



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

LIFE ORIENTATION

NQF Level 4

September 2007

LIFE ORIENTATION – LEVEL 4

CONTENTS

SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

- 1 Assessment in the National Certificates (Vocational)**
- 2 Assessment framework for vocational qualifications**
 - 2.1 Internal continuous assessment (ICASS)
 - 2.2 External summative assessment (ESASS)
- 3 Moderation of assessment**
 - 3.1 Internal moderation
 - 3.2 External moderation
- 4 Period of validity of internal continuous assessment (ICASS)**
- 5 Assessor requirements**
- 6 Types of assessment**
 - 6.1 Baseline assessment
 - 6.2 Diagnostic assessment
 - 6.3 Formative assessment
 - 6.4 Summative assessment
- 7 Planning assessment**
 - 7.1 Collecting evidence
 - 7.2 Recording
 - 7.3 Reporting
- 8 Methods of assessment**
- 9 Instruments and tools for collecting evidence**
- 10 Tools for assessing student performance**
- 11 Selecting and/or designing recording and reporting systems**
- 12 Competence descriptions**
- 13 Strategies for collecting evidence**
 - 13.1 Record sheets
 - 13.2 Checklists

SECTION C: ASSESSMENT IN LIFE ORIENTATION

- 1 Schedule of assessment**
- 2 Recording and reporting**
- 3 Internal assessment of Subject Outcomes in Life Orientation - Level 4**
 - 3.1 Topics for internal assessment in the Portfolio of Evidence
- 4 Specifications for external assessment in Life Orientation - Level 4**

SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Life Orientation in the National Certificates (Vocational). It must be read with the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*. This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the *Subject Guidelines: Life Orientation* to prepare for and deliver Life Orientation. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
 - social adjustment and responsibility;
 - moral accountability and ethical work orientation;
 - economic participation; and
 - nation-building.

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international value and recognition of qualification and acquired competencies and skills.

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate students' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- clearly stating the outcome to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding Learning Outcome being assessed
- Comparison of students' work with other students, based on learning styles and language

- **Practicability and cost-effectiveness**

To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

The assessment structure for the National Certificates (Vocational) qualification is as follows:

2.1 Internal continuous assessment (ICASS)

Knowledge, skills values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a "Structured Environment". This component is moderated internally and externally quality assured by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

2.2 External summative assessment (ESASS)

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

3 MODERATION OF ASSESSMENT

3.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

3.2 External moderation

External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assurer; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures be customised for students who experience barriers to learning, and supported to enable these students to achieve their maximum potential.

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational)*.

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

5 ASSESSOR REQUIREMENTS

If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

6.2 Diagnostic assessment

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

6.3 Formative assessment

This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for summative assessment.

6.4 Summative assessment

This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

7.2 Recording

Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

7.3 Reporting

All the evidence is put together in a report to deliver a decision for the subject.

8 METHODS OF ASSESSMENT

Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

LECTURER ASSESSMENT	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Students assess another student's or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's PoE.

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.

METHODS FOR COLLECTING EVIDENCE			
	Observation-based (Less structured)	Task-based (Structured)	Test-based (More structured)
Assessment instruments	<ul style="list-style-type: none"> • Observation • Class questions • Lecturer, student, parent discussions 	<ul style="list-style-type: none"> • Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews 	<ul style="list-style-type: none"> • Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	<ul style="list-style-type: none"> • Observation sheets • Lecturer's notes • Comments 	<ul style="list-style-type: none"> • Checklists • Rating scales • Rubrics 	<ul style="list-style-type: none"> • Marks (e.g. %) • Rating scales (1-7)
Evidence	<ul style="list-style-type: none"> • Focus on individual students • Subjective evidence based on lecturer observations and impressions 	<p>Open middle: Students produce the same evidence but in different ways.</p> <p>Open end: Students use same process to achieve different results.</p>	Students answer the same questions in the same way, within the same time.

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

Rating scales are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

Task lists and **checklists** show the student what needs to be done. These consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. Using rubrics is a different way of assessing and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly two types of rubrics, namely holistic and analytical, are used.

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. **Why** particular information is recorded and **how** it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not be simply a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) that a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

13.1 Record sheets

The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

13.2 Checklists

Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

SECTION C: ASSESSMENT IN LIFE ORIENTATION

1 SCHEDULE OF ASSESSMENT

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 75 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a PoE account for the other 25 percent.

The PoE and the external assessment include practical and written components. The practical assessment in Life Orientation, must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

2 RECORDING AND REPORTING

Life Orientation is assessed according to seven levels of competence. The level descriptions are explained in the following table.

Scale of achievement for the Fundamental component

RATING CODE	RATING	MARKS (%)
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

The programme of assessment should be recorded in the Lecturer's Portfolio of Assessment for each subject. The following at least should be included in the Lecturer's Assessment Portfolio:

- A contents page
- The formal schedule of assessment
- The requirements for each assessment task
- The tools used for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The college must standardise these documents.

The student's PoE must include at least:

- A contents page
- The assessment tasks according to the assessment schedule
- The assessment tools or instruments for the task
- A record of the marks (and comments) achieved for each task

Where a task cannot be contained as evidence in the PoE, its exact location must be recorded and it must be readily available for moderation purposes.

**ASSESSMENT OF LIFE ORIENTATION
LEVEL 4**

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN LIFE ORIENTATION - LEVEL 4

Topic 1: Personal development

SUBJECT OUTCOME	
1.1 Anticipate, monitor and review factors that may influence or prevent achievement of plans and develop contingencies for these where necessary.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Factors that may influence or prevent achievement of plans are anticipated, monitored and reviewed and contingencies for these are developed where necessary. 	<ul style="list-style-type: none"> Define anticipate, monitor, review. Identify attitudes, values and skills that impact positively on the achievement of plans. Identify attitudes, values and skills that impact negatively on the achievement of plans. Explain how monitoring and review can be used to identify potential problems. Identify and explain how contingency planning can be used to deal with problems. Demonstrate understanding of above within the context of a practical activity.
ASSESSMENT TASKS OR ACTIVITIES	
An assignment on planning process.	

SUBJECT OUTCOME	
1.2 Explain factors, which influence personal development in terms of their impact on relationships.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Factors, which influence personal development, are explained in terms of their impact on relationships. <p><i>Range: Factors include but not limited to assertiveness, passivity, assertion, aggression, confidence, being over confident, etc.</i></p>	<ul style="list-style-type: none"> Identify and explain different types of behaviors that impact on personal development and relationships. Explain how the above impacts on relationships. Discuss the link between personal relationships and personal development.
ASSESSMENT TASKS OR ACTIVITIES	
A case study on relationships with three scenarios, where all four types of behaviours will be reflected and students are expected to compare and choose the one they think is appropriate for their own development.	

SUBJECT OUTCOME	
1.3 Explain, using relevant examples, ways to cope with life situations in a spiritually responsive manner.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Ways to cope with life situations in a spiritually responsive manner are explained with examples. 	<ul style="list-style-type: none"> Explain spiritual responsiveness. Provide examples of spiritually responsive coping strategies. Identify examples of life situations and explain how a spiritually responsive manner impacts on these.

SUBJECT OUTCOME	
1.4 Explain and distinguish between morally acceptable and unacceptable behavior.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Morally acceptable and unacceptable behaviours are explained in order to distinguish between them. 	<ul style="list-style-type: none"> Define moral acceptability within the context of cultural relativity. Define moral unacceptability within the context of cultural relativity. Differentiate between the above.

ASSESSMENT TASKS OR ACTIVITIES
An essay to be developed that will cover ways to cope with life situations, acceptable and unacceptable behaviour. Students will be expected to identify strategies for coping, define and distinguish between morally acceptable and unacceptable behaviours within the cultural relativity.

SUBJECT OUTCOME	
1.5 Explain the value of work and work ethics and give examples.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> The value of work and of a work ethic is explained with examples. 	<ul style="list-style-type: none"> Explain work ethics. Identify and explain with relevant examples the value of work and work ethics in terms of their contribution to personal development.
ASSESSMENT TASKS OR ACTIVITIES	
An assignment on the value of work and work ethics in terms contribution to personal development.	

Topic 2: Healthy and positive living

SUBJECT OUTCOMES	
2.1 Explain types of stress in terms of their impact on personal and work situations.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Types of stress are explained in terms of their impact on personal and work situations. 	<ul style="list-style-type: none"> Define stress. Identify the different types of stress and their causes. Explain how stress impacts on personal and work situations.
SUBJECT OUTCOMES	
2.2 Identify and explain factors that contribute to stress in terms of their impact on personal and work situations.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Factors that contribute to stress are identified and explained in terms of their impact on personal and work situations. <p><i>Range: Factors include but not limited to society, environment, organisation, etc.</i></p>	<ul style="list-style-type: none"> Identify and explain factors that contribute to the development of stress. Explain how these impact on personal and work situations. Identify and explain coping strategies that can be used for the above.
SUBJECT OUTCOMES	
2.3 Explain positive ways to deal with infectious diseases in terms of their impact on the individual and the community.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Positive ways to deal with infectious diseases are explained in terms of impact on the individual and community. <p><i>Range: Infectious diseases include but not limited to sexually transmitted infections (STIs) tuberculosis (TB), HIV/AIDS.</i></p>	<ul style="list-style-type: none"> Identify, using suitable examples, how a supportive environment can be created for the afflicted both personally and in the community in terms of physical, social, emotional, and spiritual and psychological support.
ASSESSMENT TASKS OR ACTIVITIES	
Case study: A video on two families, one family know nothing about HIV/AIDS they still believe that a man can have as many sexual partners as he feels, at the end he find himself being HIV+ and that impact negatively at work and within his family. The wife is also pregnant. In another family they are well informed about the virus.	

SUBJECT OUTCOMES	
2.4 Explain the balance between physical and mental wellness in relation to work productivity.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> The balance between physical and mental wellness is explained in relation to work productivity. 	<ul style="list-style-type: none"> Define physical wellness. Define mental wellness. Explain the interrelationship between the above in terms of the achievement of whole system balance. Explain how the above impacts on work productivity.
ASSESSMENT TASKS OR ACTIVITIES	
This can be linked to the video above.	

Topic 3: Research skills

SUBJECT OUTCOME	
3.1 Conduct a needs analysis in relation to personal and community issues.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Needs analysis is conducted in relation to personal and community issues. 	<ul style="list-style-type: none"> Define a needs analysis. Identify and explain how a needs analysis is conducted. Provide relevant examples of the above. Conduct a needs analysis within the context of a community project.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> A knowledge test on what to consider when preparing and planning conducting a survey in the community. Conduct a needs analysis within the context of a community project. 	

SUBJECT OUTCOME	
3.2 Develop a questionnaire in relation to a specific research topic.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> A questionnaire is developed in relation to a specific research topic. 	<ul style="list-style-type: none"> Identify and explain, with relevant examples, how to compile a questionnaire. Discuss the uses of a questionnaire. Compile a questionnaire within the context of the identified community project.
ASSESSMENT TASKS OR ACTIVITIES	
An assignment to draw up a questionnaire for specific research.	

SUBJECT OUTCOME	
3.3 Develop a research process using current media and tools.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> A research process is developed using current tools and media. 	<ul style="list-style-type: none"> Define research process. Identify the key elements of the research process. Explain how a research process is developed. Develop the research process in the context of the identified community project.
ASSESSMENT TASKS OR ACTIVITIES	
Students will be given a task to conduct research for a specific topic using a research process in relation to a community project that can be implemented according to the needs of a specific community (group work activity).	

SUBJECT OUTCOME	
3.4 Compile a concise report based on research findings in response to research questions.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> A concise report based on research findings is compiled in response to research question. 	<ul style="list-style-type: none"> Define a research report. Identify the elements of a research report. Compile a research report based on the findings within the identified community project.
ASSESSMENT TASKS OR ACTIVITIES	
Students should compile a concise report (typed on computer) as part of the assignment.	

SUBJECT OUTCOME	
3.5 Identify and describe a real life issue in order to determine source, origin and extent of problem.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> A real life issue is identified and described in order to determine source, origin and extent of the problem. 	<ul style="list-style-type: none"> Choose a real life problem within a community context Define the source of the problem, the origin of the problem and the extent of the problem
ASSESSMENT TASKS OR ACTIVITIES	
This forms part of research.	

Topic 4: Creative problem solving

SUBJECT OUTCOME	
4.1 Distinguish between problems and challenges and provide relevant examples.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Concepts of problems and challenges are distinguished with examples. 	<ul style="list-style-type: none"> Define the problem. Define the challenge. Use the above definitions to distinguish between the concepts. Provide examples to illustrate the above.
SUBJECT OUTCOME	
4.2 Demonstrate an understanding of positive and negative attitudes.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> The impact of ones attitude on problems and challenges is described in terms of its effect on individuals and relationships. 	<ul style="list-style-type: none"> Demonstrate an understanding of positive attitudes through the provision of relevant examples. Demonstrate an understanding of negative attitudes through the provision of relevant examples.
SUBJECT OUTCOME	
4.3. Describe the impact of positive and negative attitudes on individuals and relationships.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> The impact of ones attitude on problems and challenges is described in terms of its effect on individuals and relationships. 	<ul style="list-style-type: none"> Describe, using relevant examples, how positive and negative attitudes impact on individual and social relationships
SUBJECT OUTCOME	
4.4 Explain the different problem solving methods and identify different contexts of usage.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Different techniques for solving problems or making decisions are explained to determine when each should be used. 	<ul style="list-style-type: none"> Review the different problem solving methods. Explain them with the use of relevant examples.

SUBJECT OUTCOME	
4.5 Demonstrate an understanding of problem source, origin and extent, by linking these to a real life issue.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> A real life issue is identified and described in order to determine source, origin and extent of the problem. 	<ul style="list-style-type: none"> Review definitions of problem source, extent and origin. Demonstrate an understanding of above through the provision of relevant examples. Identify a real life situation to contextualize above understanding.
SUBJECT OUTCOME	
4.6 Explain methods and strategies that can be used to guide life decisions and provide relevant examples for the above.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Methods and strategies to deal with the personal issues are explained in order to guide life decisions. 	<ul style="list-style-type: none"> Demonstrate understanding of difference between personal and social issue. Illustrate the above with relevant examples. Define life decision by using appropriate examples. Identify relevant methods and strategies that can be used to assist in the making of life decisions. Use relevant examples to illustrate the above.
ASSESSMENT TASKS OR ACTIVITIES	
An extract from a book or a quiz that needs creative thinking so that students can be challenged to apply problem solving techniques and decision making skills.	

Topic 5: Utilise business-computing skills

SUBJECT OUTCOME	
5.1 Create and edit graphs and charts.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Graphical-User-Interface (GUI) based spreadsheet applications are used to produce graphs and charts. 	<ul style="list-style-type: none"> Explain, define and demonstrate types of graphs and charts in terms of their purposes. Explain and demonstrate how the graph or chart is created from a given data source. Explain and demonstrate how the graph or chart type is changed, copied, moved, resized and deleted.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Formative test Test must be practical 	

SUBJECT OUTCOME	
5.2 Load data from an external data source to produce a given spreadsheet.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> GUI based database applications are used to produce simple databases. 	<ul style="list-style-type: none"> Explain and demonstrate how to check external data to ensure that the input into a spreadsheet will achieve the required results. Provide information to show how to copy the data into the spreadsheet and that the resulting spreadsheet is in accordance with the given spreadsheet result.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Formative test to be given at the end of the spreadsheet section. Activities to practice. Observation checklist to be used where students are required to demonstrate. 	

SUBJECT OUTCOME	
5.3 Insert and edit objects in a spreadsheet.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> GUI based database applications are used to produce simple databases. 	<ul style="list-style-type: none"> Explain and demonstrate how graphics are inserted in a spreadsheet, how to manipulate selected graphics in a spreadsheet, how to use a drawing tool to draw an object in the spreadsheet.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Formative test to be given at the end of the spreadsheet section. Activities to practice. Observation checklist to be used where students are required to demonstrate. 	

SUBJECT OUTCOME	
5.4 Plan a database to provide a solution to a given problem.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> GUI based database applications are used to produce simple databases. 	<ul style="list-style-type: none"> Explain and demonstrate how to develop a working plan to meet the requirements of a supplied brief. Identify and develop the plan for the database. Explain what the plan is comprised of, including specifications and features.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Formative test using a question paper. Test must be practical 	

SUBJECT OUTCOME	
5.5 Create a data entry to form a new database table to solve given problems.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> GUI based database applications are used to produce simple databases. 	<ul style="list-style-type: none"> Explain and demonstrate how to create a new database table to solve a given problem. Explain and demonstrate how to create a form for the database table. Explain and demonstrate how to add a header and footer to the form. Explain and demonstrate how to save and close a data entry form. Explain and demonstrate how to delete a data entry form.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Formative test using a question paper. Test must be practical 	

SUBJECT OUTCOME	
5.6 Sort data in a database query.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> GUI based database applications are used to produce simple databases. 	<ul style="list-style-type: none"> Explain and demonstrate how to sort data query.
ASSESSMENT TASKS OR ACTIVITIES	
Formative assessment for applied competency – tests, tasks and other activities that elicit the required knowledge and skill for the learner.	

SUBJECT OUTCOME	
5.7 Create a report for a database table.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • GUI based database applications are used to produce simple databases. 	<ul style="list-style-type: none"> • Explain and demonstrate how to design a report to address the requirements of a given problem. • Explain and demonstrate how to create report that meets the design requirements. • Explain and demonstrate how to modify a report and group data in a report. • Explain and demonstrate how to resize a selection in a report. • Explain and demonstrate how to save and/or delete a report.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Formative test using a question paper. • Test must be practical 	

SUBJECT OUTCOME	
5.8 Perform advanced print options for a database.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • GUI based database applications are used to produce simple databases 	<ul style="list-style-type: none"> • Explain and demonstrate how a database form is printed. • Explain and demonstrate how to print a query result. • Explain and demonstrate how to preview a database report to check that the presentation is in accordance with the given specifications. • Print a database report.
ASSESSMENT TASKS OR ACTIVITIES	
Formative assessment for applied competency – tests, tasks and other activities that elicit the required knowledge and skill for the learner.	

SUBJECT OUTCOME	
5.9 Plan and research a computer topic.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • A computer topic is researched using and applying a variety of sources. 	<ul style="list-style-type: none"> • Identify and plan the topic, objective and the scope of research. • Identify and plan the time to be taken for the research and the methods to be used as well as the sources of information to be used. • Identify the target audience, presentation methods, computer applications to be used for the analysis of data and the presentation of the result of the research. • Conduct the research
ASSESSMENT TASKS OR ACTIVITIES	
This could be integrated into a community research task.	

SUBJECT OUTCOME	
5.10 Conduct research into a computer topic using computer technology.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> A computer topic is researched using and applying a variety of sources. 	<ul style="list-style-type: none"> Ensure the research conducted accumulates data according to the research plan. Ensure the research provides data with conclusions and description of the analysis methods that could allow validity of the analysis to be assessed. Ensure that the research progress is indicated at intervals by reports according to the research plan. Ensure the research conducted uses the computer application to analyse the research data.
ASSESSMENT TASKS OR ACTIVITIES	
This also to be linked with a community research task.	

SUBJECT OUTCOME	
5.11 Present the result of the research using computer technology.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> A computer topic is researched using and applying a variety of sources. 	<ul style="list-style-type: none"> Identify the computer topic to be researched and the sources to be used here. Ensure that the presentation communicates summarized research data and conclusions to the targeted audience Make the presentation on the topic using the relevant presentation software.
ASSESSMENT TASKS OR ACTIVITIES	
This should be integrated with the writing of a concise report on the community research conducted.	

3.1 Topics for internal assessment in the Portfolio of Evidence

TERM	TOPIC	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
ONE	Personal development	53%	34%	13%
	Application of spreadsheets			
	Charts and graphs in ICT context			
TWO	Creative problem solving	50	35	15
	Application of database [plan to solve problems, data entry and tables]			
THREE	Healthy and positive living	45	37	18
	Application of database [query handling, database reporting]			
FOUR	Research skills	40	40	20
	Researching on computer			
	Application of database [advanced printing]			

TERM	PORTFOLIO ASSESSMENT	TOPIC
ONE	One	• Personal development (theory and practical)
	Two	• Computers (theory and practical)
TWO	Two	• Creative problem solving (theory and practical)
	Three	• Computers (practical)
THREE	Four	• Healthy and positive living (theory and practical)
	Five	• Computers (practical)
FOUR	Six	• Research skills (theory and practical)
	Seven	• Computers (practical)

The PoE is externally moderated.

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN LIFE ORIENTATION - LEVEL 4

A national examination is conducted annually in October or November each year by means of a paper/s set externally, and marked and moderated externally. The following distribution of cognitive application is suggested:

LEVEL 4	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	40%	40%	20%

Details of relative weightings of topics are contained in *Subject Guidelines Life Orientation Level 4*.