasks for Life Orientation must be reflected in the collection of learner evidence submitted for moderation at the end of Grades 10, 11 and 12 respectively.

3.6 Moderation of assessment tasks

Internal moderation of Life Orientation at school level should be conducted using a checklist which includes an indication of the evidence required to ascertain that teaching, learning and assessment has taken place in Life Orientation. This evidence should include instructions for the task, the criteria for assessment, the accompanying assessment tool and evidence of learner performance in the stipulated Programme of Assessment tasks.

The moderation of all internal Life Orientation tasks should be conducted by the Life Orientation subject head or a Life Orientation teacher on the staff at the school as appointed by the school principal. Internal moderation should take place twice per year at school level in Grades 10 and 11 and once a year at cluster / district / provincial level. In Grade 12, internal moderation should take place during the first semester at school level.

Evidence of learner performance should be provided for the following tasks in each of Grades 10, 11 and 12 for moderation:

- 2 tests
- 2 other tasks
- 1 Physical Education Task

External moderation is only applicable in Grade 12 and should take place at the beginning of the fourth term at provincial and/or national level.

4. CERTIFICATE TASKS IN LIFE ORIENTATION

4.1 Introduction

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

The Certificate Tasks chosen should make a direct contribution to the Curriculum Vitae of each learner. For example, learners would benefit from having experience in some form of part-time work (for example waitering), the organisation of an event, community work, participation in a sport, etc. as the types of skills addressed in such tasks will assist in the development of skills related to the workplace and citizenship.

A teacher should choose Certificate Tasks that meet the needs of the learners and should give learners access to a variety of such tasks where possible.

4.2 Nature of Certificate Tasks

A Certificate Task can be performance-based or participation-based in nature. See Appendix 4 for examples of Certificate Tasks.

4.2.1 Performance-based tasks

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, study skills courses, etc.

The focus of the performance-based Certificate Tasks may be decided by the teacher taking the cost and availability of such courses in the immediate surroundings into account. Where learners are already in possession of a particular certificate (e.g. First Aid Level 1), they need to complete a higher-level certificate (e.g. First Aid Level 2).

Some organisations such as those dealing with first aid allow teachers who have reached the level of instructor in a performance-based course to in turn train learners at minimal cost and will issue certificates to learners who successfully complete the externally based assessment task. Schools are encouraged to invest in the development of teachers as instructors for such courses instead of contracting the services of a private organisation to help reduce costs.

While the course material for performance-based Certificate Tasks is set by civic organisations, the Life Orientation teacher should meet with the service provider to agree on the content and the assessment process to be used in such tasks. The Life Orientation teacher should also monitor the activities of these courses while they are being presented to learners.

The criteria for performance-based Certificate Tasks are externally set and moderated by the organisation offering the task.

4.2.2 Participation-based tasks

Participation-based Certificate Tasks are those offered by the school and community-based organisations. These include for example, involvement in a school-based extramural activity such as sporting and cultural activities or a community activity. Learners are expected to participate in the activity over a fixed period of time on a regular basis. For example, learners should participate in at least 80% of all practices and matches in one sporting season; spend at least 10 hours delivering a community service, etc. Other examples of such tasks include involvement in the planning and presentation of school events, workplace experience, participation in the activities of a walking club / a hiking club / a fitness club / girl guides / boy scouts, helping with the organisation of a school event, etc.

Suggested participation-based Certificate Task for each grade:

| GRADE 10 | GRADE 11 | GRADE 12 |
|--|---|--|
| Community service as part of a group project (LO2) – receive certificate from organisation | Work-related experience (LO4) – compile 1-page report and receive certificate or letter from the organisation | Complete portfolio including CV, testimonial, certificates <ul style="list-style-type: none">• CV: compiled on basis of report of visit to a Careers Fair / visit from guest speakers• Testimonial: school-leaving document from principal• Certificates: those obtained as part of the formal Programme of Assessment in Grades 10, 11 and 12 along with additional certificates that complement the CV |

The Life Orientation teacher is responsible for setting the criteria for participation-based Certificate Tasks.

4.3 Issuing of certificates

Certificates can be issued by the school or an outside organisation on official stationery of the school or organisation and must be signed by the direct supervisor of the activity and a staff member at the school or organisation.

Learners should be encouraged to include the certificates they have earned in their applications to higher education institutions and/or places of employment.

4.4 Incorporation of Certificate Tasks in Life Orientation

Certificate Tasks can be completed in Life Orientation contact time or after school, depending on the nature and requirements of the particular certificate course being offered. To accommodate these tasks in contact time, internal daily assessment tasks should complement the certificate course(s) by supporting learners to achieve such a certificate. For example, daily assessment tasks can address the skills and knowledge that learners will need when sitting for a learner driver's test. Daily assessment tasks can also test the skills, knowledge and values learners have developed through course work and help learners determine their progress towards achieving the certificate. For example, the application of First Aid skills and knowledge can be assessed in a practical demonstration to other learners.

4.5 Moderation of Certificate Tasks

Certificate Tasks should be moderated to ensure that standards and requirements are not compromised. The moderation of Certificate Tasks should take place in conjunction with the teacher or organisation responsible for overseeing learner participation or performance in that specific Certificate Task. This will ensure that learners engage in credible Certificate Tasks.

APPENDIX 1: EXAMPLE OF RECORD SHEET FOR LIFE ORIENTATION

SUBJECT: Life Orientation

GRADE: 10 / 11

CLASS:

| | | TERM 1 | | | TERM 2 | | | TERM 3 | | | TERM 4 | | | Final Mark | |
|--------------------|------|--------|--------|-------|---------|--------|-------|--------|--------|-------|---------|--------|-------|------------|---|
| NAME OF TASK | | 1. | 5. PET | Total | 2. EXAM | 5. PET | Total | 3. | 5. PET | Total | 4. EXAM | 5. PET | Total | | |
| DATE OF ASSESSMENT | | | | | | | | | | | | | | | |
| LEARNERS' NAMES | MARK | (75) | (25) | 100 | (75) | (25) | 100 | (75) | (25) | 100 | (75) | (25) | 100 | 400 | % |
| 1 | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | | | | |
| 15 | | | | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | | | | |
| 17 | | | | | | | | | | | | | | | |
| 18 | | | | | | | | | | | | | | | |
| 19 | | | | | | | | | | | | | | | |
| 20 | | | | | | | | | | | | | | | |

APPENDIX 2: MATRIX FOR MARKING OF RESPONSES SHOWING APPLICATION OF KNOWLEDGE AND SKILLS

This is an assessment matrix that can be used for assessing application responses in projects, source-based tasks, case studies, oral presentations or tests where learners are expected to demonstrate the application of knowledge, skills and values to identify and solve problems, consider consequences and make decisions, etc. This matrix is suitable for Grades 10-12.

Note: The mark allocation provided in the matrix is applicable for writing tasks counting out of 5, 10 and 20 marks.

| MATRIX | | APPLICATION OF KNOWLEDGE | | | |
|----------------|---|--|--|--|---|
| | | D | C | B | A |
| CONTENT | | Applies comprehensive (high level) knowledge and skills in problem-solving/ decision-making/ stating a position/ making a comparison | Applies considerable knowledge and skills in problem-solving/ decision-making/ stating a position/ making a comparison | Applies moderate knowledge and skills in problem-solving/ decision-making/ stating a position/ making a comparison | Applies limited/ no knowledge and skills in problem-solving/ decision-making/ stating a position/ making a comparison |
| D | Provides comprehensive examples and/or motivation relevant to the decision/ the position/ the solution/ the comparison. | 18-20 (20) 9-10 (10) 5 (5) | 16-17 (20) 8 (10) 4 (5) | | |
| C | Provides sufficient examples and/or motivation relevant to the decision/ the position/ the solution/ the comparison. | 16-17 (20) 8 (10) 4 (5) | 14-15 (20) 7 (10) 3-4 (5) | 12-13 (20) 6 (10) 3 (5) | |
| B | Provides partial examples and/or motivation relevant to the decision/ the position/ the solution/ the comparison. | | 12-13 (20) 6 (10) 3 (5) | 10-11 (20) 5(10) 2-3 (5) | 8-9 (20) 4 (10) 1-2 (5) |
| A | Irrelevant, limited or no examples and/or motivation provided for the decision/ the position/ the solution/ the comparison. | | | 8-9 (20) 4 (10) 1-2 (5) | 0-7 (20) 0-3 (10) 0-1 (5) |

APPENDIX 3: GUIDELINES FOR IMPLEMENTING THE PHYSICAL EDUCATION TASK (PET)

1. Introduction

All Physical Education periods should focus on physical participation in movement activities and the more theory based topics should be dealt with in other Life Orientation periods.

The following table provides a list of possible physical activities that can be presented per movement section in the Physical Education Task (PET) for Grades 10-12.

| Fitness | Games and Sport | Recreation |
|--|---|--|
| <ul style="list-style-type: none"> • Aerobics – aqua (water) aerobics, dance aerobics, kickboxing, stepping • Circuit training • Obstacle courses • Walking/ Running programme | <ul style="list-style-type: none"> • Athletics • Batting and fielding games and sport • Invasion games • Net/ Wall games and sport • Target games • Water activities: <ul style="list-style-type: none"> ○ Lifesaving ○ Swimming games and water sports ○ Synchronised swimming | <ul style="list-style-type: none"> • Dancing – social (ballroom, folk), traditional, creative, rhythmical with hand apparatus • Gymnastics – individual and group activities • Hiking • Orienteering • Self defence |

The order in which the three movement sections are presented is not prescribed, but is determined by how the sections are sequenced in the grade-specific Work Schedules of a school. For example, the Grade 10 learners could start the year with the Games and Sport section, then move onto the Fitness section and end off with the Recreation section. The Grade 11 learners could start off with the Fitness section and then engage in Recreation before wrapping up the year with Games and Sport. Grade 12 learners could follow a different sequence or mirror that of another grade.

The Games and Sport movement section should be allocated more time (up to 40% of Physical Education contact time) than the other two movement sections as it contains the type of functional movements that most closely resemble the motor patterns people engage in on a daily basis. The most obvious of these include walking and running. Furthermore, the types and focus of games and sporting activities presented in the Physical Education periods should differ from those offered in the school sport programme. For example, if a school offers certain sporting codes such as netball, rugby and soccer as choices in the extramural school sport programme, other kinds of sporting codes such as handball and basketball should be offered as part of the Physical Education Task. The focus in Grade 10-12 Physical Education periods should fall on mass participation 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.

2. Outline for physical activities

See the table provided below for a suggested outline of the physical activities that can be included in each of the three movement sections of the PET for Grades 10, 11 and 12 respectively.

Example of an outline for the Physical Education Task in Grades 10, 11 and 12

| MOVEMENT SECTION: FITNESS | | |
|---|---|---|
| GRADE 10 | GRADE 11 | GRADE 12 |
| <p>Focus: Exercise programmes Duration: ± 11 weeks</p> <ul style="list-style-type: none"> Walking / running programme (4 weeks) Rhythmical exercise (4 weeks) Aerobic game exercise (3 weeks) <p>Assessment criteria:</p> <ul style="list-style-type: none"> Frequency of participation Performance of movements/ motor skills | <p>Focus: Fitness programmes Duration: ± 11 weeks</p> <ul style="list-style-type: none"> Assessment of personal fitness against 5 health-related components (1 week) Aerobic endurance programme (9 weeks) Re-assessment of personal fitness against 5 health-related components (1 week) <p>Assessment criteria:</p> <ul style="list-style-type: none"> Frequency of participation Performance of movements/ motor skills | <p>Focus: Physical fitness Duration: ± 9 weeks</p> <ul style="list-style-type: none"> Assessment of personal fitness against health- and skill-related components (1 week) Personal fitness programme based on range of choices offered – both in and out of school (7 weeks) Re-assessment of personal fitness against health- and skill-related components (1 week) <p>Assessment criteria:</p> <ul style="list-style-type: none"> Frequency of participation Performance of movements/ motor skills |
| MOVEMENT SECTION: GAMES & SPORT | | |
| GRADE 10 | GRADE 11 | GRADE 12 |
| <p>Focus: Games Duration: ± 14 weeks</p> <ul style="list-style-type: none"> Ball games using hands (5 weeks) Ball games using feet (4 weeks) Ball games using bats (5 weeks) <p>Assessment criteria:</p> <ul style="list-style-type: none"> Frequency of participation Performance of movements/ motor skills | <p>Focus: Modified games and sports Duration: ± 14 weeks</p> <ul style="list-style-type: none"> Presentation of modified/ self-designed games, including application of related officiating and administrative skills (14 weeks) <p>Assessment criteria:</p> <ul style="list-style-type: none"> Frequency of participation Performance of movements/ motor skills | <p>Focus: Sports and games Duration: ± 12 weeks</p> <ul style="list-style-type: none"> Participation in attacking and defending sports (4 weeks) Participation in batting and fielding sports (4 weeks) Participation in net/ wall sports (4 weeks) <p>Assessment criteria:</p> <ul style="list-style-type: none"> Frequency of participation Performance of movements/ motor skills |
| MOVEMENT SECTION: RECREATION | | |
| GRADE 10 | GRADE 11 | GRADE 12 |
| <p>Focus: Outdoor recreational activities Duration: ± 11 weeks</p> <ul style="list-style-type: none"> Basic orienteering (4 weeks) Outdoor exercise circuit (4 weeks) Educational gymnastics (outdoor stunts) (3 weeks) <p>Assessment criteria:</p> <ul style="list-style-type: none"> Frequency of participation Performance of movements/ motor skills | <p>Focus: Recreational group activities Duration: ± 11 weeks</p> <ul style="list-style-type: none"> Leading self-designed and following peer-designed group recreational activities (7 weeks) Intermediate orienteering (4 weeks) <p>Assessment criteria:</p> <ul style="list-style-type: none"> Frequency of participation Performance of movements/ motor skills | <p>Focus: Relaxation and recreational activities Duration: ± 9 weeks</p> <ul style="list-style-type: none"> Advanced orienteering (4 weeks) Variety of activities: Hiking, dancing, etc. (5 weeks) <p>Assessment criteria:</p> <ul style="list-style-type: none"> Frequency of participation Performance of movements/ motor skills |

3. Planning for the task

The Physical Education component of the Life Orientation curriculum should be planned and reflected in the Work Schedule with the other 3 focus areas (i.e. Learning Outcomes). Planning for the Physical Education component (Learning Outcome 3) can be integrated with the planning for the other three Learning Outcomes by including Learning Outcome 3 in each grouping of content on the Work Schedule. This provides the basis for the weekly Physical Education period.

4. Resources required for the task

The following resources, equipment and facilities are required for the implementation of the PET:

- Textbook(s)
- Literature / articles / texts on:
 - Fitness: evaluation, health-related components and norms, performance requirements, aerobic exercise programmes, principles
 - Basics of anatomy and exercise physiology
 - Sporting activities and games: rules and techniques
 - Recreational activities
- Equipment:
 - Wall charts/ Task cards/ Station cards for exercises, games and recreation activities
 - Markers to mark off playing areas
 - Appropriate clothing for learners
 - Basic and/or improvised equipment for fitness, games and recreational activities
- Facilities:
 - Level playing area, free of glass and stones to perform exercises, games and recreation activities
 - Changing facilities and water

5. Criteria for the task

Learner performance in the PET is assessed on an ongoing basis during participation. The mark awarded to a learner should not be based on a once-off observation of performance, but on a series of observations undertaken during the school term. When learner performance is observed for assessment purposes it should be recorded immediately. It is suggested that teachers concentrate on the assessment of learner performance against two broad criteria: 1) frequency of participation and 2) overall movement performance. By observing whether the performance of a movement has a desired outcome, the teacher will be focusing on the overall performance of the movement rather than the detailed mechanics of the movement. However, once a teacher has gained confidence and knows how to break a motor skill and movement sequence down into different parts, additional criteria can be added to assess the performance in greater depth.

6. Assessment tool

The following levels, percentage scales and descriptions inform the description of performance per level and the allocation of marks on the assessment tool:

| Level of Performance | Description | % Scale |
|----------------------|---|---------|
| E | Excellent (Wow) | 75-100% |
| P | Proficient (Looking good) | 50-74% |
| A | Adequate (Still lots of room for improvement) | 30-49% |
| L | Limited (Lacking in many areas) / Not attempted | 0-29% |

Use can be made of an assessment tool such as the one provided below to assess learner performance in the two criteria of the task.

Assessment tool for PET

| LEVEL | Limited (0-29%) | Adequate (30-49%) | Proficient (50-74%) | Excellent (75-100%) |
|---|--|---|--|---|
| CRITERION 1: FREQUENCY OF PARTICIPATION DURING PHYSICAL EDUCATION PERIODS (15 marks) | Participated in 0-29% of all periods: =0% (0 marks) – did not participate at all <10% (1 mark) <20% (2 marks) =20% (3 marks) <30% (4 marks) | Participated in 30-50% of all periods: <40% (5 marks) =40% (6 marks) <50% (7 marks) | Participated in 50-74% of all periods: <60% (8 marks) =60% (9 marks) <70% (10 marks) <75% (11 marks) | Participated in 75-100% of all periods: =80% (12 marks) =90% (13 marks) =100% (15 marks) |
| CRITERION 2: OUTCOME OF MOVEMENT PERFORMANCE (10 marks) | Very clumsy and/or ineffective – movements do not produce the desired outcome at all (0-2 marks) | Requires further attention and refinement – lapses in movements which do not always produce the desired outcome (3-4 marks) | Efficient, effective and appropriate – movements mostly produce the correct desired outcome (5-7 marks) | Exceptional level of skill – movements always produce the desired outcome (8-10 marks) |

7. Recording and reporting

The focus of assessment within the PET falls on the two broad categories: participation and performance.

The suggested weighting between the two criteria is 60% for participation (15 marks) and 40% for movement performance (10 marks) to arrive at a mark out of 25 for the PET per term in Grades 10, 11 and 12. In term 2 of Grade 12 the PET mark out of 25 needs to be doubled to 50 for recording and reporting purposes. See the tables provided in Section 1.

The assessment of learner performance against the two criteria can be recorded directly on a class list for the Physical Education periods in a school term. This class list can then be used to generate a mark out of 15 for participation and a mark out of 10 for movement performance at the end of each term, irrespective of the movement section(s) being presented in a school term.

Note: While a record will be kept of learner participation per period, each learner will not be assessed on movement performance in every Physical Education period, but should be formally

observed at least three times across a school term for formal assessment purposes to determine their level of movement performance.

Example using a Grade 10 class list

The mark allocation applied in this example is based on the levels, descriptions and mark allocation suggested for the assessment tool in Section 5 of this guideline.

| TERM 1 | 1. Frequency of participation (15 marks) | | | | | | | | | | | | 2. Movement performance (10 marks) | | | | TOTAL FOR TERM |
|-----------|--|----|----|----|----|----|----|----|----|-----|-----|-------|------------------------------------|----|----|-------|----------------|
| NAMES | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 | % | Marks | O1 | O2 | O3 | Marks | 25 |
| Apple, A | ✓ | ✓ | ✓ | ✓ | ✗ | ✓ | ✓ | ✗ | ✓ | ✓ | 80 | 12 | E | P | E | 8 | 20 |
| Brown, B | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 100 | 15 | P | P | P | 6 | 21 |
| Carmel, C | ✓ | ✓ | ✓ | ✓ | ✓ | a | ✓ | ✓ | ✓ | ✓ | 100 | 15 | L | P | A | 3 | 18 |
| Drake, D | ✓ | ✗ | ✓ | a | ✓ | ✓ | ✗ | a | ✓ | ✗ | 50 | 8 | A | A | P | 4 | 12 |
| | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |

Note:

1. Frequency of participation

Each of the learners is allocated a mark out of 15 at the end of term 1 based on their frequency of participation across the Physical Education periods. An 'a' indicates 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 (see Carmel), but a learner who participates on and off when present should be penalised when absent (see Drake).

2. Movement performance

Each of the learners is allocated a mark out of 10 at the end of term 1 based on their movement performance observed on at least three different occasions across the school term. An 'E' indicates excellent, a 'P' indicates proficient, an 'A' indicates adequate and an 'L' indicates limited. As Apple has scored an 'E' twice and a 'P' once, the mark allocated to Apple should reflect an 'E' and not 'P'. As Brown has scored a 'P' throughout the term, the mark allocated to Brown at the end of the term should reflect a 'P'. See Section 6 of this appendix for levels, descriptions and mark allocations.

3. Total for 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 25 per learner. The mark scored out of 25 is the PET mark to be formally recorded on the record sheet for the term.

APPENDIX 4: EXAMPLES OF CERTIFICATE TASKS

The following table provides suggestions of some of the tasks that can be offered as optional Certificate Tasks. Section 4 provides guidance on how to incorporate Certificate Tasks in Life Orientation.

| EXAMPLES OF CERTIFICATE TASKS THAT CAN BE OFFERED IN GRADES 10, 11 AND 12 | | |
|--|---|---|
| <ul style="list-style-type: none"> • Opening of bank account • Application for ID document • Learner Driver's Licence • Public Speaking • Conflict Management • Stress Management • Nutrition • Home Management • People Skills (e.g. Eneagram – personalities, strengths and weakness and how to deal with different personalities) • Deportment • Goalsetting • Life Coaching (e.g. building self-esteem and self-confidence) • Financial Management / Literacy • Teambuilding • Leadership • Study Skills • Computer Literacy • Project Management • Work-related experience | <ul style="list-style-type: none"> • Lifesaving <ul style="list-style-type: none"> ○ Junior Qualifying Certificate (JQC) ○ Qualifying Certificate (QC) ○ Junior Lifeguard ○ Lifeguard ○ Instructor's Award • Community Service Participation Certificate • Teen Counselling • Managing Diversity • Etiquette and Protocol • Managing the Environment (e.g. use of resources to maintain the physical environment and how this impacts on the health of a community) • First Aid <ul style="list-style-type: none"> ○ Level I ○ Level II ○ Level III ○ CPR ○ Save-a-Life • Entrepreneurship • Job-Seeking Skills (e.g. letter of application, CV writing, interview) • Managing Meetings | <ul style="list-style-type: none"> • Aerobics / Fitness Leader • Recreation Leader • Sport Facilitator • Coaching Certificate • Umpiring Certificate • Officiating Certificate (sport and / or athletics officials) • Swimming Course • Self-Defence • Participation Certificate (sport, fitness, recreation activity) • Outward Bound Courses • Club Membership (e.g. Walk for Life, Fitness Club, Dance School) for at least 4 months • Sports Administration Certificate • Letter of acknowledgement for workplace participation – testimonial • Letter of acknowledgement for internship – testimonial • Communication course (e.g. telephone manners, style of different letters) • Office Administration (e.g. filing and retrieval system) |