



**education**

Department of Education  
**REPUBLIC OF SOUTH AFRICA**

**National Curriculum Statement  
Grades 10-12  
(General)**

**LIFE ORIENTATION**

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## HOW TO USE THIS BOOK

This document is a policy document divided into four chapters. It is important for the reader to read and integrate information from the different sections in the document. The content of each chapter is described below.

### ■ Chapter 1 - Introducing the National Curriculum Statement

This chapter describes the principles and the design features of the National Curriculum Statement Grades 10 – 12 (General). It provides an introduction to the curriculum for the reader.

### ■ Chapter 2 - Introducing the Subject

This chapter describes the definition, purpose, scope, career links and Learning Outcomes of the subject. It provides an orientation to the Subject Statement.

### ■ Chapter 3 - Learning Outcomes, Assessment Standards, Content and Contexts

This chapter contains the Assessment Standards for each Learning Outcome, as well as content and contexts for the subject. The Assessment Standards are arranged to assist the reader to see the intended progression from Grade 10 to Grade 12. The Assessment Standards are consequently laid out in double-page spreads. At the end of the chapter is the proposed content and contexts to teach, learn and attain Assessment Standards.

### ■ Chapter 4 – Assessment

This chapter deals with the generic approach to assessment being suggested by the National Curriculum Statement. At the end of the chapter is a table of subject-specific competence descriptions. Codes, scales and competence descriptions are provided for each grade. The competence descriptions are arranged to demonstrate progression from Grade 10 to Grade 12.

### ■ Symbols

The following symbols are used to identify Learning Outcomes, Assessment Standards, grades, codes, scales, competence description, and content and contexts.



= Learning Outcome



= Assessment Standard



= Grade



= Code



= Scale



= Competence Description



= Content and Contexts



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## ACRONYMS

|       |                                                              |
|-------|--------------------------------------------------------------|
| AIDS  | Acquired Immune Deficiency Syndrome                          |
| CASS  | Continuous Assessment                                        |
| CBO   | Community-Based Organisation                                 |
| CEDAW | Committee on the Elimination of Discrimination Against Women |
| DO    | Developmental Outcome                                        |
| FBO   | Faith-Based Organisation                                     |
| FET   | Further Education and Training                               |
| GET   | General Education and Training                               |
| HIV   | Human Immunodeficiency Virus                                 |
| IKS   | Indigenous Knowledge Systems                                 |
| NCS   | National Curriculum Statement                                |
| NGO   | Non-Governmental Organisation                                |
| NQF   | National Qualifications Framework                            |
| OBE   | Outcomes-Based Education                                     |
| SAQA  | South African Qualifications Authority                       |
| SETA  | Sector Education and Training Authority                      |
| STI   | Sexually Transmitted Infection                               |



## CHAPTER 1

### INTRODUCING THE NATIONAL CURRICULUM STATEMENT

The adoption of the Constitution of the Republic of South Africa (Act 108 of 1996) provided a basis for curriculum transformation and development in South Africa. The Preamble states that the aims of the Constitution are to:

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

The Constitution further states that ‘everyone has the right ... to further education which the State, through reasonable measures, must make progressively available and accessible’.

The National Curriculum Statement Grades 10 – 12 (General) lays a foundation for the achievement of these goals by stipulating Learning Outcomes and Assessment Standards, and by spelling out the key principles and values that underpin the curriculum.

#### PRINCIPLES

The National Curriculum Statement Grades 10 – 12 (General) is based on the following principles:

- social transformation;
- outcomes-based education;
- high knowledge and high skills;
- integration and applied competence;
- progression;
- articulation and portability;
- human rights, inclusivity, environmental and social justice;
- valuing indigenous knowledge systems; and
- credibility, quality and efficiency.

## **Social transformation**

The Constitution of the Republic of South Africa forms the basis for social transformation in our post-apartheid society. The imperative to transform South African society by making use of various transformative tools stems from a need to address the legacy of apartheid in all areas of human activity and in education in particular. Social transformation in education is aimed at ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population. If social transformation is to be achieved, all South Africans have to be educationally affirmed through the recognition of their potential and the removal of artificial barriers to the attainment of qualifications.

## **Outcomes-based education**

Outcomes-based education (OBE) forms the foundation for the curriculum in South Africa. It strives to enable all learners to reach their maximum learning potential by setting the Learning Outcomes to be achieved by the end of the education process. OBE encourages a learner-centred and activity-based approach to education. The National Curriculum Statement builds its Learning Outcomes for Grades 10 – 12 on the Critical and Developmental Outcomes that were inspired by the Constitution and developed through a democratic process.

The Critical Outcomes require learners to be able to:

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

The Developmental Outcomes require learners to be able to:

- reflect on and explore a variety of strategies to learn more effectively;
- participate as responsible citizens in the life of local, national and global communities;
- be culturally and aesthetically sensitive across a range of social contexts;
- explore education and career opportunities; and
- develop entrepreneurial opportunities.

## **High knowledge and high skills**

The National Curriculum Statement Grades 10 – 12 (General) aims to develop a high level of knowledge and skills in learners. It sets up high expectations of what all South African learners can achieve. Social justice requires the empowerment of those sections of the population previously disempowered by the lack of knowledge and skills. The National Curriculum Statement specifies the minimum standards of knowledge and skills to be achieved at each grade and sets high, achievable standards in all subjects.

## **Integration and applied competence**

Integration is achieved within and across subjects and fields of learning. The integration of knowledge and skills across subjects and terrains of practice is crucial for achieving applied competence as defined in the National Qualifications Framework. Applied competence aims at integrating three discrete competences – namely, practical, foundational and reflective competences. In adopting integration and applied competence, the National Curriculum Statement Grades 10 – 12 (General) seeks to promote an integrated learning of theory, practice and reflection.

## **Progression**

Progression refers to the process of developing more advanced and complex knowledge and skills. The Subject Statements show progression from one grade to another. Each Learning Outcome is followed by an explicit statement of what level of performance is expected for the outcome. Assessment Standards are arranged in a format that shows an increased level of expected performance per grade. The content and context of each grade will also show progression from simple to complex.

## **Articulation and portability**

Articulation refers to the relationship between qualifications in different National Qualifications Framework levels or bands in ways that promote access from one qualification to another. This is especially important for qualifications falling within the same learning pathway. Given that the Further Education and Training band is nested between the General Education and Training and the Higher Education bands, it is vital that the Further Education and Training Certificate (General) articulates with the General Education and Training Certificate and with qualifications in similar learning pathways of Higher Education. In order to achieve this articulation, the development of each Subject Statement included a close scrutiny of the exit level expectations in the General Education and Training Learning Areas, and of the learning assumed to be in place at the entrance levels of cognate disciplines in Higher Education.

Portability refers to the extent to which parts of a qualification (subjects or unit standards) are transferable to another qualification in a different learning pathway of the same National Qualifications Framework band. For purposes of enhancing the portability of subjects obtained in Grades 10 – 12, various mechanisms have been explored, for example, regarding a subject as a 20-credit unit standard. Subjects contained in the National Curriculum Statement Grades 10 – 12 (General) compare with appropriate unit standards registered on the National Qualifications Framework.

## Human rights, inclusivity, environmental and social justice

The National Curriculum Statement Grades 10 – 12 (General) seeks to promote human rights, inclusivity, environmental and social justice. All newly-developed Subject Statements are infused with the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. In particular, the National Curriculum Statement Grades 10 – 12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors.

The National Curriculum Statement Grades 10 – 12 (General) adopts an inclusive approach by specifying minimum requirements for all learners. It acknowledges that all learners should be able to develop to their full potential provided they receive the necessary support. The intellectual, social, emotional, spiritual and physical needs of learners will be addressed through the design and development of appropriate Learning Programmes and through the use of appropriate assessment instruments.

## Valuing indigenous knowledge systems

In the 1960s, the theory of multiple-intelligences forced educationists to recognise that there were many ways of processing information to make sense of the world, and that, if one were to define intelligence anew, one would have to take these different approaches into account. Up until then the Western world had only valued logical, mathematical and specific linguistic abilities, and rated people as ‘intelligent’ only if they were adept in these ways. Now people recognise the wide diversity of knowledge systems through which people make sense of and attach meaning to the world in which they live. Indigenous knowledge systems in the South African context refer to a body of knowledge embedded in African philosophical thinking and social practices that have evolved over thousands of years. The National Curriculum Statement Grades 10 – 12 (General) has infused indigenous knowledge systems into the Subject Statements. It acknowledges the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution. As many different perspectives as possible have been included to assist problem solving in all fields.

## Credibility, quality and efficiency

The National Curriculum Statement Grades 10 – 12 (General) aims to achieve credibility through pursuing a transformational agenda and through providing an education that is comparable in quality, breadth and depth to those of other countries. Quality assurance is to be regulated by the requirements of the South African Qualifications Authority Act (Act 58 of 1995), the Education and Training Quality Assurance Regulations, and the General and Further Education and Training Quality Assurance Act (Act 58 of 2001).

## THE KIND OF LEARNER THAT IS ENVISAGED

Of vital importance to our development as people are the values that give meaning to our personal spiritual and intellectual journeys. *The Manifesto on Values, Education and Democracy* (Department of Education, 2001:9-10) states the following about education and values:

*Values and morality give meaning to our individual and social relationships. They are the common currencies that help make life more meaningful than might otherwise have been. An education system does not exist to simply serve a market, important as that may be for economic growth and material prosperity. Its primary purpose must be to enrich the individual and, by extension, the broader society.*

The kind of learner that is envisaged is one who will be imbued with the values and act in the interests of a society based on respect for democracy, equality, human dignity and social justice as promoted in the Constitution.

The learner emerging from the Further Education and Training band must also demonstrate achievement of the Critical and Developmental Outcomes listed earlier in this document. Subjects in the Fundamental Learning Component collectively promote the achievement of the Critical and Developmental Outcomes, while specific subjects in the Core and Elective Components individually promote the achievement of particular Critical and Developmental Outcomes.

In addition to the above, learners emerging from the Further Education and Training band must:

- have access to, and succeed in, lifelong education and training of good quality;
- demonstrate an ability to think logically and analytically, as well as holistically and laterally; and
- be able to transfer skills from familiar to unfamiliar situations.

## THE KIND OF TEACHER THAT IS ENVISAGED

All teachers and other educators are key contributors to the transformation of education in South Africa. The National Curriculum Statement Grades 10 – 12 (General) visualises teachers who are qualified, competent, dedicated and caring. They will be able to fulfil the various roles outlined in the Norms and Standards for Educators. These include being mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors, and subject specialists.

## STRUCTURE AND DESIGN FEATURES

### Structure of the National Curriculum Statement

The National Curriculum Statement Grades 10 – 12 (General) consists of an Overview Document, the Qualifications and Assessment Policy Framework, and the Subject Statements.

The subjects in the National Curriculum Statement Grades 10 – 12 (General) are categorised into Learning Fields.

### ***What is a Learning Field?***

A Learning Field is a category that serves as a home for cognate subjects, and that facilitates the formulation of rules of combination for the Further Education and Training Certificate (General). The demarcations of the Learning Fields for Grades 10 – 12 took cognisance of articulation with the General Education and Training and Higher Education bands, as well as with classification schemes in other countries.

Although the development of the National Curriculum Statement Grades 10 – 12 (General) has taken the twelve National Qualifications Framework organising fields as its point of departure, it should be emphasised that those organising fields are not necessarily Learning Fields or ‘knowledge’ fields, but rather are linked to occupational categories.

The following subject groupings were demarcated into Learning Fields to help with learner subject combinations:

- Languages (Fundamentals);
- Arts and Culture;
- Business, Commerce, Management and Service Studies;
- Manufacturing, Engineering and Technology;
- Human and Social Sciences and Languages; and
- Physical, Mathematical, Computer, Life and Agricultural Sciences.

### ***What is a subject?***

Historically, a subject has been defined as a specific body of academic knowledge. This understanding of a subject laid emphasis on knowledge at the expense of skills, values and attitudes. Subjects were viewed by some as static and unchanging, with rigid boundaries. Very often, subjects mainly emphasised Western contributions to knowledge.

In an outcomes-based curriculum like the National Curriculum Statement Grades 10 – 12 (General), subject boundaries are blurred. Knowledge integrates theory, skills and values. Subjects are viewed as dynamic, always responding to new and diverse knowledge, including knowledge that traditionally has been excluded from the formal curriculum.

A subject in an outcomes-based curriculum is broadly defined by Learning Outcomes, and not only by its body of content. In the South African context, the Learning Outcomes should, by design, lead to the achievement of the Critical and Developmental Outcomes. Learning Outcomes are defined in broad terms and are flexible, making allowances for the inclusion of local inputs.

### ***What is a Learning Outcome?***

A Learning Outcome is a statement of an intended result of learning and teaching. It describes knowledge, skills and values that learners should acquire by the end of the Further Education and Training band.

### ***What is an Assessment Standard?***

Assessment Standards are criteria that collectively describe what a learner should know and be able to demonstrate at a specific grade. They embody the knowledge, skills and values required to achieve the Learning Outcomes. Assessment Standards within each Learning Outcome collectively show how conceptual progression occurs from grade to grade.

### **Contents of Subject Statements**

Each Subject Statement consists of four chapters and a glossary:

- *Chapter 1, Introducing the National Curriculum Statement:* This generic chapter introduces the National Curriculum Statement Grades 10 – 12 (General).
- *Chapter 2, Introducing the Subject:* This chapter introduces the key features of the subject. It consists of a definition of the subject, its purpose, scope, educational and career links, and Learning Outcomes.
- *Chapter 3, Learning Outcomes, Assessment Standards, Content and Contexts:* This chapter contains Learning Outcomes with their associated Assessment Standards, as well as content and contexts for attaining the Assessment Standards.
- *Chapter 4, Assessment:* This chapter outlines principles for assessment and makes suggestions for recording and reporting on assessment. It also lists subject-specific competence descriptions.
- *Glossary:* Where appropriate, a list of selected general and subject-specific terms are briefly defined.

### **LEARNING PROGRAMME GUIDELINES**

A Learning Programme specifies the scope of learning and assessment for the three grades in the Further Education and Training band. It is the plan that ensures that learners achieve the Learning Outcomes as prescribed by the Assessment Standards for a particular grade. The Learning Programme Guidelines assist teachers and other Learning Programme developers to plan and design quality learning, teaching and assessment programmes.



## CHAPTER 2

### LIFE ORIENTATION

#### DEFINITION

Life Orientation is the study of the self in relation to others and to society. It applies a holistic approach. It is concerned with the personal, social, intellectual, emotional, spiritual, motor and physical growth and development of learners, and the way in which these dimensions are interrelated and expressed in life. The focus is the development of self-in-society, and this encourages the development of balanced and confident learners who will contribute to a just and democratic society, a productive economy, and an improved quality of life for all.

Life Orientation guides and prepares learners for life, and for its responsibilities and possibilities. This subject addresses knowledge, values, attitudes and skills about the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity, and career choices. It equips learners to solve problems, to make informed decisions and choices, and to take appropriate actions to enable them to live meaningfully and successfully in a rapidly-changing society.

Life Orientation is an inter-disciplinary subject that draws on and integrates knowledge, values, skills and processes embedded in various disciplines such as Sociology, Psychology, Political Science, Human Movement Science, Labour Studies and Industrial Studies.

#### PURPOSE

Life Orientation equips learners to engage on personal, psychological, neuro-cognitive, motor, physical, moral, spiritual, cultural, socio-economic and constitutional levels, to respond positively to the demands of the world, to assume responsibilities, and to make the most of life's opportunities. It enables learners to know how to exercise their constitutional rights and responsibilities, to respect the rights of others, and to value diversity, health and well-being. Life Orientation promotes knowledge, values, attitudes and skills that prepare learners to respond effectively to the challenges that confront them as well as the challenges they will have to deal with as adults, and to play a meaningful role in society and the economy.

#### SCOPE

Life Orientation is a unique subject at the Further Education and Training level. It focuses on the diversity of learners as human beings in their totality and:

- requires learners to identify and confront challenges using acquired knowledge, values, skills and strategies;

- prepares learners to be successful by helping them to study effectively and make informed decisions about subject choices, careers, and additional and higher education opportunities;
- helps learners to exercise their rights, as well as their civic and social responsibilities, in order to contribute to society and to environmentally-sustainable living, while respecting the rights of others;
- fosters self-awareness, social competencies and the achievement of a balanced and healthy lifestyle;
- addresses changes during puberty and adolescence, responsible sexual behaviour, risky adolescent behaviour and attitudes regarding a range of issues including substance abuse, road use, dietary behaviour and personal safety;
- helps learners to make informed decisions about and to nurture personal, community and environmental health; and
- exposes learners to and encourages them to participate in recreational and physical activities to enhance well-being.

Life Orientation acknowledges the multi-faceted nature of the human being, as well as issues like human rights, gender, the environment, all forms of violence, abuse, sexuality and HIV and AIDS. For organisational purposes and to avoid duplication, these issues are located in one of four focus areas but integrated across the Assessment Standards. The four focus areas, discussed below, are:

- personal well-being;
- citizenship education;
- recreation and physical activity; and
- careers and career choices.

Life Orientation acknowledges that there is a wide diversity of knowledge systems through which people make meaning of the world in which they live. No knowledge system is static but is growing and changing in contact with other knowledge systems. Indigenous knowledge systems in the South African context refer to a body of knowledge embedded in the philosophical thinking and social patterns of indigenous peoples that have evolved over thousands of years and continue to evolve. Life Orientation recognises the richness of indigenous knowledge systems and their contribution as one of the sources of change to help transform the values of learners.

Life Orientation encourages a teaching and learning environment that recognises that people are diverse and have different strengths and weaknesses. The subject embraces inclusive education by providing opportunities, alternative methods of instruction and flexible assessment for learners who experience barriers to learning and participation. Life Orientation also encourages learners and teachers to develop knowledge and understanding of varying levels of learner ability, as well as particular support needs to address barriers.

School sport is recognised as an integral, extra-mural, co-curricular component of the education programme. In view of this position, Life Orientation addresses the knowledge, skills, values and attitudes that enable learners to participate in extra-curricular activities, including school sport.

The South African Education Policy Act (Act No 27 of 1996) was taken as the point of departure in dealing with religion and Religion Education in the subject Life Orientation. The term ‘religion’ in Life Orientation is

used to include belief systems and worldviews. Religion Education in the National Curriculum Statement for Grades 10-12 (General) rests on a division of responsibilities between the state on the one hand and religious bodies and parents on the other. Seen in this way, Religion Education has a civic rather than a religious function in this curriculum, and promotes civic rights and responsibilities. In the context of the South African Constitution, Religion Education contributes to the wider framework of education by developing in every learner the knowledge, values, attitudes and skills necessary for diverse religions to co-exist in a multi-religious society. By using this approach, individuals will come to realise that they are part of the broader community, and will learn to see their own identities in harmony with those of others.

### **Personal well-being**

Personal well-being is central to fulfilling one's potential; it also enables learners to engage effectively in interpersonal relationships, community life and society. Many personal and social problems associated with lifestyle choices persist in the Further Education and Training phase. This area focuses on self-concept, emotional literacy, social competency and life skills. It seeks to deal with the realities of peer pressure, factors influencing quality of life, and the dynamics of relationships, as well as preparing learners for a variety of roles such as being an employee and employer, being a leader and following a leader, heading and participating in a household, and being a parent. This focus area addresses issues related to the prevention of substance abuse, diseases of lifestyle, sexuality, teenage pregnancy, sexually-transmitted infections including HIV and AIDS, and the promotion of personal, community, and environmental health. The inclusion of various perspectives (such as indigenous knowledge systems), could assist in problem solving on issues of personal and community well-being.

### **Citizenship education**

In a transforming and democratic society, personal and individual needs have to be placed in a social context to encourage acceptance of diversity and to foster commitment to the values and principles espoused in the Constitution. Discrimination on the basis of race, religion, culture, gender, age, ability and language, as well as issues such as xenophobia and other forms of discrimination, are addressed. This focus area also deals with social relationships and other human rights and responsibilities. It is important for learners to be politically literate, that is, to know and understand democratic processes. The importance of volunteerism, social service and involvement in a democratic society are emphasised, and the causes, consequences and prevention of pervasive social ills, such as all forms of violence and abuse, are addressed. Particular attention is paid to social and environmental issues (including HIV and AIDS). Knowledge of diverse religions will contribute to the development of responsible citizenship and social justice.

### **Recreation and physical activity**

Knowledge of healthy practices and nutrition, participation in games, sport, recreational and leisure time activities, and an understanding of the relationship between health, physical activities and the environment can

improve the quality of life and the well-being of all learners. This area also focuses on the role that sport can play in redressing biases and in nation building. Knowledge of and participation in recreational and fitness activities can open doors to various careers, community projects and lifelong well-being. Life Orientation acknowledges that participation in recreation and physical activities is influenced by ideology, beliefs and worldviews.

### Careers and career choices

The nature of the Further Education and Training band means that learners must make critical decisions regarding career fields and further study. In order to help learners to make these decisions, they will be exposed to study methods and skills pertaining to assessment processes, information about institutions of higher and further education, and preparation for job applications and interviews. Self-knowledge and knowledge of labour laws, the job market, work ethics, the South African Qualifications Authority (SAQA), learnerships and Sector Education and Training Authorities (SETAs), and unemployment are critical. Principles such as equity and redress are also addressed.

## EDUCATIONAL AND CAREER LINKS

Life Orientation in the General Education and Training band covers health promotion, social, emotional, cognitive, personal, physical and movement development, and orientation to the world of work. In the Further Education and Training band, it builds on and further develops the knowledge, understanding and skills developed in the General Education and Training band, preparing young people to realise their expectations of the future, access additional and higher education, and take their place in society. These are critical responsibilities for citizens in a democratic and culturally diverse South African society.

Life Orientation broadens the range of career options for learners by being relevant and responsive to the employment prospects, higher education opportunities and entrepreneurship that exist beyond Further Education and Training. Life Orientation equips learners with the personal management skills necessary for success in additional and higher education, and in adult life. It prepares learners for careers in the following career fields, among others: education, the service industry, the caring professions (health and social sciences), safety and security, human resource development and management, sport and the fitness industry, media, and politics.

## LEARNING OUTCOMES



### Learning Outcome 1: Personal Well-being

*The learner is able to achieve and maintain personal well-being.*

In this phase, learners are expected to consolidate their own identities. The emphasis is on building self-esteem and confidence, and applying various life skills in everyday life. Learners are made aware of their own

development, a variety of risks (especially sexual risks), and substance use and abuse. Because learners of this age are vulnerable, these issues are explored in greater depth than in the General Education and Training phase. Other influences in society and the environment that impact on well-being are also studied. As learners in this phase are becoming more independent, preparation for effective life management becomes essential. Other influences in society that impact on well-being – such as indigenous knowledge systems, religion and the environment – are also studied.



### Learning Outcome 2: Citizenship Education

*The learner is able to demonstrate an understanding and appreciation of the values and rights that underpin the Constitution in order to practise responsible citizenship, and to enhance social justice and environmentally sustainable living.*

In this phase, learners are being prepared for the role of informed, active participants in community life and as responsible citizens. Competencies and abilities in addressing discrimination, awareness of economic and social justice, and environmentally sustainable living (thinking globally and acting locally) are further developed. Learners are also exposed to diverse religions in order to foster peaceful co-existence in a multi-religious society. They are required to clarify their own values and beliefs as these will influence their decisions throughout life.



### Learning Outcome 3: Recreation and Physical Well-being

*The learner is able to explore and engage responsibly in recreation and physical activities, to promote well-being.*

In this phase, learners are in transition to adulthood. The importance of nutrition, physical activity and recreation and their contribution to personal health and fitness are emphasised. Opportunities are created for the expression of creativity and initiative. Learners will be encouraged to participate continuously in recreational activities, physical exercise and sport for lifelong well-being.



### Learning Outcome 4: Career and Career Choices

*The learner is able to demonstrate self-knowledge and the ability to make informed decisions regarding further study, career fields and career pathing.*

In this phase, learners are expected to reflect continuously on their own interests and abilities as well as career and entrepreneurial options as they move towards finalising their choice of a career. They have to critically evaluate socio-economic factors, additional and higher education options, and access to financial assistance to finalise a career choice. As learners at this stage are about to enter the world of work, relevant employment legislation, how to access it, and dealing with unemployment are studied.

## CHAPTER 3

# LEARNING OUTCOMES, ASSESSMENT STANDARDS, CONTENT AND CONTEXTS

Grade 10



### Learning Outcome 1

#### Personal Well-being

*The learner is able to achieve and maintain personal well-being.*



### Assessment Standards

We know this when the learner is able to:

- Apply various strategies to enhance self-awareness and self-esteem, while acknowledging and respecting the uniqueness of self and others.
- Explain different life roles, and how they change and affect relationships.
- Explain changes associated with growing towards adulthood and describe values and strategies to make responsible decisions regarding sexuality and lifestyle choices in order to optimise personal potential.
- Describe the concepts 'power' and 'power relations' and their effect on relationships between and among genders.

## Grade 11



### Assessment Standards

We know this when the learner is able to:

- Apply various life skills to provide evidence of an ability to plan and achieve life goals.
- Explain that relationships can influence and are influenced by own well-being.
- Explore characteristics of a healthy and balanced lifestyle, factors influencing responsible choices and behaviour in the promotion of health, and the impact of unsafe practices on self and others.
- Analyse gender roles and their effects on self, family and society.

## Grade 12



### Assessment Standards

We know this when the learner is able to:

- Apply a range of life skills, evaluate own ability to prevent and manage stress, and adapt to change as part of an ongoing healthy lifestyle choice.
- Discuss the importance of initiating, building and sustaining positive relationships with family and peers, as well as in the workplace and the broader social context.
- Investigate the human and environmental factors that cause ill health, accidents, crises and disasters, and explore appropriate ways to deal with them.
- Investigate how unequal power relations between the sexes are constructed and how they influence health and well-being, and apply this understanding to work, cultural and social contexts.



## Learning Outcome 2

### Citizenship Education

*The learner is able to demonstrate an understanding and appreciation of the values and rights that underpin the Constitution in order to practise responsible citizenship, and to enhance social justice and sustainable living.*



## Assessment Standards

We know this when the learner is able to:

- Identify social and environmental issues, and participate in a group project to address a contemporary social and environmental issue (e.g. abuse, depletion of resources).
- Explain the value of diversity, and discuss contemporary contributions of individuals and groups in addressing discrimination and violations of human rights.
- Participate in a democratic structure and know the principles of such a structure, how it functions and how it changes.
- Display an understanding of the major religions, ethical traditions and indigenous belief systems in South Africa, and explore how they contribute to a harmonious society.

## Grade 11



### Assessment Standards

We know this when the learner is able to:

- Participate in a community service that addresses a contemporary social or environmental issue, indicating how it can harm certain sectors of society more than others (e.g. HIV and AIDS, environmental degradation).
- Formulate strategies based on national and international instruments for identifying and intervening in discrimination and violations of human rights.
- Participate in and analyse the principles, processes and procedures for democratic participation in life.
- Reflect on knowledge and insights gained in major religions, ethical traditions and indigenous belief systems, and clarify own values and beliefs with the view to debate and analyse contemporary moral and spiritual issues and dilemmas.

## Grade 12



### Assessment Standards

We know this when the learner is able to:

- Evaluate services offered by a community project on a contemporary social or environmental issue, and evaluate own contribution to the project.
- Evaluate own positions taken when dealing with discrimination and human rights violations, taking into account the Bill of Rights.
- Analyse and debate the role of the media in a democratic society.
- Reflect on and explain how to formulate a personal mission statement based on core aspects of personal philosophies, values, beliefs, religions and ideologies, which will inform and direct actions in life and contribute meaningfully to society.



### Learning Outcome 3

#### Recreation and Physical Well-being

*The learner is able to explore and engage responsibly in recreation and physical activities, to promote well-being.*



### Assessment Standards

We know this when the learner is able to:

- Participate in programmes to promote well-being and describe the relationship between physical fitness and physical, mental and socio-emotional health.
- Participate and practise skills in a variety of games and sport, and analyse the value of own participation in such activities.
- Analyse the coverage of sport, sporting personalities and recreational activities by the media and suggest ways of redressing biases and unfair practices in the world of sport.
- Plan and participate in a self-designed, environmentally responsible outdoors recreational group activity, analysing the value of own participation in such an activity.

## Grade 11



### Assessment Standards

We know this when the learner is able to:

- Set own goals and participate in programmes both in and out of school to improve current personal level of fitness and health, and investigate how nutrition relates to these.
- Participate in self-designed and modified sport and games which are taught to peers, and develop own umpiring, administrative, organisational and leadership skills in such activities.
- Investigate participant and spectator behaviour in sport and the role of sport in nation building.
- Explore and evaluate various leadership roles through participation in a self-designed recreational group activity, and analyse own role in such activity.

## Grade 12



### Assessment Standards

We know this when the learner is able to:

- Monitor and evaluate own progress in the achievement of personal fitness and health goals through regular participation in a programme.
- Evaluate and participate in various relaxation and recreational activities, sport and games with the view to making a choice about participation and long-term engagement in at least one activity.
- Report on the opportunities for careers and work in the recreation, fitness and sport industries.
- Investigate how ideologies, beliefs, and worldviews influence the construction of and participation in a recreational and physical activity.



#### Learning Outcome 4

##### Career and Career Choices

*The learner is able to demonstrate self-knowledge and the ability to make informed decisions regarding further study, career fields and career pathing.*



#### Assessment Standards

We know this when the learner is able to:

- Demonstrate self-awareness and explore socio-economic factors as considerations in own subject, career and study choices.
- Investigate the diversity of jobs according to economic sectors, and work settings and forms of activities in each of these sectors in relation to self.
- Display an awareness of trends and demands in the job market, as well as the need for lifelong learning.
- Explore a range of study skills and apply the selected study method.

## Grade 11



### Assessment Standards

We know this when the learner is able to:

- Explore and evaluate knowledge about self, interests, abilities and personal expectations in relation to career requirements and socio-economic considerations.
- Research the requirements for admission to additional and higher education courses, as well as options for financial assistance.
- Demonstrate competencies, abilities and ethics that will assist in securing a job and developing a career.
- Reflect on, refine and apply own study skills, style and strategies.

## Grade 12



### Assessment Standards

We know this when the learner is able to:

- Commit to a decision taken and apply accordingly for a job or a course in additional or higher education.
- Explore career opportunities within chosen field and investigate other innovative solutions (including entrepreneurship) as ways in which to counteract possible unemployment.
- Investigate and report on the core elements of a job contract, conditions of service, relevant labour laws and practices, the principles of equity and redress, the value of work and the importance of a work ethic.
- Reflect on the process of assessment and examination writing skills, and apply these skills.

## COMPETENCIES OF THE FET LEARNER

The Grade 10 learner has some knowledge and understanding of the self, different relationships and life roles. The learner participates in and has knowledge of social and environmental issues, physical fitness and recreation, and understands the importance of own participation in promoting well-being. The learner understands essential coping mechanisms and applies the skills necessary to make responsible decisions regarding sexuality. The learner interprets knowledge, skills and values in order to challenge discrimination and has some knowledge of belief systems and religions and how they contribute to a harmonious society. The learner also has some knowledge and a fair understanding of how multiple factors influence subject, study and career choices.

The Grade 11 learner has a good ability to explain concepts of well-being and a healthy and balanced lifestyle, and can categorise factors that impact on relationships within own life, family and societal contexts. Participation in a community service and how that can contribute to social and environmental justice is well understood. The learner can apply international instruments to counter discrimination and violations of human rights. The learner understands own values and belief systems and can debate and analyse contemporary moral issues. The Grade 11 learner can design and implement own fitness enhancement programme and applies knowledge on the role of nutrition in fitness and health. There is a sound understanding of appropriate participant and spectator behaviour, and the learner can apply leadership skills. The relationship between own abilities, interests, expectations and career requirements is well understood and the learner analyses additional and higher education opportunities and requirements, displaying competencies to apply for a job and develop a career. The learner can access and enhance own study skills and learning strategies.

The Grade 12 learner is able to initiate and sustain positive relations within various contexts. This implies making sound judgments on own and others' rights, cognisant of how abuse of power could have a negative impact on health and well-being. The learner has the ability to evaluate own participation in a community service and the impact of own role in building social and environmental justice. The learner is able to appraise the media's role in a democratic society. The learner can ably formulate a mission statement for life and develop a fitness programme, and has the ability to monitor personal fitness goals. The learner thoroughly evaluates the long-term benefits of participation in physical and recreational activities. Making decisions on careers, possible institution and courses is achieved in addition to being knowledgeable about entrepreneurship. Ethics in the workplace and the laws governing employment and conditions of service are well understood.



## CONTENT AND CONTEXTS FOR THE ATTAINMENT OF ASSESSMENT STANDARDS

In this section content and contexts are provided to support the attainment of the Assessment Standards. The content needs to be dealt with in such a way as to assist the learner to progress towards the achievement of the Learning Outcomes. Content must serve the Learning Outcomes but not be an end in itself. The contexts suggested will enable the content to be embedded in situations which are meaningful to the learner and so assist learning and teaching. The teacher should be aware of and use local contexts, not necessarily indicated here, which could be more suited to the experiences of the learner. Content and context, when aligned to the attainment of the Assessment Standards, provide a framework for the development of Learning Programmes. The Learning Programme Guidelines give more detail in this respect.

### Grade 10



#### Learning Outcome 1: Personal Well-being

*The learner is able to achieve and maintain personal well-being.*

Applying various strategies to enhance self-awareness and self-esteem, while acknowledging and respecting the uniqueness of self and others:

- Concepts: self-awareness, self-esteem.
- Factors influencing self-awareness and self-esteem (including the media).
- Developing self-awareness and self-esteem:
  - strategies for building confidence in self and others could include:
    - \* communication,
    - \* successful completion of tasks/projects,
    - \* participation in community organisation or life,
    - \* making 'good' decisions,
    - \* affirmation of others;
  - respect others and respect differences (e.g. race, gender, ability).

Explaining different life roles, and how they change and affect relationships:

- Identify evolving nature of roles and responsibilities (e.g. child, student, adult, role in family, partner, mother, father, grandparent, breadwinner, employee, employer, leader, follower).
- Handling life roles effectively (links with stress management, coping mechanisms, influence of society and culture).

Explaining of changes associated with growing towards adulthood and describing values and strategies to make responsible decisions regarding sexuality and lifestyle choices in order to optimise personal potential:

- Concepts: puberty, adolescence, physical, emotional and social changes.
- Phases of development – adolescence is one of many changes across the lifespan.
- Male and female reproductive systems.
- Physical changes: hormonal changes, increased growth rates, bodily proportions, secondary sex characteristics, primary changes in the body (menstruation, ovulation and seed formation), skin problems, changing body needs during puberty.
- Emotional changes: maturing personality, depth and control of emotions, feelings of insecurity, changing needs, interests, feelings, beliefs and values, sexual interest.
- Social changes: relationships with family, ‘crushes’, interaction with social groups, need for acceptance by and dependence on peer group, moving into the workforce, increased responsibilities.
- Individual reactions to change: positive and negative.
- Coping with change: importance of communication, making friends.
- Behaviour that could lead to sexual intercourse.
- Teenage pregnancy and the prevention thereof, sexual abuse, rape.
- Values such as respect for self and others, self-control, loyalty in a relationship, right to privacy, right to protect oneself, right to say ‘No’, taking responsibility for own actions.
- Skills such as self-awareness, critical thinking, decision making, problem solving, assertiveness, negotiation, communication, refusal, goal setting, information gathering.
- Where to find help.
- Investigate other views and insights of the life cycle and related traditional practices.

Describing the concepts ‘power’ and ‘power relations’ and their effect on relationships between and among genders:

- Concepts: power, power relations, masculinity, femininity and gender.
- Differences between a man and a woman (e.g. reproduction and roles in the community – that is, a man and a woman are different but equally important).
- Stereotypical views of gender roles and responsibilities.
- Influence of gender inequality on relationships and general well-being (e.g. sexual abuse, sexually transmitted infections including HIV and AIDS).



## Learning Outcome 2: Citizenship Education

*The learner is able to demonstrate an understanding and appreciation of the values and rights that underpin the Constitution in order to practice responsible citizenship, and to enhance social justice and environmentally sustainable living.*

Identifying social and environmental issues, and participating in a group project to address a contemporary social or environmental issue (e.g. abuse, depletion of resources):

- Social issues (e.g. crime, poverty, food security, abuse, discrimination, violence, HIV and AIDS).
- Environmental issues (e.g. degradation (such as soil erosion, air and water pollution, loss of open space) and depletion of resources (such as fishing stocks, firewood, land)).
- Youth service development.

Explaining the value of diversity, and discussing contemporary contributions of individuals and groups in addressing diversity, discrimination and violations of human rights:

- Concept: diversity.
- Diversity in various contexts.
- Contemporary events showcasing the nature of a transforming South Africa.
- Incidences of human rights violations.
- Bill of Rights, international conventions and instruments, rules, codes of conduct, laws.
- Individuals, groups and organisations in government and civil society making significant contributions to address human rights violations.
- Protection agencies and their work.

Participating in a democratic structure, and knowing the principles of such a democratic structure, how it functions and how it changes:

- Participation in local community structures, such as non-governmental organisations (NGOs), community-based organisations (CBOs), faith-based organisations (FBOs), Community Police Forums, Representative Councils of Learners, Scouts, clubs, and so on.
- Constitutions, elections, representation of constituencies, mandates, lobbying, advocacy, running of meetings.

Displaying an understanding of the major religions, ethical traditions and indigenous belief systems in South Africa, and exploring how these contribute to a harmonious society:

- Major religions (e.g. Judaism, Christianity, Islam, Hinduism, Buddhism).
- Ethical traditions.
- Indigenous belief systems.
- Living in a multi-religious society.



### Learning Outcome 3: Recreation and Physical Well-being

*The learner is able to explore and engage responsibly in recreation and physical activities, to promote well-being.*

Participating in programmes to promote well-being, and describing the relationship between physical fitness and physical, mental and socio-emotional health:

- Concepts: cardiovascular fitness, muscular strength, endurance and flexibility.
- Psychological development, creativity, therapeutic value.
- Value of movement in neuromuscular development.
- Health promotion and physical fitness aspects.
- Benefits and outcomes of participation.
- Relationship between physical and mental health.
- Commitment.

Participating and practising skills in a variety of games and sport, and analysing the value of own participation in such activities:

- Participate with attention to skill acquisition.
- Basic technique requirements.
- Games (e.g. rounders, mini-cricket and indigenous games).
- Sport (e.g. softball and cricket).
- Participate for social interaction and enjoyment.
- Health benefits and appreciation of ability.

Analysing the coverage of sport, sporting personalities and recreational activities by the media, and suggesting ways of redressing biases and unfair practices in the world of sport:

- Biases in terms of gender, race, age, stereotyping, sporting codes, and so on.
- Unfair practices such as drug taking ('doping'), match fixing, subjective umpiring, maladministration.
- Process of analysis and critical evaluation.
- Media: print and electronic media.
- Redressing issues of this nature.

Planning and participating in a self-designed environmentally-responsible outdoors recreational group activity, and analysing the value of own participation in such an activity:

- Participate in recreational activities.
- Environmental scan/survey of possibilities such as nature walk, surf walk, bird watching and orienteering, and ways in which to ensure that the environment is protected while it is being enjoyed.
- Appreciation of own abilities.
- Safety issues.



## Learning Outcome 4: Career and Career Choices

*The learner is able to demonstrate self-knowledge and the ability to make informed decisions regarding further study, career fields and career pathing.*

Demonstrating self-awareness, and exploring socio-economic factors as considerations in own subject, career and study choices:

- Knowledge about life domains:
  - being (physical, psychological, spiritual);
  - becoming (practical, leisure, growth); and
  - community (social, physical, community).
- Socio-economic factors (refer to existing economic activities or lack thereof in specific setting), availability of finances to fund studies, stereotyping, and so on.
- Difference between career fields (clusters), occupations, careers, jobs.
- Various subjects and career choices.
- Affordability.
- Accessing information.
- Steps in choosing and the decision-making process.

Investigating the diversity of jobs according to economic sectors, as well as work settings and forms of activities in each of these sectors in relation to self:

- Primary sector (raw materials), secondary sector (finished products/goods), and tertiary sector (infrastructure, providing services).
- Workplace environment and conditions such as indoors, outdoors (laboratory, mine).
- Forms of activity (e.g. designing, assembling, growing).
- Skills and competencies (e.g. information gathering or analysis, instruction).
- Various facets of self and integration into the world of work.

Displaying an awareness of trends and demands in the job market, and the need for lifelong learning:

- SAQA, the NQF framework and recognition of prior learning.
- Ability to adapt, re-train, flexibility, ongoing development of self.
- 'Reading' the market for trends regarding jobs.
- Different kinds of learning: formal, non-formal (e.g. web, conferences).

Exploring a range of study skills, and applying selected study methods:

- Listening skills.
- Reading skills.
- Comprehension skills.
- Concentration and memory skills.
- Organisation and time management skills.
- Selecting important concepts and content.
- Note-taking and mind-mapping.
- Assignment and essay construction.
- Making comparisons.
- Critical, creative and problem-solving skills.

## Grade 11



### **Learning Outcome 1: Personal Well-being**

*The learner is able to achieve and maintain personal well-being.*

Applying various life skills to provide evidence of an ability to plan and achieve life goals:

- Types of goals (e.g. short-term, medium-term and long-term).
- Important life goals (e.g. goals related to family, marriage, parenting, career choices, relationships).
- Relationship between personal values, choices, goal setting.
- Steps in planning.
- Steps in goal setting (and/or planning).
- Prioritising goals.
- Perseverance and persistence.
- Problem-solving skills.

Explaining that relationships can influence and are influenced by own well-being:

- Different types of relationships.
- Relationships with different people/groups.
- Changing nature of relationships.
- Role of power in relationships.
- Social and cultural views that influence/affect relationships.
- Relationships that contribute/are detrimental to individual well-being.
- Qualities sought in different relationships.
- Gender roles and stereotyping.
- Individuality in relationships.
- Impact of the media on values and beliefs about relationships.

Exploring characteristics of a healthy and balanced lifestyle, factors influencing responsible choices and behaviour in the promotion of health, and the impact of unsafe practices on self and others:

- Characteristics of a healthy lifestyle (e.g. physical, psychological, social, emotional and spiritual needs).
- Aspects that impact negatively on a healthy lifestyle, for example:
  - accidents (types of accidents, lack of knowledge and skills, unsafe attitudes and behaviours, unsafe environments, emotional factors);
  - risk behaviours and situations (e.g. personal safety, road use, substance use and abuse, dietary behaviour, sexual behaviour, risk of pregnancy, sexually-transmitted infections [STIs], HIV);
  - impact of socio-economic environment (e.g. literacy, income, poverty, culture, social environment).
- Individual responsibility (towards self and others) for making informed decisions and choices.
- Positive influences on and barriers to behaviour change (e.g. role of parents and peers, personal values and belief system, religion, media, social and cultural influences, economic conditions, access to information).
- Seeking support, advice and assistance.
- Coping with and overcoming barriers regarding behaviour.
- Impact of unsafe practices on self, family and community (e.g. physical, emotional, spiritual, social, economic, political, environmental impact).

Analysing gender roles and their effects on self, family and society:

- Concepts: masculinity, femininity and gender.
- Own gender role, role in family and society.



## Learning Outcome 2: Citizenship Education

*The learner is able to demonstrate an understanding and appreciation of the values and rights that underpin the Constitution in order to practice responsible citizenship, and to enhance social justice and environmentally sustainable living.*

Participating in a community service that addresses a contemporary social or environmental issue, indicating how this harms certain sectors of society more than others (e.g. HIV and AIDS, environmental degradation):

- Concepts: social and environmental justice.
- Social issues (e.g. lack of basic services and unequal access to basic resources, food production, security, nutrition, health, safety, HIV and AIDS).
- Environmental issues (e.g. genetically modified foods and the use of harmful substances in food production, cruelty to animals and inhumane farming methods, impact of environmental factors such as pollution and food additives on personal and community health, depletion of resources).
- Civic, social and environmental responsibilities including the knowledge and skills to make informed decisions and take appropriate action.
- Social skills, constructive and critical thinking skills necessary to effectively participate in civic life.
- Youth service development, volunteerism, youth and civic organisations.

Formulating strategies based on national and international instruments for identifying and intervening in discrimination and violations of human rights:

- Instruments such as the Bill of Rights, Convention on the Rights of the Child, the African Charter on the Rights and Welfare of Children, Committee on the Elimination of Discrimination Against Women (CEDAW).
- Protection agencies.
- Impact of discrimination and oppression.
- Discrimination (e.g. race, class, creed, rural/urban, HIV and AIDS status, religion, ethnicity, xenophobia, gender, language).
- Challenging prejudice and discrimination.
- The nature and sources of bias, prejudice and discrimination.

Participating in and analysing the principles, processes and procedures for democratic participation in life:

- National, provincial and local government structures, and traditional authorities.
- Public participation and petition process.
- Governance.
- The law-making process.
- Rule of law.
- Political parties, interest groups, lobbying, business.
- Civil society.
- Transparency, representation and accountability.

Reflecting on knowledge and insights gained in major religions, ethical traditions and indigenous belief systems, and clarifying own values and beliefs with the view to debate and analyse contemporary moral and spiritual issues and dilemmas:

- Clarify own values and beliefs.
- Identify various moral and spiritual issues and dilemmas (e.g. right to life, euthanasia, cultural practices and traditions, economic issues, environmental issues).
- Process of critical analysis.
- Respect differing opinions.



### Learning Outcome 3: Recreation and Physical Well-being

*The learner is able to explore and engage responsibly in recreation and physical activities, to promote well-being.*

Setting own goals and participating in programmes both in and out of school to improve personal current level of fitness and health, and investigating how nutrition relates to these:

- Ascertain own level of fitness and health.
- Role of nutrition in fitness and health.
- Participate in a programme for the development of aerobic endurance.
- Knowledge of performance requirements.
- Design and practise own programme according to determined goals.
- Attitude of commitment, acceptance of own capacity and body image.
- Links with other human dimensions.

Participating in self-designed and modified games and sport that are taught to peers, and developing own umpiring, administrative, organisational and leadership skills in such activities:

- Peer coaching techniques to improve or increase knowledge and skill acquisition.
- Organisation of equipment, planning of sessions.
- Applying rules and making judgements.
- Administration of score cards, time keeping, and so on.
- Building on self-confidence and self-esteem.
- Opportunities for knowledge acquisition.

Investigating participant and spectator behaviour in sport and its role in nation building:

- Behaviour impact.
- Administration (e.g. sporting bodies and boards, referees).
- Incidence of participant behaviour and what triggers certain behaviour.
- Exposure to positive behaviour programmes.
- Role of sport in nation building.

Exploring and evaluating various leadership roles through participation in a self-designed recreational group activity, and analysing own role in such activity:

- Participation in recreation activities that promote leadership skills.
- Leadership qualities and leadership styles.
- Being a leader and a follower.
- Rules and etiquette.
- Learning and improving techniques.
- Application of leadership skills in other spheres of life.
- Analysing own role in activity.



#### Learning Outcome 4: Career and Career Choices

*The learner is able to demonstrate self-knowledge and the ability to make informed decisions regarding further study, career fields and career pathing.*

Exploring and evaluating knowledge about self, interests, abilities and personal expectations in relation to career requirements and socio-economic considerations:

- SAQA, the NQF framework, and recognition of prior learning.
- Skilled, semi-skilled, unskilled and physical labour, learnerships.
- Additional and higher education studies required.
- Expectancy and reality.
- Perseverance.

Researching the requirements for admission to additional and higher education courses, as well as options for financial assistance:

- Evaluating additional and higher education options.
- Information access skills.
- Explores access to financial assistance.
- Obligations in terms of financial arrangements, study loans, and so on.

Demonstrating competencies, abilities and ethics that will assist in securing a job and developing a career:

- Information access skills.
- Studying advertisements, writing an application letter, completing application forms, writing a CV, and so on.
- Personal appearance, such as dressing when going for an interview.
- Interview skills and preparing for typical questions that can be expected.
- All forms of experience gained (e.g. work shadowing, informal jobs).
- Acquiring testimonials.
- Ethical behaviour.

Reflecting on, refining and applying own study skills, study style and study strategies:

- Study skills: examine how learning takes place and reflect on effectiveness.
- Study styles as preferred way of approaching tasks.
- Study strategy as the way a learner approaches a specific task in the light of perceived demands.
- Process of assessment and examination writing skills.

## Grade 12

**Learning Outcome 1: Personal Well-being**

*The learner is able to achieve and maintain personal well-being.*

Applying a range of life skills, evaluating own ability to prevent and manage stress, and adapting to change as part of own ongoing healthy lifestyle choices:

- Concepts: quality of life, stressors and change.
- Identify stressors (e.g. physical, emotional, social, environmental, abuse, vocation, life crises, personality, social pressure).
- Assess level of stress (e.g. signs and symptoms of stress, positive and negative aspects of stress).
- Various coping mechanisms and/or management techniques.
- Develop and implement own strategy.

Discussing the importance of initiating, building and sustaining positive relationships with family and peers, as well as in the workplace and broader social context:

- Importance of communication (e.g. understanding others, communicating feelings, beliefs and attitudes).
- Communicating in various situations (e.g. in the family, with peers, with friends, in the workplace).
- Factors influencing the effectiveness of communication (personality, attitudes, values).
- Conflict resolution (common conflicts, ways of resolving conflict).
- Acceptance of responsibilities (e.g. express views and feelings appropriately, respect the feelings of others).
- Rights in relationships (e.g. to have opinions and feelings, to make decisions about one's own body, equality).
- Responsibilities and rights in sexual relationships.

Investigating the human and environmental factors that cause ill health, accidents, crises and disasters, and exploring appropriate ways to deal with these:

- Human factors (e.g. psychological, social, religious and cultural practices, and different knowledge perspectives).
- Lifestyle diseases:
  - major lifestyle diseases (e.g. cancer, hypertension, diseases of the heart and circulatory system, sexually transmitted infections including HIV and AIDS);
  - contributing factors (e.g. eating habits, lack of exercise, smoking, alcohol abuse; unsafe sexual behaviour);
  - prevention and control.
- Environmental factors and disasters (physical environment, e.g. lack of infrastructure; environmental hazards, e.g. pollution, waste dumps, radiation, floods, fires, damage caused by wind).
- Dealing with these on a personal level (attitudes, safety skills, first aid, coping with disasters).
- Community responsibility to provide environments and services that promote safe and healthy living (responsibilities of various levels of government, laws, regulations, rules, community services).

Explaining how unequal power relations between the sexes are constructed and influence health and well-being, and applying this understanding to work, cultural and social contexts:

- Abuse of power in the work setting (e.g. sexual harassment), cultural context (e.g. different mourning periods for males and females), societal context (e.g. domestic violence, sexual violence/rape), and negative effect on health and well-being.



## Learning Outcome 2: Citizenship Education

*The learner is able to demonstrate an understanding and appreciation of the values and rights that underpin the Constitution in order to practice responsible citizenship, and to enhance social justice and environmentally sustainable living.*

Evaluating services offered by a community project on a contemporary social or environmental issue, and evaluating own contribution to the project:

- Evaluation of community project and own contribution to address social or environmental issues.
- Present findings and make recommendations.

Evaluating own positions taken when dealing with discrimination and human rights violations, taking into account the Bill of Rights:

- Participation in discussions, projects, campaigns and events to address discrimination and human rights violations.
- Evaluation of outcomes from campaigns and events.
- Bill of Rights.

Analysing and debating the role of the media in a democratic society:

- Media: electronic and print media.
- Role and responsibility of media, freedom of expression, limitations.
- Critical analysis of media and campaigns.
- Access to information.

Reflecting on and explaining how to formulate a personal mission statement based on core aspects of personal philosophies, values, beliefs, religion and ideologies, which will inform and direct own actions in life and contribute meaningfully to society:

- Awareness of own personal views, values, beliefs, religion, ideology.
- Develop own mission statement for life.
- Respect the right of others to hold different views and values.



### Learning Outcome 3: Recreation and Physical Well-being

*The learner is able to explore and engage responsibly in recreation and physical activities, to promote well-being.*

Monitoring and evaluating own progress in achievement of personal fitness and health goals through regular participation in a programme:

- Participate to meet, monitor and evaluate progress.
- Methodology: How to evaluate progress? What to evaluate? Drawing conclusions.
- Explore different monitoring processes.

Evaluating and participating in various relaxation and recreational activities, sport and games with the view to making a choice about participation and long-term engagement in at least one activity:

- Developing criteria for evaluating programmes, sport and games.
- Long-term effects of participation: physical, mental, social and emotional.
- Value-added benefits and diseases of lifestyle.

Reporting on the opportunities for careers and work in the recreation, fitness and sport industries:

- Research skills.
- Knowledge of work opportunities.
- Value and attitude change towards perceptions of different careers (stereotyping).
- Profitable use of time.
- How to use talents in working and career opportunities.
- Transfer skills to other related industries.
- Enjoyment.

Investigating how ideologies, beliefs, and worldviews influence the construction of and participation in recreation and physical activity:

- Understand that the concepts recreation and physical activity are social constructs.
- Understand how beliefs and ideologies influence participation across cultures.
- Make comparisons between urban and rural participation.
- Analyse differences in participation trends of westernised and more traditional societies.
- Identify gender differences in participation (differences between men's and women's participation trends).
- Evaluate the entry of women into previously men's-only sport, and factors that influence this.
- Assess the barriers to participation for people with different physical abilities.
- Examine own participation in relation to the above.
- Indigenous games.
- National Sports Commission's initiatives on the development of indigenous games into structured and organised representational games such as the indigenous Olympics.



#### Learning Outcome 4: Career and Career Choices

*The learner is able to demonstrate self-knowledge and the ability to make informed decisions regarding further study, career fields and career pathing.*

Committing to a decision taken, and applying for a job or a course in additional or higher education:

- Job, course or institution application.
- Skills for final action (e.g. availability of funds, completing forms, travel arrangements, accommodation).
- Decision-making skills.

Exploring career opportunities within chosen career field, and investigating other innovative solutions (including entrepreneurship) as ways in which to counteract possible unemployment:

- Reasons for and impact of unemployment.
- Access information on world of work.
- Revise entrepreneurship.
- 'Reading' the market and identifying niches.
- Problem solving and creative thinking.

Investigating and reporting on the core elements of a job contract, conditions of service, relevant labour laws and practices, the principles of equity and redress, the value of work and the importance of a work ethic:

- Core elements of a job contract, obligations, conditions of service.
- Laws such as the Labour Relations Act (conditions of work, including health and safety in the workplace, other relevant issues) and the Employment Equity Act.
- Recruitment process, general trends and practices.
- Trade unions.
- Principles: history of labour practices and the relevance of the Employment Equity Act.
- Concept: work ethics.
- Societal expectations.
- Work gives meaning to life, provides an income.

Reflecting on the process of assessment and examination writing skills, and applying these skills:

- Revise own study skills, strategies and styles.
- How to manage a portfolio.
- How to write an examination (read the question, answer the questions, etc.).
- Understand the importance of continuous assessment.

## CHAPTER 4

# ASSESSMENT

### INTRODUCTION

Assessment is a critical element of the National Curriculum Statement Grades 10 – 12 (General). It is a process of collecting and interpreting evidence in order to determine the learner's progress in learning and to make a judgement about a learner's performance. Evidence can be collected at different times and places, and with the use of various methods, instruments, modes and media.

To ensure that assessment results can be accessed and used for various purposes at a future date, the results have to be recorded. There are various approaches to recording learners' performances. Some of these are explored in this chapter. Others are dealt with in a more subject-specific manner in the Learning Programme Guidelines.

Many stakeholders have an interest in how learners perform in Grades 10 – 12. These include the learners themselves, parents, guardians, sponsors, provincial departments of education, the Department of Education, the Ministry of Education, employers, and higher education and training institutions. In order to facilitate access to learners' overall performances and to inferences on learners' competences, assessment results have to be reported. There are many ways of reporting. The Learning Programme Guidelines and the Assessment Guidelines discuss ways of recording and reporting on school-based and external assessment as well as giving guidance on assessment issues specific to the subject.

### WHY ASSESS

Before a teacher assesses learners, it is crucial that the purposes of the assessment be clear and unambiguous. Understanding the purposes of assessment ensures that an appropriate match exists between the purposes and the methods of assessment. This, in turn, will help to ensure that decisions and conclusions based on the assessment are fair and appropriate for the particular purpose or purposes.

There are many reasons why learners' performance is assessed. These include monitoring progress and providing feedback, diagnosing or remediating barriers to learning, selection, guidance, supporting learning, certification and promotion.

In this curriculum, learning and assessment are very closely linked. Assessment helps learners to gauge the value of their learning. It gives them information about their own progress and enables them to take control of and to make decisions about their learning. In this sense, assessment provides information about whether teaching and learning is succeeding in getting closer to the specified Learning Outcomes. When assessment indicates lack of progress, teaching and learning plans should be changed accordingly.

## **TYPES OF ASSESSMENT**

This section discusses the following types of assessment:

- baseline assessment;
- diagnostic assessment;
- formative assessment; and
- summative assessment.

### **Baseline assessment**

Baseline assessment is important at the start of a grade, but can occur at the beginning of any learning cycle. It is used to establish what learners already know and can do. It helps in the planning of activities and in Learning Programme development. The recording of baseline assessment is usually informal.

### **Diagnostic assessment**

Any assessment can be used for diagnostic purposes – that is, to discover the cause or causes of a learning barrier. Diagnostic assessment assists in deciding on support strategies or identifying the need for professional help or remediation. It acts as a checkpoint to help redefine the Learning Programme goals, or to discover what learning has not taken place so as to put intervention strategies in place.

### **Formative assessment**

Any form of assessment that is used to give feedback to the learner is fulfilling a formative purpose. Formative assessment is a crucial element of teaching and learning. It monitors and supports the learning process. All stakeholders use this type of assessment to acquire information on the progress of learners. Constructive feedback is a vital component of assessment for formative purposes.

### **Summative assessment**

When assessment is used to record a judgement of the competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. It can occur at the end of a single learning activity, a unit, cycle, term, semester or year of learning. Summative assessment should be planned and a variety of assessment instruments and strategies should be used to enable learners to demonstrate competence.

## WHAT SHOULD ASSESSMENT BE AND DO?

Assessment should:

- be understood by the learner and by the broader public;
- be clearly focused;
- be integrated with teaching and learning;
- be based on the pre-set criteria of the Assessment Standards;
- allow for expanded opportunities for learners;
- be learner-paced and fair; and
- be flexible;
- use a variety of instruments;
- use a variety of methods.

## HOW TO ASSESS

Teachers' assessment of learners' performances must have a great degree of reliability. This means that teachers' judgements of learners' competences should be generalisable across different times, assessment items and markers. The judgements made through assessment should also show a great degree of validity; that is, they should be made on the aspects of learning that were assessed.

Because each assessment cannot be totally valid or reliable by itself, decisions on learner progress must be based on more than one assessment. This is the principle behind continuous assessment (CASS). Continuous assessment is a strategy that bases decisions about learning on a range of different assessment activities and events that happen at different times throughout the learning process. It involves assessment activities that are spread throughout the year, using various kinds of assessment instruments and methods such as tests, examinations, projects and assignments. Oral, written and performance assessments are included. The different pieces of evidence that learners produce as part of the continuous assessment process can be included in a portfolio. Different subjects have different requirements for what should be included in the portfolio. The Learning Programme Guidelines discuss these requirements further.

Continuous assessment is both classroom-based and school-based, and focuses on the ongoing manner in which assessment is integrated into the process of teaching and learning. Teachers get to know their learners through their day-to-day teaching, questioning, observation, and through interacting with the learners and watching them interact with one another.

Continuous assessment should be applied both to sections of the curriculum that are best assessed through written tests and assignments and those that are best assessed through other methods, such as by performance, using practical or spoken evidence of learning.

## **METHODS OF ASSESSMENT**

### **Self-assessment**

All Learning Outcomes and Assessment Standards are transparent. Learners know what is expected of them. Learners can, therefore, play an important part, through self-assessment, in 'pre-assessing' work before the teacher does the final assessment. Reflection on one's own learning is a vital component of learning.

### **Peer assessment**

Peer assessment, using a checklist or rubric, helps both the learners whose work is being assessed and the learners who are doing the assessment. The sharing of the criteria for assessment empowers learners to evaluate their own and others' performances.

### **Group assessment**

The ability to work effectively in groups is one of the Critical Outcomes. Assessing group work involves looking for evidence that the group of learners co-operate, assist one another, divide work, and combine individual contributions into a single composite assessable product. Group assessment looks at process as well as product. It involves assessing social skills, time management, resource management and group dynamics, as well as the output of the group.

## **METHODS OF COLLECTING ASSESSMENT EVIDENCE**

There are various methods of collecting evidence. Some of these are discussed below.

### **Observation-based assessment**

Observation-based assessment methods tend to be less structured and allow the development of a record of different kinds of evidence for different learners at different times. This kind of assessment is often based on tasks that require learners to interact with one another in pursuit of a common solution or product. Observation has to be intentional and should be conducted with the help of an appropriate observation instrument.

### **Test-based assessment**

Test-based assessment is more structured, and enables teachers to gather the same evidence for all learners in

the same way and at the same time. This kind of assessment creates evidence of learning that is verified by a specific score. If used correctly, tests and examinations are an important part of the curriculum because they give good evidence of what has been learned.

### **Task-based assessment**

Task-based or performance assessment methods aim to show whether learners can apply the skills and knowledge they have learned in unfamiliar contexts or in contexts outside of the classroom. Performance assessment also covers the practical components of subjects by determining how learners put theory into practice. The criteria, standards or rules by which the task will be assessed are described in rubrics or task checklists, and help the teacher to use professional judgement to assess each learner's performance.

## **RECORDING AND REPORTING**

Recording and reporting involves the capturing of data collected during assessment so that it can be logically analysed and published in an accurate and understandable way.

### **Methods of recording**

There are different methods of recording. It is often difficult to separate methods of recording from methods of evaluating learners' performances.

The following are examples of different types of recording instruments:

- rating scales;
- task lists or checklists; and
- rubrics.

Each is discussed below.

### ***Rating scales***

Rating scales are any marking system where a symbol (such as A or B) or a mark (such as 5/10 or 50%) is defined in detail to link the coded score to a description of the competences that are required to achieve that score. The detail is more important than the coded score in the process of teaching and learning, as it gives learners a much clearer idea of what has been achieved and where and why their learning has fallen short of the target. Traditional marking tended to use rating scales without the descriptive details, making it difficult to have a sense of the learners' strengths and weaknesses in terms of intended outcomes. A six-point scale of achievement is used in the National Curriculum Statement Grades 10 – 12 (General).

### **Task lists or checklists**

Task lists or checklists consist of discrete statements describing the expected performance in a particular task. When a particular statement (criterion) on the checklist can be observed as having been satisfied by a learner during a performance, the statement is ticked off. All the statements that have been ticked off on the list (as criteria that have been met) describe the learner's performance. These checklists are very useful in peer or group assessment activities.

### **Rubrics**

Rubrics are a combination of rating codes and descriptions of standards. They consist of a hierarchy of standards with benchmarks that describe the range of acceptable performance in each code band. Rubrics require teachers to know exactly what is required by the outcome. Rubrics can be holistic, giving a global picture of the standard required, or analytic, giving a clear picture of the distinct features that make up the criteria, or can combine both. The Learning Programme Guidelines give examples of subject-specific rubrics.

To design a rubric, a teacher has to decide the following:

- Which outcomes are being targeted?
- Which Assessment Standards are targeted by the task?
- What kind of evidence should be collected?
- What are the different parts of the performance that will be assessed?
- What different assessment instruments best suit each part of the task (such as the process and the product)?
- What knowledge should be evident?
- What skills should be applied or actions taken?
- What opportunities for expressing personal opinions, values or attitudes arise in the task and which of these should be assessed and how?
- Should one rubric target all the Learning Outcomes and Assessment Standards of the task or does the task need several rubrics?
- How many rubrics are, in fact, needed for the task?

It is crucial that a teacher shares the rubric or rubrics for the task with the learners before they do the required task. The rubric clarifies what both the learning and the performance should focus on. It becomes a powerful tool for self-assessment.

### **Reporting performance and achievement**

Reporting performance and achievement informs all those involved with or interested in the learner's progress. Once the evidence has been collected and interpreted, teachers need to record a learner's achievements. Sufficient summative assessments need to be made so that a report can make a statement about the standard achieved by the learner.

The National Curriculum Statement Grades 10 – 12 (General) adopts a six-point scale of achievement. The scale is shown in Table 4.1.

**Table 4.1** Scale of achievement for the National Curriculum Statement Grades 10 – 12 (General)

| <b>Rating Code</b> | <b>Description of Competence</b> | <b>Marks (%)</b> |
|--------------------|----------------------------------|------------------|
| 6                  | Outstanding                      | 80-100           |
| 5                  | Meritorious                      | 60-79            |
| 4                  | Satisfactory                     | 50-59            |
| 3                  | Adequate                         | 40-49            |
| 2                  | Partial                          | 30-39            |
| 1                  | Inadequate                       | 0-29             |

## SUBJECT COMPETENCE DESCRIPTIONS

To assist with benchmarking the achievement of Learning Outcomes in Grades 10 – 12, subject competences have been described to distinguish the grade expectations of what learners must know and be able to achieve. Six levels of competence have been described for each subject for each grade. These descriptions will assist teachers to assess learners and place them in the correct rating. The descriptions summarise the Learning Outcomes and the Assessment Standards, and give the distinguishing features that fix the achievement for a particular rating. The various achievement levels and their corresponding percentage bands are as shown in Table 4.1.

In line with the principles and practice of outcomes-based assessment, all assessment – both school-based and external – should primarily be criterion-referenced. Marks could be used in evaluating specific assessment tasks, but the tasks should be assessed against rubrics instead of simply ticking correct answers and awarding marks in terms of the number of ticks. The statements of competence for a subject describe the minimum skills, knowledge, attitudes and values that a learner should demonstrate for achievement on each level of the rating scale.

When teachers/assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a particular outcome. The relevant Assessment Standard or Standards must be used when creating the rubric for assessing the task or question. The descriptions clearly indicate the minimum level of attainment for each category on the rating scale.

The competence descriptions for this subject appear at the end of this chapter.

## PROMOTION

Promotion at Grade 10 and Grade 11 level will be based on internal assessment only, but must be based on the same conditions as those for the Further Education and Training Certificate. The requirements, conditions, and rules of combination and condonation are spelled out in the *Qualifications and Assessment Policy Framework for the Grades 10 – 12 (General)*.

## WHAT REPORT CARDS SHOULD LOOK LIKE

There are many ways to structure a report card, but the simpler the report card the better, provided that all important information is included. Report cards should include information about a learner's overall progress, including the following:

- the learning achievement against outcomes;
- the learner's strengths;
- the support needed or provided where relevant;
- constructive feedback commenting on the performance in relation to the learner's previous performance and the requirements of the subject; and
- the learner's developmental progress in learning how to learn.

In addition, report cards should include the following:

- name of school;
- name of learner;
- learner's grade;
- year and term;
- space for signature of parent or guardian;
- signature of teacher and of principal;
- date;
- dates of closing and re-opening of school;
- school stamp; and
- school attendance profile of learner.

## ASSESSMENT OF LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING

The assessment of learners who experience any barriers to learning will be conducted in accordance with the recommended alternative and/or adaptive methods as stipulated in the *Qualifications and Assessment Policy Framework for Grades 10 – 12 (General)* as it relates to learners who experience barriers to learning. Refer to *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System*.



## Grade 10



Code



Scale

6

80%-100%  
Outstanding



Competence Descriptions

**By the end of Grade 10 the learner with outstanding achievement can:**

- explain accurately knowledge of the self, different relationships and life roles;
- confidently make responsible decisions about own sexuality and lifestyle;
- explain the interrelatedness of the principles of democracy, social justice and sustainable living, and act as a change agent.
- provide well-substantiated explanations of the value of diversity, and give examples of how to challenge discrimination, biases and violation of human rights;
- offer sophisticated arguments indicating how different religions and belief systems contribute to responsible citizenship;
- initiate, plan innovatively and participate enthusiastically in a range of games, physical fitness and recreation programmes;
- explain and motivate own efforts to enhance own well-being;
- describe how multiple factors influence own subject, study and career choices, and their implications for the self;
- explain the diversity of jobs, trends and demands in the job market.

## Grade 11



## Competence Descriptions

**By the end of Grade 11 the learner with outstanding achievement can:**

- give a well-substantiated explanation of factors that impact on relationships in own life, family and society;
- apply with confidence a range of life skills to achieve life goals appropriate to developmental stage;
- explain the meaning of the concepts 'well-being' and a 'healthy and balanced lifestyle' as well as the impact of unsafe practices in a range of contexts;
- show substantial evidence of how to contribute to social and environmental justice, and how to intervene in acts of discrimination and the violation of human rights;
- participate confidently in democratic processes and critically analyse the principles and processes involved;
- debate a wide range of contemporary moral and spiritual issues;
- independently and creatively design and implement own fitness enhancement programme, effectively including the important component of diet and nutrition;
- independently initiate and participate in innovative self-designed activities and a wide range of modified games, sport, fitness programmes and recreational activities;
- display a high level of various administrative and leadership skills in sport and recreation and critically investigate appropriate participant and spectator behaviour;

## Grade 12



## Competence Descriptions

**By the end of Grade 12 the learner with outstanding achievement can:**

- critically evaluate own ability to apply a range of life skills as part of own healthy lifestyle, and make amendments accordingly;
- skilfully initiate and sustain positive relations within a range of contexts;
- thoroughly investigate factors that have a negative impact on health and well-being and suggest innovative ways to deal with these;
- critically evaluate own position when dealing with violation of human rights;
- critically evaluate own participation in a community service addressing social and environmental justice;
- do an in-depth analysis of and extensively debate the media's role in a democratic society;
- concisely formulate and critically reflect on a personal mission statement;
- develop an innovative fitness programme, participate regularly, monitor and assess own progress in achievement of own fitness and health goals, and make necessary adjustments;
- critically evaluate long-term benefits of participation in games, sport, physical and recreational activities;
- explain various ideologies and beliefs as determinants for the construction of and participation in recreation and physical activities;
- make well-substantiated decisions on a career, a possible educational institution and courses;



Code



Scale



Competence Descriptions

6

80%-100%  
Outstanding  
(Continued)

## Grade 11



### Competence Descriptions

- provide extensive evidence of a high level of understanding the relationship between own abilities, interests, expectations and career requirements;
- critically evaluate additional and higher education opportunities and requirements and make defensible conclusions;
- display various competencies on a sophisticated level to apply for a job and develop a career;
- critically evaluate and successfully apply own study and learning styles and strategies to enhance own learning.

## Grade 12



### Competence Descriptions

- explain the importance of ethics in the workplace, the core elements of a job contract, and the laws that govern employment and conditions of service;
- critically analyse the impact of unemployment, and motivate the importance of entrepreneurship;
- effectively apply study, assessment and examination writing skills.

## Grade 10



Code



Scale

**5**

**60%-79%  
Meritorious**



**Competence Descriptions**

**By the end of Grade 10 the learner with meritorious achievement can:**

- describe the self, different relationships and life roles;
- make responsible decisions about own sexuality and lifestyle;
- discuss and apply the principles of democracy, social justice and sustainable living, and motivate the importance thereof;
- provide clear and accurate explanations of the value of diversity, and give examples of how to challenge violations of human rights;
- make clear and logical interpretations of different religions and belief systems and how they contribute to responsible citizenship;
- initiate, plan and participate fully in various games, physical fitness and recreation programmes and explain own efforts to enhance own well-being;
- explain how multiple factors influence subject, study and career choices;
- identify jobs, trends and demands in the job market.

## Grade 11



## Competence Descriptions

**By the end of Grade 11 the learner with meritorious achievement can:**

- explain clearly the factors that impact on relationships in own life, family and society;
- apply competently a range of life skills to achieve life goals appropriate to developmental stage;
- describe the meaning of the concepts 'well-being' and a 'healthy and balanced lifestyle' as well as the impact of unsafe practices in various contexts;
- provide well-organised evidence of how to contribute to social and environmental justice, and how to intervene in acts of discrimination and the violation of human rights;
- participate in democratic processes and debate the principles and processes involved;
- debate and substantiate own point of view regarding various contemporary moral and spiritual issues with a clear understanding of own value and belief system;
- independently design and implement own fitness enhancement programme, including the important component of diet and nutrition;
- confidently participate in a variety of creative self-designed and modified games, sport, fitness programmes and recreational activities;
- display various administrative and leadership skills in sport and recreation and systematically investigate participant and spectator behaviour;
- provide solid evidence of the relationship between own abilities, interests, expectations and career requirements;

## Grade 12



## Competence Descriptions

**By the end of Grade 12 the learner with meritorious achievement can:**

- evaluate own ability to apply a range of life skills as part of own healthy lifestyle and make adjustments where necessary;
- confidently initiate and sustain positive relations within various contexts;
- comprehensively investigate factors that have a negative impact on health and well-being and suggest ways to deal with these;
- investigate and substantiate own position taken when dealing with violation of human rights;
- appraise own participation in a community service addressing social and environmental justice;
- debate the media's role in a democratic society;
- clearly formulate and examine own personal mission statement;
- develop a fitness programme, participate regularly, monitor, analyse and interpret own progress in achievement of own fitness and health goals;
- do a comprehensive investigation of the long-term benefits of participation in games, sport, physical and recreational activities;
- describe how various ideologies and beliefs influence the construction of and participation in recreation and physical activities;
- make a sound decision on a career, possible educational institutions and courses;
- discuss ethics in the workplace, the core elements of a job contract, and the laws that govern employment and conditions of service;



Code



Scale



Competence Descriptions

5

60%-79%  
Meritorious  
(Continued)

## Grade 11



### Competence Descriptions

- evaluate additional and higher education opportunities and requirements and draw realistic conclusions;
- display various competencies on a significant level to apply for a job and develop a career;
- evaluate and consistently apply own study and learning styles and strategies.

## Grade 12



### Competence Descriptions

- provide a comprehensive and detailed explanation for unemployment and its impact, as well as the importance of entrepreneurship;
- effectively apply study, assessment and examination writing skills.

## Grade 10



Code



Scale

**4**

**50%-59%  
Satisfactory**



**Competence Descriptions**

**By the end of Grade 10 the learner with satisfactory achievement can:**

- clarify knowledge of the self, different relationships and life roles;
- make responsible decisions about own sexuality and lifestyle;
- describe and apply the principles of democracy, social justice and sustainable living;
- explain the value of diversity and challenge acts of discrimination, biases and violation of human rights;
- explain different religions and belief systems and their contribution to responsible citizenship;
- plan and participate regularly in games, physical fitness and recreation programmes;
- describe how multiple factors influence subject, study and career choices;
- discuss the diversity of jobs, and trends and demands in the job market.

## Grade 11



## Competence Descriptions

**By the end of Grade 11 the learner with satisfactory achievement can:**

- explain factors that impact on relationships in own life, family and society;
- apply a range of life skills to achieve life goals appropriate to developmental stage;
- describe the meaning of the concepts 'well-being' and a 'healthy and balanced lifestyle' as well as the impact of unsafe practices;
- show evidence of how to contribute to social and environmental justice, and how to intervene in acts of discrimination and the violation of human rights;
- participate in democratic processes and analyse the principles and processes involved;
- debate contemporary moral and spiritual issues;
- design and implement own fitness enhancement programme taking into account the role of nutrition in fitness and health;
- provide proof of consistent participation in self-designed and modified games, sport, fitness programmes and recreational activities;
- display administrative and leadership skills in sport and recreation and is able to distinguish between appropriate and inappropriate participant and spectator behaviour;
- provide evidence of the relationship between own abilities, interests, expectations and career requirements;
- investigate additional and higher education opportunities and requirements, and draw conclusions;
- display various competencies to apply for a job and develop a career;
- investigate and adapt own study and learning styles and strategies.

## Grade 12



## Competence Descriptions

**By the end of Grade 12 the learner with satisfactory achievement can:**

- analyse own ability to apply a range of life skills as part of own healthy lifestyle;
- initiate and sustain positive relations within various contexts;
- investigate factors that have a negative impact on health and well-being and explore ways to deal with these;
- evaluate own position taken when dealing with human rights violations;
- evaluate own participation in a community service addressing social and environmental justice;
- analyse the media's role in a democratic society;
- formulate and reflect on a personal mission statement;
- develop and participate regularly in a fitness programme, and monitor own progress in achievement of own fitness and health goals;
- analyse long-term benefits of participation in games, sport, physical and recreational activities;
- investigate how ideologies and beliefs influence the construction of and participation in recreation and physical activities;
- make firm decisions on a career, a possible educational institution and courses;
- discuss ethics in the workplace, the core elements of a job contract and the laws that govern employment and conditions of service;
- explain the reasons for and impact of unemployment, and the importance of entrepreneurship;
- apply study, assessment and examination writing skills effectively.

## Grade 10



Code



Scale

**3**

**40%-49%  
Adequate**



**Competence Descriptions**

**By the end of Grade 10 the learner with adequate achievement can:**

- give accurate answers to questions posed about the self, different relationships and life roles;
- make responsible decisions about most aspects of own sexuality and lifestyle;
- list the principles of democracy, social justice and sustainable living and participate occasionally in activities addressing these issues;
- state the value of diversity and recognise acts of discrimination, biases and violation of human rights;
- tell the main components/features in different religions and belief systems and indicate their contribution to responsible citizenship;
- show evidence of planning and regular participation in games, physical fitness and recreation programmes;
- state how various factors influence subject, study and career choices;
- list different jobs, and obvious trends and demands in the job market.

## Grade 11



## Competence Descriptions

**By the end of Grade 11 the learner with adequate achievement can:**

- identify some factors that impact on relationships in own life, family and society;
- apply some life skills to achieve life goals appropriate to developmental stage;
- state the meaning of the concepts ‘well-being’ and a ‘healthy and balanced lifestyle’ as well as the impact of unsafe practices;
- show evidence of contribution to social and environmental justice, and how to intervene in acts of discrimination and the violation of human rights;
- participate in democratic processes and identify the principles and processes involved;
- discuss contemporary moral and spiritual issues;
- design and implement an elementary fitness enhancement programme which shows an awareness of the role of nutrition in fitness and health;
- participate in self-designed and modified games, sport, fitness programmes and recreational activities;
- display some administrative and leadership skills in sport and recreation and be able to identify appropriate participant and spectator behaviour;
- provide evidence of the relationship between own abilities, interests, expectations and career requirements;
- investigate additional and higher education opportunities and requirements;
- display competencies on a basic level to apply for a job and develop a career;
- reflect on own study and learning styles and strategies.

## Grade 12



## Competence Descriptions

**By the end of Grade 12 the learner with adequate achievement can:**

- investigate own ability to apply various life skills as part of own healthy lifestyle;
- initiate and sustain positive relations within some contexts;
- describe factors that have a negative impact on health and well-being and explore ways to deal with these;
- investigate own position taken when dealing with violation of human rights;
- independently do a basic assessment of own participation in a community service addressing social and environmental justice;
- do a basic appraisal of the media’s role in a democratic society;
- formulate a basic personal mission statement;
- develop an elementary fitness programme, regularly participate in it, and with guidance monitor and analyse own progress in achievement of personal fitness and health goals;
- demonstrate some knowledge of the long-term benefits of participation in games, sport, physical and recreational activities;
- co-operatively investigate how ideologies and beliefs influence the construction of and participation in recreation and physical activities;
- co-operatively make decisions on a career, a possible educational institution and courses;
- describe ethics in the workplace, the core elements of a job contract, and the laws that govern employment and conditions of service;
- give a fair explanation of the reasons for and impact of unemployment, and the importance of entrepreneurship;
- apply some study, assessment and examination writing skills.

## Grade 10



Code



Scale

**2**

**30%-39%  
Partial**



**Competence Descriptions**

**By the end of Grade 10 the learner with partial achievement can:**

- name main characteristics, qualities and features of the self, different relationships and life roles;
- make decisions about some aspects relating to own sexuality and lifestyle;
- incompletely list the principles of democracy, social justice and sustainable living, and co-operatively participate in activities addressing these issues;
- tell the value of diversity, identify acts of discrimination, biases and violation of human rights;
- relate main features of different religions and belief systems;
- not independently plan meaningful games, physical fitness and recreation programmes to promote own well-being, and reluctantly participates in such activities;
- name a limited range of factors which influence subject, study and career choices, as well as available jobs;
- have difficulty in identifying trends and demands in the job market.

## Grade 11



## Competence Descriptions

**By the end of Grade 11 the learner with partial achievement can:**

- list factors that impact on relationships in own life, family and society;
- co-operatively apply life skills to achieve life goals appropriate to developmental stage;
- tell the meaning of the concepts 'well-being' and a 'healthy and balanced lifestyle' as well as the impact of some unsafe practices;
- show some evidence of how to contribute to social and environmental justice, and how to intervene in acts of discrimination and the violation of human rights;
- show some proof of participating in democratic processes and list the principles and processes involved;
- participate in a discussion on some contemporary moral and spiritual issues but uses simplistic arguments;
- not independently design or modify own basic fitness enhancement programme;
- participate occasionally in programmes and activities;
- display limited administrative and leadership skills in sport and recreation;
- give limited examples of appropriate and inappropriate participant and spectator behaviour;
- with guidance provide evidence of an understanding of the relationship between own abilities, interests, expectations and career requirements;
- have difficulty in identifying additional and higher education opportunities and requirements;

## Grade 12



## Competence Descriptions

**By the end of Grade 12 the learner with partial achievement can:**

- describe own ability to apply some life skills as part of own healthy lifestyle;
- initiate relationships but experiences difficulty in sustaining positive relations;
- not independently identify factors that have a negative impact on health and well-being, or explore ways to deal with these;
- co-operatively assess own position taken when dealing with violation of human rights;
- investigate own participation in a community service addressing social and environmental justice but with assistance;
- show a basic understanding of the role of the media in a democratic society;
- formulate a simple personal mission statement;
- not independently develop a fitness programme and produce evidence of ability to monitor and evaluate own progress in achievement of personal fitness and health goals;
- describe the long-term benefits of participation in games, sport, physical and recreational activities;
- indicate how ideologies and beliefs influence the construction of and participation in recreation and physical activities but with difficulty;
- make tentative decisions on a career and possible future studies;
- have only little knowledge about ethics in the workplace, the core elements of a job contract, and the laws that govern employment and conditions of service;



Code



Scale



Competence Descriptions

**2**

**30%-39%  
Partial  
(Continued)**

## Grade 11



### Competence Descriptions

- display some competencies to apply for a job and develop a career;
- name own study and learning styles and strategies but cannot amend and improve them.

## Grade 12



### Competence Descriptions

- not independently give a basic explanation for unemployment and the importance of entrepreneurship;
- occasionally apply study, assessment and examination writing skills.

## Grade 10



Code



Scale

**1**

**0%-29%  
Inadequate**



**Competence Descriptions**

**By the end of Grade 10 the learner with inadequate achievement can:**

- tell the obvious characteristics, traits of the self, different relationships and life roles;
- not make responsible decisions about own sexuality and lifestyle;
- incompletely tell the principles of democracy, social justice and sustainable living, and rarely participates in activities addressing these issues;
- with difficulty identify the value of diversity, acts of discrimination, biases and violation of human rights;
- know the main features and characteristics of some religions and belief systems, but is unable to relate this to responsible citizenship;
- show little ability to plan, and reluctantly participates in a limited range of games and physical fitness recreation programmes;
- with difficulty state the factors which influence subject, study and career choices and does not see the implications thereof;
- identify obvious jobs but is unable to identify trends and demands in the job market.

## Grade 11



## Competence Descriptions

**By the end of Grade 11 the learner with inadequate achievement can:**

- from a list identify factors that impact on relationships in own life, family and society;
- apply life skills to achieve life goals appropriate to developmental stage but with difficulty
- not tell the meaning of the concepts 'well-being' and a 'healthy and balanced lifestyle' or the impact of some unsafe practices;
- show little or no evidence of how to contribute to social and environmental justice, or how to intervene in acts of discrimination and the violation of human rights;
- show little knowledge of and interest in democratic principles and processes;
- not make meaningful contributions when participating in a discussion on a contemporary moral or spiritual issue;
- design and implement an elementary fitness enhancement programme but with support;
- provide little or no evidence of participation, as well as evidence of ability to design and modify games, sport, fitness programmes and recreational activities;
- display little administrative and leadership skill in sport and recreation;
- show a lack of understanding of appropriate participant and spectator behaviour;
- describe the relationship between own abilities, interests, expectations and career requirements but with difficulty;
- not describe the relationship between additional and higher education opportunities and requirements;

## Grade 12



## Competence Descriptions

**By the end of Grade 12 the learner with inadequate achievement can:**

- name some life skills as part of own healthy lifestyle and with guidance apply them;
- initiate and sustain positive relations but with difficulty;
- identify from a given list factors that have a negative impact on health and well-being, and with assistance recognise ways to deal with these;
- not independently realistically assess own position taken when dealing with violation of human rights;
- investigate own participation in a community service addressing social and environmental justice in a very simplistic manner;
- describe the role of the media in a democratic society but with difficulty;
- formulate a simple personal mission statement but with support;
- show little evidence of participation in a given fitness programme;
- provide little or no evidence of ability to monitor and evaluate own progress in achievement of personal fitness and health goals;
- list some of the long-term benefits of participation in games, sport, physical and recreational activities;
- display very limited investigation skills into how ideologies and beliefs influence the construction of and participation in recreation and physical activities;



Code



Scale



Competence Descriptions

**1**

**0%-29%  
Inadequate  
(Continued)**

## Grade 11



### Competence Descriptions

- display limited competencies to apply for a job and develop a career;
- not improve on own study and learning styles and strategies.

## Grade 12



### Competence Descriptions

- make decisions on a career and possible future studies but with difficulty;
- describe only some of the core elements of a job contract and the laws that govern employment and conditions of service;
- name few reasons for unemployment, and gives a superficial explanation for the importance of entrepreneurship;
- apply study, assessment and examination writing skills but with difficulty.



## GLOSSARY

**adolescence** – a period of time between the beginning of puberty and adulthood

**assertiveness** – knowing what one wants and why, and being able to take the necessary steps to achieve it within a specific context; also enforcing own rights positively. This refers to the ability to (1) express one's feelings, needs or desires openly and directly but in a respectful manner; (2) stand up for one's beliefs without putting down others in the process; (3) know what one wants and be able to take the necessary steps to achieve it within a specific context.

**attitude** – our views, opinions and feelings about things

**conflict resolution** – the ability to handle a hostile situation of friction between people calmly and peacefully. Disagreement can be normal and healthy, but when it develops into violence it becomes a problem that needs more careful and calculated handling. Conflict resolution aims to use mutual respect and consideration to reduce or eliminate destructive confrontation.

**coping with emotions** – coping refers to the ability to manage or deal effectively with a situation or a problem. Emotions are mental or instinctive feelings in response to internal or external stimuli. Emotions may be considered positive or negative. Regardless of their nature, they can be destructive if poorly handled or constructive if adequately managed.

**coping with stress** – the effective management of a situation that weighs heavily on a person's mental capabilities as a result of increased physical or emotional pressures. Stress refers to a condition of increased activity in the body that overwhelms the individual beyond what their mental capacity can handle. This happens as a result of physical, psychological or emotional events. Stress could be destructive if poorly handled. Stressful circumstances cannot be completely avoided. However, they can be contained within manageable limits. A certain amount of stress may be essential to make one aware of the need to focus on one's actions and appropriate responses. Stress becomes a problem when a person can no longer withstand the pressure.

**creative thinking** – the ability to think of and explore the possibilities of doing a task or dealing with a problem in more than one way. It may involve coming up with a new idea, or trying out a new or more challenging way of doing a task or approaching a problem.

**critical thinking** – the ability to think through situations adequately, weighing up the advantages and disadvantages so as to be able to make appropriate decisions concerning one's own or other people's environment

**decision-making** – the ability to utilise all available information to weigh up a situation, analyse the advantages and disadvantages, and make an informed personal decision. Decision-making and problem solving are related and the two may often overlap. It is only through practice in making decisions and solving problems that adolescents can develop the skills necessary to make the best choice for themselves.

**effective communication** – the ability to express oneself clearly and appropriately during interactions with

other people in any given circumstances. Verbal or non-verbal communication is the essence of human relationships. It is one of the most important life skills. Effective communication involves, among others, active listening, respect for others' feelings, use of body language and observation.

**emotional literacy** – the capacity for recognising our own feelings and those of others, for motivating ourselves and for managing emotions in ourselves and in our relationships well. It is the capacity to love oneself and others while developing honesty and the ability to take responsibility for own actions.

**environmental justice** – redressing the situation whereby people with fewer choices (the poor and disadvantaged) often suffer most from pollution, jobs hazardous to health, resource depletion (e.g. the loss of trees and fishing stocks), and unequal access to resources such as water and energy

**environmental sustainability** – developing a country and meeting people's needs in ways that do not damage or use up the environmental resources (clean water, air, healthy soils and ecosystems) on which sustainable development and quality of life ultimately rest, so that we can continue to develop and meet human needs for generations to come

**gender** – refers to understandings about 'appropriate' feminine or 'appropriate' masculine behaviours and characteristics; these are learned. Such understandings are not innate or natural, but are negotiated, challenged, reconstructed and resisted on an individual and collective basis. These understandings vary across different cultures, are informed by social class, and can change over time. Understandings of what is classified as 'masculine' and 'feminine', while often constructed as oppositions (that is, either 'masculine' or 'feminine'), need not be so. The challenge is to move beyond the binary opposition to see behaviours as a range of negotiated responses to different contexts rather than as reactions determined by biology.

**ideology** – the doctrines, opinions, or way of thinking of a person, group, or nation; sets, constellations and systems of ideas based on superiority/inferiority

**indigenous knowledge systems** – (in the South African context) a body of knowledge embedded in indigenous people's philosophical thinking and social practices that have evolved over thousands of years and continue to evolve

**life skills** – (in this document) personal and social skills required by young people to function confidently and competently with themselves, with other people, and the wider community; a range of skills that can enhance the quality of life and prevent dysfunctional behaviour

**negotiation** – consciously discussing issues of disagreement between people in order to reach a compromise that does not take advantage of either side. For one to carry out effective negotiation, firm ground for one's defence has to be established. The compromise reached does not mean a compromise of one's beliefs, values and principles. It involves being able to cope with potentially threatening or risky situations involving interpersonal relations.

**personality** – a person's set of behaviours, attitudes and experiences that define responses to others and to the environment

**primary economic sector** – efforts to earn a living from nature; activities are related to agriculture, forestry, fishing and mining

**problem solving** – the ability to identify, cope with and find solutions to difficult or challenging situations. Problem solving is related to decision-making and the two may often overlap. It is only through practice in making decisions and solving problems that adolescents can build the skills necessary to make the best choices for themselves.

**puberty** – a developmental stage in life during which the genitals mature and become capable of reproduction. For girls it arrives between the ages of 9 and 16, and for boys between the ages of 11 and 18.

**secondary economic sector** – secondary manufacturing industries turn raw materials (primary goods) into finished products (secondary goods)

**self-awareness** – the way one sees, thinks and feels about oneself; all the knowledge, ideas and beliefs we have of ourselves. It is an individual's ability to appreciate the strong and weak points of one's own character. This realisation enables one to take actions, and to make choices and decisions that are consistent with one's abilities.

**self-esteem** – the basis of all life skills; the way individuals feel about themselves and how they believe others feel about them. It has been described as an awareness of one's worth as a unique and special person endowed with various attributes and great potential. A person's self-esteem can either be boosted or destroyed through the individual's relationships with others. High self-esteem tends to encourage healthy behaviour. Low self-esteem tends to encourage unhealthy behaviour.

**skilled, semi-skilled, unskilled** – skilled workers can do many kinds of jobs that are within the range of their competence. Semi-skilled workers who are trained to do one job usually assist skilled workers. Unskilled workers often have very little or no training and possess no special skills.

**social justice** – redressing the situation whereby people with fewer choices (the poor and disadvantaged) often suffer most from discrimination (e.g. race, religion, gender, culture, ability, age) and a lack of acknowledgement of their human rights, access to services (e.g. health, educational) and infrastructure (e.g. water, energy, housing)

**study strategy** – the way a learner chooses to approach a specific task in view of the perceived demands of the task. A study strategy results from a study style.

**study style** – characterisation of a learner's preferred way of approaching tasks

**tertiary economic sector** – often referred to as the service sector; different from primary and secondary economic sectors in that it does not produce goods and/or does not make anything, but provides the supporting framework for the primary and the secondary economic sectors

**values** – beliefs or principles we hold, which guide our judgements about what is right and important. Values can change over time.

**well-being** – the condition of complete physical, mental, affective and social health; not merely the absence of disease

**worldview** – the deep cultural influence of religion, beliefs and values

**xenophobia** – hatred or fear of foreigners or strangers