

**CURRICULUM AND ASSESSMENT POLICY  
STATEMENT  
GRADES 7-9**

**LIFE ORIENTATION**

# SECTION 4: ASSESSMENT IN LIFE ORIENTATION

## 4.1 INTRODUCTION

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Each of the Life Orientation topics requires that a certain body of **skills, knowledge and values** be addressed and assessed. Skills such as decision-making, communication, assertiveness, negotiation, goal-setting, ability to access information, problem-solving and creative thinking are addressed across all five topics and assessed through formal or informal assessment for Life Orientation. In the same way attitudes such as respect for the self and others, respect for and acceptance of differences, taking responsibility, perseverance, persistence, anti-discrimination and equality are also addressed and assessed across all five topics.

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

- 1) Informal or daily assessment tasks
- 2) Formal assessment tasks

## 4.2 INFORMAL OR DAILY ASSESSMENT

Informal or daily assessment is a daily monitoring of learners' progress. It provides learners with a variety of opportunities to develop and master the knowledge, skills and values related to the subject. Informal assessment should be used to provide feedback to the learners and to inform planning. It should not be seen as separate from learning activities taking place during a lesson. It is done during and after the teaching and learning process. The teacher may choose any of the following as a daily assessment task: a short class test, a discussion, a practical demonstration, a mind map, debate, role-play, an interview, design and make, short homework task, worksheets, group work, individual record keeping, oral and written presentation.

The teacher does not have to mark each of these performances, but can guide learners to assess their own performance or that of peers with relevant assessment tools such as a memorandum for tests, or a checklist for an observation exercise. The use of an observation checklist in daily assessment tasks helps learners to determine their progress towards the knowledge, skills and values that will be assessed in the Formal Assessment tasks. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results are not taken into account for promotion and certification purposes.

## 4.3 FORMAL ASSESSMENT

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All formal assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained. Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject.

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

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

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

#### 4.4 PROGRAMME OF ASSESSMENT

The programme of assessment is designed to spread formal assessment tasks in a subject throughout the school year.

The weighting of marks for the four internal formal assessment tasks for Life Orientation, Grades 7 to 9 is as follows:

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

#### Forms of formal assessment tasks

##### 4.4.1 Project

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

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

#### 4.4.2 Written tasks: design and make, case study and assignment

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

##### 1) Design and make

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

Examples:

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

##### 2) Assignment

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

##### 3) Case study

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

### 4.4.3 Examinations

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

#### Outline for examinations

The outline below will be followed when setting the Grades 7 – 9 Life Orientation examination papers. The paper will consist of three sections. Total for examination: **70 Marks**

Section A: 25 marks	Section B : 25 marks	Section C: 20 marks
<p>All questions are compulsory.</p> <ul style="list-style-type: none"> <li>• A source or case study may be used to contextualise the questions.</li> <li>• The questions should be a combination of three or more types of questions, ranging from list, what, why, multiple choice, matching columns, missing words and true or false.</li> <li>• Questions will test understanding and factual knowledge.</li> <li>• Responses should be short and direct and range from one word to a phrase or a full sentence.</li> </ul>	<p>All questions are compulsory.</p> <ul style="list-style-type: none"> <li>• Short open-ended, scenario-based, source-based and case study questions.</li> <li>• Questions should be knowledge-based, i.e. include information that learners have acquired from the Life Orientation class.</li> <li>• Learners should display, present and apply knowledge and skills gained. Learners will display an understanding of real-life issues affecting the youth and society at large and give advice or possible solutions, demonstrate goal-setting and decision-making skills.</li> <li>• Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs.</li> </ul>	<p>Three 10-mark questions will be set of which learners will be expected to answer <b>TWO</b>.</p> <ul style="list-style-type: none"> <li>• Questions will predominantly focus on the application of knowledge and skills.</li> <li>• Learners will solve problems, make decisions and give advice. They will provide few direct responses and extended writing ranging from descriptive paragraphs to short essays that state or examine an issue.</li> <li>• Each question will focus on the specific information or the integration of content.</li> <li>• A short text/diagram/data/graphs/ cartoons can be provided as a stimulus.</li> </ul>
<p>Note. Information provided in the texts must be current, up-to-date, age-appropriate and learner-friendly.</p>		

**NB.** A marking memorandum or guideline suitable to each of the tasks above must be used to assess learner performance in a given examination/project/case study/assignment/design and make. The nature of the task and the knowledge, skills and values that are to be assessed will provide guidance on the type of marking memorandum. Provision must be made in the marking memorandum or guideline for the learner's own interpretation of the questions. Examples of assessment tools that are appropriate to assess learner performance in Life Orientation are the marking memorandum or guideline, criteria checklist, rubric or matrix.

### 4.4.4 Physical Education

The Physical Education (PE) component aims to develop learners' physical well-being and knowledge of movement and safety. It encourages learners to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. It also aims to develop learners' confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation. These, together with the nurturing of positive values and attitudes in PE, provide a good foundation for learners' lifelong and life-wide learning.

All Physical Education periods will focus on practical physical and mass participation in movement activities for enjoyment and enrichment purposes, with a view to encouraging learners to engage in regular physical activity as part of their lifestyle.

The Physical Education Task (PET) is administered across all four school terms in Grades 7 – 9. Learners are expected to participate in a Physical Education period once a week, which is timetabled to take place in a fixed period, labelled **Physical Education** on the school timetable. Learner participation and movement performance in the PET will, therefore, be assessed and reported at the end of each term. The subject advisor will moderate the PET during announced school visits by observing learners performing the actual assessment task.

The focus of assessment within the PET falls into two broad categories:

- 1) **Participation:** exposes learners to an understanding of the value of regular participation in physical activity. Participation should encourage further development, enjoyment and the building of confidence.
- 2) **Movement performance:** learners will be assessed at the level at which they are capable of performing. Movement performance must not encourage a sense of competition.

The teacher will observe whether the performance of a movement has a desired outcome, focusing on the overall performance of the movement rather than the detailed mechanics. Once a teacher has gained confidence and can break down a motor skill and movement sequence into different parts, additional criteria can be added to assess the performance in greater depth.

**Assessment Tool for Physical Education Task**

The assessment tool for learner performance in the two criteria of the task:

Level	Limited	Adequate	Proficient	Excellent
<b>Criterion 1:</b> <b>Frequency of Participation during Physical Education periods (20 marks)</b>	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
<b>Criterion 2:</b> <b>Outcome of Movement Performance (10 marks)</b> Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)		Requires attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

A class list will be used to generate a mark out of 20 for participation and a mark out of 10 for movement performance at the end of each term, that is, four lists for each of Grades 7, 8 and 9. The number of PE periods per term will depend on the Department of Basic Education school calendar for the year.

The class list for participation and movement performance:

Term 1		1. Frequency of participation (20 marks) PE periods per term (P1= period 1)								2. Movement performance (10 marks)			Total for term
Learners' Names	P1	P2	P3	P4	P5	P6	%	Marks 20	1st Observation	2nd Observation	Total marks 10	30	
1.													
2.													
3.													
4.													
5.													

**Note.**

**Criterion 1: frequency of participation**

Each learner will be allocated a mark out of 20 at the end of each term based on his/her frequency of participation across the Physical Education periods. An 'a' will indicate that the learner was absent for that particular period and an 'x' that the learner was present in class, but did not participate. A learner who always participates when he/she is present in class should not be penalised when absent, but a learner who participates on and off when present should be penalised when absent.

**Divide** number of times a learner participated by number of PE periods per term and **multiply** by 100 to obtain a percentage and then convert to a mark out 20 according to the assessment tool above.

**Criterion 2: movement performance**

While a record will be kept of learner participation per week, each learner will not be assessed on movement performance in every Physical Education period, but will be formally observed at least twice across a school term for formal assessment purposes to determine the level of movement performance. Allocate a mark out of five (5) for each of the two observations to obtain a final mark out of ten (10) according to the assessment tool above.

Total for the term

The marks awarded for frequency of participation and movement performance respectively for the term are added up to arrive at a mark out of 30 per learner. The mark obtained out of 30 is the PET mark to be formally recorded on the record sheet for the term.

## 4.5 RECORDING AND REPORTING

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skills as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and his/her readiness to progress or be promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways; these include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

When recording and reporting on learner performance in Life Orientation, Grades 7 – 9 the following marks are applicable:

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

The various achievement levels and their corresponding percentage bands are as shown in the table below:

### Codes and percentages for recording and reporting

Rating Code	Description of competence	Percentage
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 - 29



## 4.6 MODERATION OF ASSESSMENT

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

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

## 4.7 GLOSSARY

CONCEPT	DEFINITION
Assessment	It is a continuous, planned process of identifying, gathering, interpreting information about the performance of learners, using various forms of assessment.
Cognitive levels	Are taxonomies of cognitive development. It is related to the mental processes of perception, memory, judgement and reasoning.
Moderation	Moderation is the process of quality assurance of all assessment.
Internal moderation	It is the process of conducting the moderation in the school context which includes pre- and post-moderation.
Pre-moderation	Moderation of an assessment task before it is issued to learners.
Post Moderation	It takes place after the task has been administered. The HOD will provide a report on the moderation findings and make recommendations to the educators and monitor the implementations of recommendations.
School based assessment(SBA)	School Based Assessment (SBA) comprises forms of assessments which are conducted by the teacher at the school level. This includes assignments, projects, simulations, research, demonstrations, role plays, listening exercises, homework pieces, class work pieces, texts, examination, etc. In subjects with a practical component, SBA includes assessment of the practical skills.

## **4.8 GENERAL**

This document should be read in conjunction with:

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

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