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NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

LIFE ORIENTATION

NQF Level 3

September 2007

LIFE ORIENTATION – LEVEL 3

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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 for students who experience barriers to learning be customised 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 Portfolio of Evidence (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. They 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. It is a different way of assessment 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 simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) 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 Portfolio of Evidence (PoE) account for the other 25 percent.

The Portfolio of Evidence (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 should at least 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 Portfolio of Evidence (PoE) must at least include:

- 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 tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), their exact location must be recorded and they must be readily available for moderation purposes.

ASSESSMENT OF LIFE ORIENTATION
LEVEL 3

3 INTERNAL ASSESSMENT OF OUTCOMES IN LIFE ORIENTATION - LEVEL 3

3.1 Topics for Life Orientation

Topic 1: Positive Living

SUBJECT OUTCOME	
1.1 Identify and explain how discrimination and human rights violations can occur in the context of STDs and opportunistic diseases.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Discrimination and human rights violations are defined, and the manner and reasons for their manifestation in the context of STDs and opportunistic diseases are described and explained.	<ul style="list-style-type: none"> Define discrimination and human rights violations Describe and explain how and why these are manifested in the context of STDs and opportunistic diseases.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: A case study whereby the main character is an employee who is dismissed from work, is not well treated at home and in society because of HIV status. The case study should also cover support services available as part of the content. Questions to answer</p>	

SUBJECT OUTCOME	
1.2 Identify support services and resources available in the community to assist in regard to discrimination and human rights violations in the context of STDs and opportunistic diseases.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Ways to deal with discrimination and human rights violations are identified and explained in relation to support services available in a community context.	Identify and explain ways to deal with discrimination and human rights violations in relation to support services available in a community context.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: A task to go onto the Internet and print out support services available Students are required to:</p> <ul style="list-style-type: none"> List support structures available in the community to assist in regard to discrimination and human rights violations Identify how these structures can be used. 	

SUBJECT OUTCOME	
1.3 Describe, using relevant examples, the impact of infections and diseases on the immune system.	
ASSESSMENT STANDARD	LEARNING OUTCOME
The impact of infections and diseases on the immune system is described with examples.	Describe and explain, using appropriate examples, how diseases and infections can compromise the immune system.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: A sketch diagram/ template to be filled in to show understanding of how white blood cells fight the invading germs in an uninfected and infected immune system Students are required to:</p> <ul style="list-style-type: none"> Define diseases and infections. Identify and explain infections. Define the immune system. Explain the role that the immune system plays in the body. Identify and explain, using appropriate examples, how diseases and infections can compromise the immune system. 	

SUBJECT OUTCOME	
1.4 Explain, using relevant examples, the effects of medication and a healthy diet on symptoms of infections and diseases on the immune system.	
ASSESSMENT STANDARD	LEARNING OUTCOME
A healthy diet is defined, and the effect of medication and healthy diet on the symptoms is explained with examples.	<ul style="list-style-type: none"> Define a healthy diet. Identify and explain the key components of a healthy diet. Identify and explain the roles that prescribed medication and a healthy diet play on the alleviation of symptoms.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Individual assignment to plan a weekly menu providing the components of a healthy diet, with indication of the effect diet has on symptoms, and consideration needed with respect to both prescribed and unprescribed medication.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> Define a healthy diet. Identify and explain the key components of a healthy diet. Identify and explain the roles that prescribed medication and a healthy diet play on the alleviation of symptoms. 	

Topic 2: Teamwork (group work)

SUBJECT OUTCOMES	
2.1 Identify with examples advantages and disadvantages of working in a team.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> A team is defined, and different types of teams identified. Advantages and disadvantages of working in a team are identified with examples 	<ul style="list-style-type: none"> Define a team Describe the different types of teams, e.g. groups, working groups, task groups, informal vs. formal groups Identify and explain with examples advantages of working in a team Identify and explain with examples disadvantages of working in a team
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: A case study will be used to sketch a scenario of an organisational group (SRC, etc) involved in organising a task. The case study should link all the aspects – advantages/disadvantages, characteristics and attitudes.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> Define a team Describe the different types of teams. e.g. groups, working groups, task groups, informal vs. formal groups Identify and explain with examples advantages of working in a team Identify and explain with examples disadvantages of working in a team 	

SUBJECT OUTCOMES	
2.2 Identify, using relevant examples, the characteristics of an effective team or group	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Effectiveness in teams is defined. Characteristics of an effective team or group are identified and explained. The effect of team formation on effectiveness is identified and explained 	<ul style="list-style-type: none"> Define an effective team or group. Identify and explain the characteristics of an effective team or group. Identify and explain the formation of teams or groups and how this impacts on effectiveness

ASSESSMENT TASKS OR ACTIVITIES
<p>Assessment instruments: Case study with examples of positive and negative groups and their effectiveness. Students to indicate the difference and give advice on how to improve.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Define an effective team or group. • Identify and explain the characteristics of an effective team or group. • Identify and explain the formation of teams or groups and how this affects effectiveness.

SUBJECT OUTCOMES	
2.3 Identify, using relevant examples, behaviours and attitudes that affect positive relationships within a group.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Behaviours and attitudes are defined, and those that affect positive relationships are identified and explained.	<ul style="list-style-type: none"> • Define behaviours and attitudes • Identify and explain, using relevant examples how behaviours and attitudes can contribute positively to the working of a group
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: A group work exercise to be given to students and the facilitator will have a check list for observations.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Define behaviours and attitudes • Identify and explain, using relevant examples how behaviours and attitudes can contribute positively to the working of a group 	

SUBJECT OUTCOMES	
2.4 Identify the responsibilities of each member or team in relation to the purpose and goals of the group.	
ASSESSMENT STANDARD	LEARNING OUTCOME
The responsibilities of each member of a team or a group are described, identified and explained in relation to the purpose and goals of the group.	<ul style="list-style-type: none"> • Describe the different roles and responsibilities required for a group to achieve its purpose and goals.(leader, secretary, vice – leader, treasurer, portfolio members) • Identify and explain the roles and responsibilities within a group that enable the group to reach identified goals.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Research project and written report on findings. To be added to POE.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Describe the different roles and responsibilities required for a group to achieve its purpose and goals.(leader, secretary, vice – leader, treasurer, portfolio members) • Identify and explain the roles and responsibilities within a group that enable the group to reach identified goals. 	

Topic 3: Leadership

SUBJECT OUTCOME	
3.1 Describe the different leadership styles with reference to interaction between a leader and a team.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Leadership is defined • Different leadership styles are described and discussed with the reference to interaction between a leader and a team. • Principles of leadership as formal measures of performance of group effort are described. 	<ul style="list-style-type: none"> • Define leadership • Describe the different leadership styles (authoritarian, democratic, laissez-faire, humanistic) • Discuss each leadership style in relation to the associated behaviour. • Describe principles of leadership as formal measures of performance of group effort

ASSESSMENT TASKS OR ACTIVITIES
<p>Assessment instruments:</p> <ul style="list-style-type: none"> • Knowledge test on good and bad qualities of a leader. • Case study on leadership styles and principles of a leader <p>Students are required to:</p> <ul style="list-style-type: none"> • Define leadership • Describe the different leadership styles (authoritarian, democratic, laissez-faire, humanistic) • Discuss each leadership style in relation to the associated behaviour. • Describe principles of leadership as formal measures of performance of a group effort

SUBJECT OUTCOME	
3.2 Analyse the relationship between the follower and the leader within different contexts.	
ASSESSMENT STANDARD	LEARNING OUTCOME
The relationship between the leader and follower is described for different contexts.	Describe the relationship between the leader and follower for different contexts. <i>Range: Sports and recreation, voluntary organizations, community projects, study, work and personal life</i>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Role play with checklist</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Describe behaviour patterns of individuals in these given contexts • Identify and explain the role of leader within the context of the above definitions 	
ASSESSMENT STANDARD	LEARNING OUTCOME
The impact of the role of the leader on the relationship between the leader and the other members is identified.	Identify how the role of leader impacts on the relationship between the leader and other members.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Role play with checklist</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Define: Neutrality, unfair influence and favouritism. • Indicate, within different contexts as per the range statement, how a leader can empower and disempower members of a group. • Explain how the leadership style can impact on the relationships and performance of the team 	

Topic 4: Managing Diversity

SUBJECT OUTCOME	
4.1 Explain diversity with the aid of examples and with particular reference to South African society.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The concept of diversity is explained with examples • South African society is explained with examples. 	<ul style="list-style-type: none"> • Define diversity and provide examples. • Define culture and provide examples • Analyze South African society in the light of understanding of diversity.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: A case study should be used to illustrate concept of diversity, different cultural practices, attitudes and perceptions and human rights</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Define diversity and provide examples. • Define culture and provide examples • Analyze South African society in the light of understanding of diversity. 	

SUBJECT OUTCOME	
4.2 Explain and outline ways to manage attitudes and perceptions relating to cultural and gender stereotyping.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Attitudes and perceptions relating to cultural and gender stereotyping are defined and ways to manage these are identified.	<ul style="list-style-type: none"> Define gender, attitudes and perceptions and provide examples. Explain how attitudes and perceptions can lead to cultural and gender stereotyping. Identify how perceptions and stereotypes can be managed so as to facilitate progress.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Research on stereotypes and short report on findings and methods to alleviate this.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> Define gender, attitudes and perceptions and provide examples. Explain how attitudes and perceptions can lead to cultural and gender stereotyping. Identify how perceptions and stereotypes can be managed so as to facilitate progress. 	

SUBJECT OUTCOME	
4.3 Define what is meant by 'constitution' and 'Bill of Rights' and explain their roles in terms of legally accepted behaviours, and their implications for responsible citizenship	
ASSESSMENT STANDARD	LEARNING OUTCOME
Human rights as outlined in the South African Constitution are defined and explained in terms of principles of responsible citizenship.	<ul style="list-style-type: none"> Define the concepts 'constitution' and 'Bill of Rights'. Explain the role of constitution in terms of legally accepted behaviours Explain the role of Bill of Rights. Explain how the concept of responsible citizenship relates to the constitution and the Bill of Rights <p><i>Range: Reference to the South African Constitution particularly Chapter 2 Bill of Rights.</i></p>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Knowledge test.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> Define the concepts 'constitution' and 'Bill of Rights'. Explain the role of constitution in terms of legally accepted behaviours Explain the role of Bill of Rights. Explain how the concept of responsible citizenship relates to the constitution and the Bill of Rights 	
ASSESSMENT STANDARD	LEARNING OUTCOME
The link between constitutionally defined human rights and real life situations is clarified	<ul style="list-style-type: none"> Clarify link between rights and responsibilities as defined by the Constitution and the Bill of Rights and real life situations. <p><i>Range: Team project focused on issue relevant to students, such as student leadership, human rights day, a critique of existing organisational practices, local community issues.</i></p>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Mini project with research and all relevant components.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> Conduct a mini research project with all components. Report back to other groups using a poster or written report. Clarify link between rights and responsibilities as defined by the Constitution and the Bill of Rights and real life situations 	

Topic 5: Basic Information and Communication Technology(ICT) concepts, safety and maintenance

SUBJECT OUTCOME	
5.1 The effects of information and communication technology are explained in terms of physical, social and legal environment	
ASSESSMENT STANDARD	LEARNING OUTCOME
ICT, its use and effects on the modern world, physical, social and legal environments are described and explained	Describe and explain ICT, its use and effects on the modern world, physical, social and legal environments.
ASSESSMENT TASKS OR ACTIVITIES	
Assessment Instruments: Formative test using a knowledge test (question paper) Students are required to: Describe and explain ICT, its use and effects on the modern world, physical, social and legal environments	

SUBJECT OUTCOME	
5.2 Preventative maintenance, environment and safety issues are identified in a computer environment	
ASSESSMENT STANDARD	LEARNING OUTCOME
Safety and maintenance aspects relative to a computer environment are described and explained.	Describe and explain safety and maintenance aspects relative to a computer environment.
ASSESSMENT TASKS OR ACTIVITIES	
Assessment Instruments: Formative test using a knowledge test (question paper) Students are required to: Describe and explain safety and maintenance aspects relative to a computer environment	

Topic 6: Application of word processing programme

SUBJECT OUTCOME	
6.1 Graphical-User-Interface (GUI) based word processing applications are used to produce tables, columns and create merged documents.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Word processing features such as tables, columns, merging, formatting (text, pages and documents) and various printing techniques are demonstrated and explained.	Demonstrate and explain the applications of word processing features such as tables, columns, merging, formatting (text, pages and documents) and various printing techniques
ASSESSMENT TASKS OR ACTIVITIES	
Assessment Instruments: <ul style="list-style-type: none"> • Formative test to be given at the end of the word processing • Tasks • Observation checklist- to be used where students are required to demonstrate. Students are required to: <ul style="list-style-type: none"> • Work with multiple documents • Use GUI based word processing applications to produce tables, columns and create merged documents. • Format text • Format pages • Format a document • Print a document. 	

Topic 7: Application of spreadsheets programme

SUBJECT OUTCOME	
7.1 (GUI) based spreadsheets are produced using formulas and statistics.	
ASSESSMENT STANDARD	LEARNING OUTCOME
The applications of spreadsheet features such as formulae, formatting (text, pages, and documents) and various printing techniques are demonstrated and explained.	Demonstrate and explain the applications of spreadsheet features such as formulae, formatting (text, pages, and documents) and various printing techniques.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments:</p> <ul style="list-style-type: none"> • Formative test to be given at the end of the spreadsheet section. • Task/activity • Observation checklist- to be used where students are required to demonstrate <p>Students are required to:</p> <ul style="list-style-type: none"> • Create and use templates. • Apply formatting & formulae to a spreadsheet. • Work with multiple worksheets • Prepare & produce spreadsheets. • Adjust settings to customize view & preferences of the spreadsheets. • Print a spreadsheet 	

Topic 8: Application of presentations programme

SUBJECT OUTCOME	
8.1 (GUI) based presentation applications are used to format the presentation.	
ASSESSMENT STANDARD	LEARNING OUTCOME
The applications of presentations using features such as, formatting (text and slides) special effects, viewing and various print techniques are demonstrated and explained.	Demonstrate and explain the applications of presentations using features such as, formatting (text and slides) special effects, viewing and various print techniques.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments:</p> <ul style="list-style-type: none"> • Formative test to be given at the end of the presentation section. • Tasks/activity • Observation checklist- to be used where students are required to demonstrate <p>Students are required to:</p> <ul style="list-style-type: none"> • Prepare, format and produce a presentation. • Use special presentation effects. • Adjust settings and customize the view. • Work with multiple presentations • Print presentation, notes and handouts 	

Topic 9: Accessing databases

SUBJECT OUTCOME	
9.1 (GUI) based applications are used to produce simple databases.	
ASSESSMENT STANDARD	LEARNING OUTCOME
The applications of database including features such as editing of data, simple formula, and various printing techniques are demonstrated and explained.	Demonstrate and explain the applications of database including features such as editing of data, simple formula, and various printing techniques.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments:</p> <ul style="list-style-type: none"> • Activity • Observation checklist- to be used where students are required to demonstrate. <p>Students are required to:</p> <ul style="list-style-type: none"> • Create a database. • Format the database. • Create reports using design view. • Print the report. 	

3.2 Assessment Quadrant

TERM ONE Positive living Concepts of ICT Safety and maintenance Application of word –processing programme	Level 3	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
		67	27	6
TERM TWO Team work Application of word-processing programme Application of spreadsheets	Level 3	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
		63	30	7
TERM THREE Leadership Application of spreadsheets Application of presentations	Level 3	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
		59	33	9
TERM FOUR Managing diversity Application of presentations Accessing data base	Level 3	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
		55	35	10

3.3 Portfolio Assessments

POE assessment 1 and 2: term 1

- Positive living [theory and practical]
- Computers [theory and practical]

POE assessment 2 and 3: term 2

- Team work [theory and practical]
- Computers [practical]

POE assessments 4 and 5: term 3

- Leadership [theory and practical]
- Computers [practical]

POE assessments 6 and 7: term four

- Managing diversity [theory and practical]
- Computers [practical]

The POE is externally moderated

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN LIFE ORIENTATION - LEVEL 3

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

LEVEL 3	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
		55%	35%

Details of relative weightings of topics are contained in *Subject Guidelines Life Orientation Level 3*.