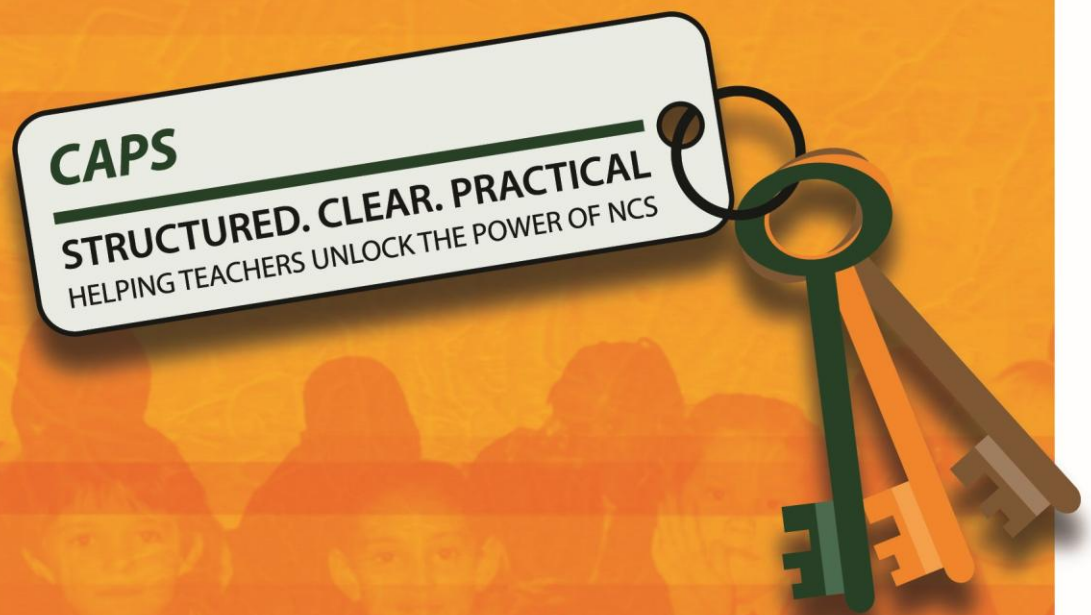


*National Curriculum Statement (NCS)*

*Curriculum and Assessment  
Policy Statement*



*Further Education and Training Phase  
Grades 10-12*



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



**basic education**

---

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

# **Curriculum and assessment Policy statement Grades 10-12**

## **Life Orientation**

**Department of Basic education**

222 Struben Street  
Private Bag X895  
Pretoria 0001  
South Africa  
Tel: +27 12 357 3000  
Fax: +27 12 323 0601

120 Plein Street Private Bag X9023  
Cape Town 8000  
South Africa  
Tel: +27 21 465 1701  
Fax: +27 21 461 8110 Website: <http://www.education.gov.za> © 2011 department of Basic education  
isBn: 978-1-4315-0586-9

Design and Layout by: Ndabase Printing Solution

Printed by: Government Printing Works

## FOREWORD BY THE MINISTER



Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution 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.

Education and the curriculum have an important role to play in realizing these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the *Revised National Curriculum Statement Grades R-9* and the *National Curriculum Statement Grades 10-12 (2002)*.

Ongoing implementation challenges resulted in another review in 2009 and we revised the *Revised National Curriculum Statement (2002)* to produce this document.

From 2012 the two 2002 curricula, for *Grades R-9* and *Grades 10-12* respectively, are combined in a single document and will simply be known as the *National Curriculum Statement Grades R-12*. The *National Curriculum Statement for Grades R-12* builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

The *National Curriculum Statement Grades R-12* accordingly replaces the Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines with the

- (a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;
- (b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and
- (c) *National Protocol for Assessment Grades R-12*.

A handwritten signature in black ink, which appears to read 'Angie Motshekga'.

**MRS ANGIE MOTSHEKGA, MP  
MINISTER OF BASIC EDUCATION**

# CONTENTS

<b>SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENTS</b>	<b>..</b>
<b>1.1 Background</b> .....	<b>3</b>
<b>1.2 Overview</b> .....	<b>3</b>
<b>1.3 General aims of the South African curriculum</b> .....	<b>4</b>
<b>1.4 Time allocations</b> .....	<b>6</b>
<b>SECTION 2: INTRODUCTION TO LIFE ORIENTATION</b> .....	<b>8</b>
<b>2.1 What is life orientation?</b> .....	<b>8</b>
<b>2.2 Specific Aims</b> .....	<b>8</b>
<b>2.3 Time allocation for life orientation in the curriculum</b> .....	<b>9</b>
<b>2.4 Weighting of topics</b> .....	<b>9</b>
<b>SECTION 3: OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS</b> .....	<b>10</b>
<b>3.1 Overview of topics</b> .....	<b>10</b>
<b>3.2 Annual teaching Plan</b> .....	<b>12</b>
<b>SECTION 4: ASSESSMENT IN LIFE ORIENTATION</b> .....	<b>25</b>
<b>4.1 Introduction</b> .....	<b>25</b>
<b>4.2 Informal or daily assessment</b> .....	<b>25</b>
<b>4.3 Certificate tasks</b> .....	<b>26</b>
<b>4.4 Formal assessment</b> .....	<b>26</b>
<b>4.5 Programme of assessment</b> .....	<b>27</b>
4.5.1 Written tasks .....	27
4.5.2 Project .....	29
4.5.3 Examinations.....	30
4.5.4 Physical Education Task (PET) .....	30
<b>4.6 Recording and reporting</b> .....	<b>32</b>
<b>4.7 Moderation of assessment</b> .....	<b>34</b>
4.7.1 School moderation .....	34
4.7.2 District/region moderation .....	35
4.7.3 Provincial moderation.....	35
4.7.4 National moderation .....	36
<b>4.8 General</b> .....	<b>36</b>

## SECTION 2

### 2.3 Time allocation for Life Orientation in the curriculum

Two hours per week is allocated to Life Orientation in the NCS. This means that there are 66 hours available for the teaching of Life Orientation in Grades 10 and 11, and 56 hours in Grade 12. The content is grouped in Section 3 of this document and is paced across the 40 weeks (80 hours) of the school year to ensure coverage of the curriculum and examinations. A fixed period must be dedicated to Physical Education per week and this period will be labelled *Physical Education* on the school timetable.

### 2.4 Weighting of topics

	Topic	Grade 10	Grade 11	Grade 12
		Hours	Hours	Hours
1.	Development of the self in society	11	14	11
2.	Social and environmental responsibility	7	6	6
3.	Democracy and human rights	11	11	7
4.	Careers and career choices	14.5	11.5	11
5.	Study skills	6	7	7
6.	Physical Education	16.5	16.5	14
	<b>Contact time</b>	<b>66</b>	<b>66</b>	<b>56</b>
	<b>Examinations</b>	14	14	24
	<b>Total hours</b>	<b>80</b>	<b>80</b>	<b>80</b>
	<b>Total weeks</b>	<b>40</b>	<b>40</b>	<b>40</b>

## SECTION 3

### 3.2 Annual Teaching Plan

TOPIC	TERM 1	GRADE 10
<b>WEEKS 1- 4</b>		<b>Recommended resources</b>
<b>Development of the self in society</b>	6 hours	Textbook
<ul style="list-style-type: none"> <li>• Strategies to enhance self-awareness and self-esteem, while acknowledging and respecting the uniqueness of self and others:               <ul style="list-style-type: none"> <li>- Concepts: self-awareness, self-esteem, personal strengths and weaknesses, self-development strategies, respect for self and others</li> <li>- Factors influencing self-awareness and self-esteem (including the media)</li> <li>- How to develop self-awareness and self-esteem, including strategies for building confidence in self and others</li> <li>- Respect others and respect differences (race, gender, ability)</li> <li>- How to display respectful attitude and behaviour, including how to differ from the opinions of others in a respectful manner</li> <li>- Exploration of positive influences/ role models</li> </ul> </li> <li>• Describes the concepts 'power' and 'power relations' and their effect on relationships between and within genders.               <ul style="list-style-type: none"> <li>- Concepts: power, power relations, gender relations                   <ul style="list-style-type: none"> <li>o Define 'power' and 'power relations'</li> <li>o How the different genders view the roles of men and women – impact on power relation between the two genders and status of each</li> <li>o Stereotypical views of gender roles and responsibilities versus modern views – shift of power between genders and its effect on relationships</li> <li>o Influence of gender power inequality on relationships and general wellbeing, sexual abuse, physical abuse</li> </ul> </li> </ul> </li> <li>• Value of participation in exercise programmes that promote fitness: cardiovascular fitness, muscular strength, endurance and flexibility               <ul style="list-style-type: none"> <li>- Relationship between physical and mental health.</li> </ul> </li> </ul>		
<b>Physical Education</b>	1 ½ hours	Textbook, resources on physical fitness and hand-made equipment that is safe to use
<ul style="list-style-type: none"> <li>• Participation in activities that promote physical fitness</li> <li>• Safety issues relating to participation in fitness exercises</li> </ul>		
<b>WEEKS 5 - 6</b>		
<b>Careers and career choices</b>	3 hours	Textbook, resources on career guidance
Knowledge about self in relation to own subjects, career fields and study choices: interests, abilities, talents and strengths <ul style="list-style-type: none"> <li>- Difference between career field, occupation, career and job</li> <li>- Requirements for National Senior Certificate various subjects and career options, steps in choosing and decision-making process               <ul style="list-style-type: none"> <li>- Knowledge about life domains: :                   <ul style="list-style-type: none"> <li>- physical, psychological and spiritual;</li> <li>- practical, leisure and growth; and</li> <li>- community, social and physical:</li> </ul> </li> </ul> </li> </ul> <p><input type="checkbox"/> Socio-economic factors as considerations for career and study choices: community needs, availability of finances,</p> <ul style="list-style-type: none"> <li>- affordability, stereotyping, accessibility and impact of income tax on final salary package</li> </ul>		
<b>Physical Education</b>	1½ hours	Textbook, resources on physical fitness and hand-made equipment that is safe to use

<ul style="list-style-type: none"> <li>• Participation in activities that promote physical fitness</li> <li>• Participation and movement performance in physical fitness activities</li> </ul>		
<b>WEEKS 7- 10</b>		
<b>Democracy and human rights</b>	6 hours	Textbook, newspaper articles, Bill of Rights, SA Constitution
<ul style="list-style-type: none"> <li>• Concepts: diversity, discrimination and violations of human rights <ul style="list-style-type: none"> <li>- Contexts: race, religion, language, gender, xenophobia, human trafficking, sexual abuse, teenage pregnancy, violence, STIs and HIV and AIDS</li> </ul> </li> <li>• Bill of Rights, International Conventions and instruments: <ul style="list-style-type: none"> <li>- Convention on the rights of the child;</li> <li>- Committee on the Elimination of Discrimination Against Women (CEDAW) charters and protection agencies, rules, codes of conduct and laws.</li> <li>-</li> <li>- Types of discriminating behaviour and violations: incidences of discriminating behaviour and human rights violations in SA and globally.</li> <li>- The nature and source of bias, prejudice and discrimination: impact of discrimination, oppression, bias, prejudice and violations of human rights on individuals and society</li> <li>- Challenging prejudice and discrimination: significant contributions by individuals and organisations to address human rights violations</li> <li>- Contemporary events showcasing the nature of a transforming South Africa: South African initiatives and campaign;</li> <li>- one's own position, actions and contribution in discussions, projects, campaigns and events which address discrimination and human rights violations, nation-building and protection agencies and their work</li> <li>- Example 16 Days of activism against women</li> </ul> </li> </ul>		
<b>Physical Education</b>	2 hours	Textbook, resources on physical fitness and hand-made equipment that is safe to use
<ul style="list-style-type: none"> <li>• Participation in activities that promote physical fitness</li> <li>• Participation and movement performance in physical fitness activities</li> </ul>		

<p><b>Formal assessment:</b></p> <ol style="list-style-type: none"> <li>1. Written task</li> <li>2. Physical Education Task (PET)</li> </ol> <p><b>Informal tasks</b></p> <ul style="list-style-type: none"> <li>• A minimum of one informal task should be given per week.</li> <li>• The informal task should cover the various cognitive levels.</li> <li>• Types of informal tasks could be the following : <ul style="list-style-type: none"> <li>✓ Short class test with peer marking</li> <li>✓ Short pieces of extended writing</li> <li>✓ Marking of homework, etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• It is compulsory to cover the topics in the term however, the sequence of the topics within the term is not fixed.</li> <li>• Physical Activities must accommodate learners with disabilities</li> </ul>
---	---



TOPIC	TERM 2	GRADE 10
<b>WEEKS 1 - 3</b>		<b>Recommended resources</b>
<b>Study skills</b>	4½ hours	Textbook, newspaper articles, resources on careers and study skills
<ul style="list-style-type: none"> <li>• Study skills: listening, reading, comprehension, concentration, memory, organisation and time management Concentration and memory skills, Selecting important concepts and content, summarising</li> <li>• Study methods: note-taking, mind-mapping, selecting important concepts and content, assignment and essay construction and making comparisons Application: when to use each skill; testing the various skills in a subject specific context to select skills that most effective for individual use; <ul style="list-style-type: none"> <li>• Critical, creative and problem-solving skills – value and place of each</li> </ul> </li> <li>• Process of assessment: internal and external, analyse performance in assessment tasks – what the results say about one’s development and progress of internal and external assessments.</li> <li>• Organisation, time management skills, action plan – annual study plan</li> </ul>		
<b>Physical Education</b>	1½ hours	Textbook, resources on various types of games and hand-made equipment that is safe to use
<ul style="list-style-type: none"> <li>▪ Participation in movement activities that promote skills in playground and/or community and/or indigenous games</li> <li>▪ Participation and movement performance in movement activities that promote skills in playground and/or community and/or indigenous games</li> <li>▪ Safety issues relating to participation in playground and/or community and/or indigenous games</li> </ul>		
<b>WEEKS 4 - 7</b>		
<b>Social and environmental responsibility</b>	6 hours	Textbook, newspaper articles, resources on environmental responsibility
<ul style="list-style-type: none"> <li>▪ <b>Contemporary social and environmental issues</b> that impact negatively on local and/ or global communities: Concepts: social and environmental justice  Social issues: crime, poverty, food security, food production, violence, HIV, safety, security, unequal access to basic resources, lack of basic services (water and health services)  Harmful effects of these issues on personal and community health</li> <li>• Social, constructive and critical thinking skills necessary to participate in civic life: <ul style="list-style-type: none"> <li>▪ Social responsibilities including the knowledge and skills to make informed decisions and take appropriate action</li> <li>▪ Youth service development: youth and civic organisations, community services or projects and volunteerism</li> <li>▪ Purpose and contribution, areas of strength and possible improvements</li> <li>▪ <b>Own contribution to these services</b>, projects and organisation: a group or individual project to address a contemporary social issues that impacts negatively on local and/or global communities</li> </ul> </li> </ul>		
<b>Physical Education</b>	2 hours	Textbook, resources on various types of games and hand-made equipment that is safe to use
<ul style="list-style-type: none"> <li>• Participation in movement activities that promote skills in playground and/or community and/or indigenous games</li> <li>• Participation and movement performance in movement activities that promote skills in playground and/or community and/or indigenous games</li> </ul>		
<b>WEEKS 8 - 10</b>		
<b>EXAMINATIONS</b>		

<b>Formal assessment:</b>	<ul style="list-style-type: none"> <li>• Learners should be given the project before the end of the second term.</li> <li>• It is compulsory to cover the topics in the term however, the sequence of the topics within the term is not fixed.</li> </ul>
1. Mid-year examination	

<p>2. Physical Education Task (PET)</p> <p><b>Informal tasks</b></p> <ul style="list-style-type: none"> <li>• A minimum of one informal task should be given per week.</li> <li>• The informal task should cover the various cognitive levels.</li> <li>• Types of informal tasks could be the following : <ul style="list-style-type: none"> <li>✓ Short class test with peer marking</li> <li>✓ Short pieces of extended writing</li> <li>✓ Marking of homework, etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• If a common exam is set at a cluster, district or provincial level, it must be written on the same day and at the same time.</li> <li>• Physical Activities must accommodate learners with disabilities</li> </ul>
--	---

TOPIC	TERM 3	GRADE 10
<b>WEEKS 1 - 5</b>		<b>Recommended resources</b>
<b>Development of the self in society</b>	7½ hours	Textbook
<ul style="list-style-type: none"> <li>• Life roles: child, student, adult, role in family, partner, parents, grandparent, employee, employer, leader and follower <ul style="list-style-type: none"> <li>- Evolving nature of and responsibilities inherent in each role; how roles change and affect relationships</li> <li>- Handling each role effectively: influence of society and culture</li> </ul> </li> <li>• Changes associated with development towards adulthood: adolescence to adulthood <ul style="list-style-type: none"> <li>- Physical changes: hormonal, increased growth rates, bodily proportions, secondary sex/gender characteristics, primary changes in the body (menstruation, ovulation and seed formation) and skin problems</li> <li>- Emotional changes: maturing personality, depth and control of emotions, feelings of insecurity, changing needs, interests, feelings, beliefs, values and sexual interest</li> <li>- Social changes: relationship with family, interaction with social groups, need for acceptance by and dependence on peer group, moving into the workforce and increased responsibilities</li> </ul> </li> <li>• Coping with change: importance of communication and making friends</li> <li>• Values and strategies to make responsible decisions regarding sexuality and lifestyle choices to optimise personal potential <ul style="list-style-type: none"> <li>- Behaviour that could lead to sexual intercourse and teenage pregnancy, sexual abuse and rape</li> <li>- Values such as respect for self and others, abstinence, self-control, right to privacy, right to protect oneself, right to say 'No' and taking responsibility for own actions</li> <li>- Skills such as self-awareness, critical thinking, decision-making, problem-solving, assertiveness, negotiations, communication, refusal, goal-setting and information gathering relating to sexuality and lifestyle choices</li> <li>- Where to find help regarding sexuality and lifestyle choices</li> </ul> </li> <li>• Relationship between recreational activities and emotional health.</li> </ul>		
<b>Physical Education</b>	2½hours	Textbook, resources on recreation and relaxation and hand-made equipment that is safe to use
<ul style="list-style-type: none"> <li>• Participation in activities that promote recreation and relaxation</li> <li>• Participation and movement performance in activities that promote recreation and relaxation</li> <li>• Safety issues relating to participation in recreation and relaxation activities</li> </ul>		
<b>WEEKS 6 – 10</b>		
<b>Careers and career choices</b>	7½hours	Textbook

- Diversity in jobs:
  - Economic sectors: primary (raw materials), secondary (finished products or goods) and tertiary (infrastructure and providing services)
  - Work settings: workplace environment and conditions; indoors and outdoors (laboratory, mine)
  - Activities involved in each job: designing, assembling and growing
  - Skills and competencies: information gathering or analysis and instruction
  - Various facets of self and integration into the world of work
- Opportunities within different career fields including work in recreation, fitness and sport industries:
  - Research skills, salary package, promotion and further study prospects
  - Profitable use of time, how to use talents in working and career opportunities, enjoyment and transfer of skills to other related industries

<b>Physical Education</b>	2½hours	Textbook, resources on recreation and relaxation and hand-made equipment that is safe to use
<ul style="list-style-type: none"> <li>• Participation in activities that promote recreation and relaxation</li> <li>• Participation and movement performance in activities that promote recreation and relaxation</li> </ul>		

<p><b>Formal assessment:</b></p> <p>1. Project</p> <p>2. Physical Education Task (PET)</p> <p><b>Informal tasks</b></p> <ul style="list-style-type: none"> <li>• A minimum of one informal task should be given per week.</li> <li>• The informal task should cover the various cognitive levels.</li> <li>• Types of informal tasks could be the following :           <ul style="list-style-type: none"> <li>✓ Short class test with peer marking</li> <li>✓ Short pieces of extended writing</li> <li>✓ Marking of homework, etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• It is compulsory to cover the given topics in the term indicated, however the sequence of the topics within the term is not fixed.</li> <li>• Although learners will spend time outside of contact time to collect resources and information, the completion of the project has to be facilitated by the teacher during class time.</li> <li>• Physical Activities must accommodate learners with disabilities</li> </ul>
---	--

TOPIC	TERM 4	GRADE 10
WEEKS 1 - 3		<b>Recommended resources</b>
<b>Careers and career choices</b>	4½hours	Textbook, resources on careers, relevant websites Khetha Career development services SMS or "please call me": 072204 5056 Tel: 0869990123 Email: <a href="mailto:careerhelp@dhet.gov.za">careerhelp@dhet.gov.za</a> Website: <a href="http://www.careerhelp.org.za">www.careerhelp.org.za</a> <a href="http://ncap.careerhelp.org.za/">http://ncap.careerhelp.org.za/</a>

<ul style="list-style-type: none"> <li>• Awareness of trends and demands in the job market: emerging demands or changing patterns of careers and scarce skills and the job market <ul style="list-style-type: none"> <li>- Reading the market for trends regarding jobs and identifying niches.</li> <li>- Growth and decline of various occupations and fields of work and competencies linked to these jobs</li> </ul> </li> <li>• SAQA (South African Qualification Authority) and the National qualifications framework (NQF).</li> <li>• The need for lifelong learning: ability to change, re-train, flexibility and ongoing development of the self <ul style="list-style-type: none"> <li>- Different kinds of learning: formal, informal and non-formal</li> </ul> </li> </ul>		
<b>Physical Education</b>	1½hours	Textbook, resources on traditional and non-traditional sport and hand-made equipment that is safe to use
<ul style="list-style-type: none"> <li>• Participation in activities that promote skills in traditional and/or non-traditional sports</li> <li>• Participation and movement performance in traditional and/or non-traditional sports</li> <li>• Safety issues relating to participation in traditional and/or non-traditional sports</li> </ul>		
<b>WEEKS 4 - 6</b>		
<b>Democracy and human rights</b>	4½hours	Textbook, newspaper articles, resources on different religions and belief systems
<ul style="list-style-type: none"> <li>• Living in a multi-religious society: understanding ethical teachings of major religions in South Africa <ul style="list-style-type: none"> <li>- Major Religions: African Religion, Baha'i Faith, Buddhism, Christianity, Hinduism, Islam, and Judaism.</li> <li>- Indigenous belief systems in South Africa: origins and practices</li> </ul> </li> <li>• Coverage of sport: ways to redress biases <ul style="list-style-type: none"> <li>- Gender, race, stereotyping and sporting codes</li> <li>- Unfair practices: drug-taking, match-fixing, subjective umpiring and maladministration in sport</li> </ul> </li> </ul>		
<b>Physical education</b>	1½hours	Textbook, resources on traditional and non-traditional sport and hand-made equipment that is safe to use
<ul style="list-style-type: none"> <li>• Participation in activities that promote various traditional and/or non-traditional sport <ul style="list-style-type: none"> <li>• Participation and movement performance in traditional and/or non-traditional sport</li> </ul> </li> </ul>		
<b>WEEKS 7 - 10</b>		
<b>EXAMINATIONS</b>		

<p><b>Formal assessment:</b></p> <p>1. End-of-year examination</p> <p><b>Informal tasks</b></p> <ul style="list-style-type: none"> <li>• A minimum of one informal task should be given per week.</li> <li>• The informal task should cover the various cognitive levels.</li> <li>• Types of informal tasks could be the following : <ul style="list-style-type: none"> <li>✓ Short class test with peer marking</li> <li>✓ Short pieces of extended writing</li> <li>✓ Marking of homework, etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.</li> <li>• If a common exam is set at a cluster, district or provincial level, it must be written on the same day and at the same time.</li> </ul>
---	---

TOPIC	TERM 1	GRADE 11
<b>WEEKS 1 – 3</b>		<b>Recommended resources</b>
<b>Development of the self in society</b>	4½hours	Textbook
<ul style="list-style-type: none"> <li>• Plan and achieve life goals: apply various life skills as evidence of an ability <ul style="list-style-type: none"> <li>- Types of goals: short-term, medium and long-term; steps in planning and goal-setting, problem-solving skills, perseverance and persistence</li> <li>- important life goals and prioritising: career choices, relationships, marriage, family</li> <li>- Relationship between personal values, choices and goal-setting</li> </ul> </li> <li>• Relationships and their influence on own well-being: different types with different people/groups and their changing nature <ul style="list-style-type: none"> <li>- Relationships that contribute or are detrimental to well-being: rights and responsibilities in relationships, social and cultural views that influence and/or affect relationships, qualities sought in different relationships and individuality in relationships</li> <li>- Impact of the media on values and beliefs about relationships</li> </ul> </li> </ul>		
<b>Physical Education</b>	1½hours	Textbook, resources on various fitness activities and hand-made equipment that is safe to use
<ul style="list-style-type: none"> <li>• Participation in programmes that improve current personal level of physical fitness and health</li> <li>• Safety issues relating to participation in physical fitness activities</li> </ul>		
<b>WEEKS 4 – 6</b>		
<b>Careers and career choices</b>	4½hours	Textbook, resources on careers <a href="http://www.nbt.ac.za">www.nbt.ac.za</a>
<ul style="list-style-type: none"> <li>• Requirements for admission to additional and higher education courses: National Senior Certificate (NSC) requirements for certificate, diploma and degree studies <ul style="list-style-type: none"> <li>- Evaluating additional and higher education options: Admission Point Score for institutions of higher learning (TVET colleges, Universities, Universities of Technology, etc.) and admission requirements for specific programmes/courses</li> <li>- National Benchmark Tests: Dates, times and venues, registration</li> </ul> </li> <li>• Options for financial assistance: bursaries, study loans, scholarships, learnerships and SETAs <ul style="list-style-type: none"> <li>- Obligations in terms of financial arrangements</li> </ul> </li> </ul>		
<b>Physical Education</b>	1½hours	Textbook, resources on fitness programmes and hand-made equipment that is safe to use
<ul style="list-style-type: none"> <li>• Participation in programmes that improve current personal level of fitness and health</li> <li>• Participation and movement performance in programmes that improve current personal level of fitness and health</li> </ul>		

<b>WEEKS 7 - 10</b>		
<b>Democracy and human rights</b>	6 hours	Textbook
<ul style="list-style-type: none"> <li>• Principles, processes and procedures for democratic participation: public participation and petition process, governance, the law-making process, Rule of Law, transparency, representation and accountability</li> <li>• Democratic structures: national, provincial, local government and community structures, traditional authorities and political parties, interest groups, business, public participation and petition process               <ul style="list-style-type: none"> <li>- Local community structures: non-governmental, community-based and faith-based organisations and representative councils of learners</li> <li>- Principles and functions of structures in addressing the interests of civil society and how structures change: constitutions, elections, representation of constituencies, mandates, lobbying, advocacy and the running of meetings</li> </ul> </li> <li>• Role of sport / cultural activities in nation building: participant and spectator behaviour               <ul style="list-style-type: none"> <li>- Incidence of particular behaviour and what triggers certain behaviour</li> <li>- Exposure to positive behaviour programmes</li> <li>- Impact of behaviour on participants, spectators, teams, opposition, community, society and nation at large</li> <li>- How sport / cultural activities can support or detract from nation building</li> </ul> </li> </ul>		
<b>Physical Education</b>	2 hours	Textbook, resources on fitness programmes and hand-made equipment that is safe to use
<ul style="list-style-type: none"> <li>• Participation in programmes that improve current personal level of fitness and health</li> <li>• Participation and movement performance in programmes that improve current personal level of fitness and health</li> </ul>		

<p><b>Formal assessment:</b></p> <ol style="list-style-type: none"> <li>1. Written task</li> <li>2. Physical Education Task (PET)</li> </ol> <p><b>Informal tasks</b></p> <ul style="list-style-type: none"> <li>• A minimum of one informal task should be given per week.</li> <li>• The informal task should cover the various cognitive levels.</li> <li>• Types of informal tasks could be the following :               <ul style="list-style-type: none"> <li>✓ Short class test with peer marking</li> <li>✓ Short pieces of extended writing</li> <li>✓ Marking of homework, etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• It is compulsory to cover the given topics in the term however, the sequence of the topics within the term is not fixed.</li> <li>• Physical Activities must accommodate learners with disabilities</li> </ul>
---	---

TOPIC	TERM 2	GRADE 11
<b>WEEKS 1 - 4</b>		<b>Recommended resources</b>
<b>Study skills</b>	4 hours	Textbook, resources on study styles and strategies
<ul style="list-style-type: none"> <li>Applying own study skills, styles and study strategies: <ul style="list-style-type: none"> <li>Study skills: examine how learning takes place and reflect on effectiveness</li> <li>Study styles as preferred way of approaching tasks</li> <li>Study strategy as a way to approach a specific task in the light of perceived demands</li> </ul> </li> <li>Examination writing skills and process of assessment</li> <li>Time management skills and annual study plan (refer to the annual assessment plan of the school for details)</li> <li>Goal-setting skills: personal development goals regarding study, health and fitness</li> </ul>		
<b>Physical Education</b>	2 hours	Textbook, resources on community/playground/indigenous games and hand-made equipment that is safe to use
<ul style="list-style-type: none"> <li>Participation in programmes that promote own umpiring, administrative, organisational and leadership skills in self designed and structured community and/or playground and/or indigenous games that promote physical activity</li> <li>Participation and movement performance in programmes that promote own umpiring, administrative, organisational and leadership skills in self-designed games that promote physical activity</li> <li>Safety issues relating to participation in self-designed and structured community and/or playground and/or indigenous games that promote physical activity</li> </ul>		
<b>WEEKS 5 - 7</b>		
<b>Social and environmental responsibility</b>	6 ½hours	Textbook, newspaper articles
<p>Concepts: community service, social and environmental justice</p> <ul style="list-style-type: none"> <li>Environmental issues: identify those that impact negatively on local and global communities.</li> </ul> <p>Examples of environmental issues:</p> <ul style="list-style-type: none"> <li>genetically modified foods;</li> <li>the use of harmful substances in food production,</li> <li>cruelty to animals and inhumane farming methods;</li> <li>pollution</li> <li>food additives on personal and community health,</li> <li>depletion of resources such as firewood, land , fishing.</li> <li>soil erosion</li> <li>loss of open space fishing</li> <li>stocks, firewood, land</li> <li>Dealing with environmental factors that cause ill-health on a personal level: attitudes, safety and basic first aid skills and coping with disasters</li> </ul> <p>Schools will choose ONLY issues that are relevant to their contextual factors</p> <ul style="list-style-type: none"> <li>Climate change: causes, impact on development, mitigation and adaptation</li> <li>Participation in a community service that addresses a contemporary environmental issue indicating how this harms certain sectors of society more than others</li> </ul>		
<b>Physical Education</b>	1½hours	Textbook, resources on various games and hand-made equipment that is safe to use
<ul style="list-style-type: none"> <li>Participation in programmes that promote own umpiring, administrative, organisational and leadership skills in self designed and structured community and/or playground and/or indigenous games that promote physical activity</li> <li>Participation and movement performance in programmes that promote own umpiring, administrative, organisational and leadership skills in self-designed games that promote physical activity</li> </ul>		

**WEEKS 8 - 10**

**EXAMINATIONS**

<p><b>Formal assessment:</b></p> <ol style="list-style-type: none"> <li>1. Handing out of the Project</li> <li>2. Mid-year examination</li> <li>3. Physical Education Task (PET)</li> </ol>	<ul style="list-style-type: none"> <li>• Learners should be given a project before the end of the second term.</li> <li>• It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.</li> <li>• If a common exam is set at a district or provincial level, it must be written on the same day and at the same time.</li> <li>• Please adhere to the outline of examination in Section 4.5.3</li> <li>• Physical Activities must accommodate learners with disabilities</li> </ul>
---	--

TOPIC	TERM 3	GRADE 11
<b>WEEKS 1 - 5</b>		<b>Recommended resources</b>
<b>Development of the self in society</b>	7½hours	Textbook
<ul style="list-style-type: none"> <li>• Healthy and balanced lifestyle choices:               <ul style="list-style-type: none"> <li>- Characteristics of a healthy and balanced lifestyle: physical, psychological, social, emotional and spiritual facets</li> <li>- Factors that impact negatively on lifestyle choices:</li> </ul> </li> <li>• Accidents; types of accidents; lack of knowledge and skills; unsafe attitudes and behaviours; unsafe environments and emotional factors</li> <li>• Risky behaviour and situations: personal safety, road use, substance use and abuse, sexual behaviour, risk of pregnancy, teenage suicides, hygiene and dietary behaviour, sexually-transmitted infections (STIs), HIV &amp; AIDS and peer pressure</li> <li>• Socio-economic environment: literacy, income, poverty, culture and social environment               <ul style="list-style-type: none"> <li>- Factors that impact positively on lifestyle choices:</li> </ul> </li> <li>• Positive role models; parents and peers; personal values; belief system; religion; media, social and cultural influences; economic conditions               <ul style="list-style-type: none"> <li>- Impact of unsafe practices on self and others: physical, emotional, spiritual, social, economic, political and environmental</li> <li>- Individual responsibility for making informed decisions and choices: coping with and overcoming barriers regarding behaviour and seeking support, advice and assistance</li> </ul> </li> <li>• Role of nutrition in health and physical activities</li> </ul>		
<b>Physical Education</b>	2½hours	Textbook, resources on recreation and relaxation programmes and hand-made equipment that is safe to use
<ul style="list-style-type: none"> <li>• Participation in programmes that promote various leadership roles in a self-designed or structured recreational and relaxation group activity</li> <li>• Participation and movement performance in programmes that promote various leadership roles in a self-designed recreational and relaxation group activity</li> <li>• Safety issues relating to participation in recreational and relaxation activities</li> </ul>		
<b>WEEKS 6-10</b>		
<b>Careers and career choices</b>	7½hours	Textbook, resources on careers
<ul style="list-style-type: none"> <li>• Competencies, abilities and ethics that will assist in securing a job and developing a career:               <ul style="list-style-type: none"> <li>- Studying advertisements, writing an application letter and completing application forms</li> <li>- Writing and building a CV on the requirements of an advertisement: all forms of experience gained, acquisition of</li> </ul> </li> </ul>		





TOPIC	TERM 4	GRADE 11
<b>WEEKS 1 – 3</b>		<b>Recommended resources</b>
<b>Development of the self in society</b>	4½hours	Textbook, resources on gender issues
<ul style="list-style-type: none"> <li>Gender roles and their effects on health and well-being: self, family and society <ul style="list-style-type: none"> <li>Unequal power relations, power inequality, power balance and power struggle between genders: abuse of power towards an individual (physical abuse), in family (incest), cultural (different mourning periods for males and females), social (domestic violence and sexual violence/rape) and work settings (sexual harassment)</li> </ul> </li> </ul>		
<b>Physical Education</b>	1½hours	Textbook, resources on traditional and non-traditional sport and hand-made equipment that is safe to use
<ul style="list-style-type: none"> <li>Participation in programmes that promote own umpiring, administrative, organisational and leadership skills in modified traditional and/or non-traditional sports</li> <li>Participation and movement performance in programmes that promote own umpiring, administrative, organisational and leadership skills in modified traditional and/or non-traditional sports</li> <li>Safety issues relating to participation in modified traditional and/or non-traditional sports</li> </ul>		
<b>WEEKS 4 - 6</b>		
<b>Democracy and human rights</b>	4½hours	Textbook, resources on different religions and belief systems, newspaper articles
<ul style="list-style-type: none"> <li>Contributions of South Africa's diverse religions and belief systems to a harmonious society and own belief system <ul style="list-style-type: none"> <li>Clarify own values and beliefs in relation to others and the impact thereof on creation of a harmonious society.</li> <li>identify and critically analyse various moral and spiritual issues and dilemmas: right-to-life, euthanasia, cultural practices and traditions, economic issues and environmental issues</li> <li>Respect differing opinions</li> </ul> </li> </ul>		
<b>Physical Education</b>	1½hours	Textbook, resources on traditional and non-traditional sport and hand-made equipment that is safe to use
<ul style="list-style-type: none"> <li>Participation in programmes that promote own umpiring, administrative, organisational and leadership skills in modified traditional and/or non-traditional sports</li> <li>Participation and movement performance in programmes that promote own umpiring, administrative, organisational and leadership skills in modified traditional and/or non-traditional sports</li> </ul>		
<b>WEEKS 7 - 10</b>		
<b>EXAMINATIONS</b>		
<b>Formal assessment:</b> 1. End-of-year examination		<ul style="list-style-type: none"> <li>It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.</li> <li>If a common exam is set at a district or provincial level, it must be written on the same day and at the same time.</li> <li>Please adhere to the outline of examination in Section 4.5.3</li> </ul>

TOPIC	TERM 1	GRADE 12
<b>WEEKS 1 – 5</b>		<b>Recommended resources</b>
<b>Development of the self in society</b>	7 ½ hours	Textbook, resources on health
<ul style="list-style-type: none"> <li>• Life skills required to adapt to change as part of ongoing healthy lifestyle choices: stressors, change and quality of life <ul style="list-style-type: none"> <li>- Identify stressors: physical, emotional, social and environmental factors (abuse, vocation, life crises, personality and social pressure)</li> <li>- Assess levels of stress: signs and symptoms of stress, positive stress and negative stress</li> <li>- Stress management: coping mechanisms and/or management techniques, develop and implement own strategy</li> <li>- Conflict resolution skills: inter personal and intra personal</li> <li>- Initiating, building and sustaining positive relationships: importance of communication (understanding others, communicating feelings, beliefs and attitudes)</li> <li>- Factors that influence effective communication: personality, attitudes and values, acceptance of responsibilities, appropriate expression of views and feelings, respect the feelings of others</li> <li>- Adapting to growth and change: change in circumstances</li> <li>- Transition between school and post-school destination, positive and negative aspects of change, investigation of other views, insights regarding the life cycle and related traditional practices</li> </ul> </li> <li>• Personal life style plan to promote quality of life, cyber wellness: cyber safety, cyber bullying.</li> </ul>		
<b>Physical Education</b>	2½hours	Textbook, resources on fitness programmes and hand-made equipment that is safe to use
<ul style="list-style-type: none"> <li>• Participation in programmes that promote achievement of personal fitness and health goals</li> <li>• Participation and movement performance in programmes that promote achievement of personal fitness and health goals</li> <li>• Safety issues relating to fitness exercises</li> </ul>		
<b>WEEKS 6 - 7</b>		
<b>Study skills</b>	3 hours	Textbook, resources on study skills
<p>Reflect on the process of assessment and examination writing skills(read the question, plan the response, answer the questions, etc.) and apply these skills: revise own study skills,</p> <p>strategies and styles</p> <ul style="list-style-type: none"> <li>- Revise examination writing skills (read the question, plan the response, answer the questions, etc.)</li> <li><input type="checkbox"/> <input type="checkbox"/> Importance of School Based Assessment <ul style="list-style-type: none"> <li>• <input type="checkbox"/> <input type="checkbox"/> Importance of obtaining the National Senior Certificate (NSC): develop a study plan for Grade 12</li> </ul> </li> </ul>		
<b>Physical Education</b>	1 hours	Textbook, resources on fitness programmes and hand-made equipment that is safe to use
<ul style="list-style-type: none"> <li>• Participation in programmes that promote achievement of personal fitness and health goals</li> </ul>		

**WEEKS 8 - 10**

<b>Careers and career choices</b>	4 ½ hours	Textbook, resources on careers, HEIs web pages, Funding: <a href="http://www.zabursaries.co.za/">www.zabursaries.co.za/</a> , etc.
<ul style="list-style-type: none"> <li>• Commitment to a decision taken: job or course application for additional or higher education, skills for final action (availability of funds, completing forms: hard copies or online applications, accommodation and travel arrangements), locate appropriate work or study opportunities from various sources and determine requirements for acceptance and possible challenges             <ul style="list-style-type: none"> <li>- Strategies to achieve goals</li> </ul> </li> <li>• Reasons for and impact of unemployment</li> <li>• Innovative solutions to counteract unemployment: volunteering, part-time jobs, community work, entrepreneurship and informal jobs             <ul style="list-style-type: none"> <li>- Financial and social viability of entrepreneurship and other employment options including awareness of SARS tax obligations</li> <li>- The impact of corruption and fraud on the individual, company, community and country</li> </ul> </li> </ul>		
<b>Physical Education</b>	1½ hours	Textbook, resources on fitness programmes and hand-made equipment that is safe to use
<ul style="list-style-type: none"> <li>• Participation in programmes that promote achievement of personal fitness and health goals</li> <li>• Participation and movement performance in programmes that promote achievement of personal fitness and health goals</li> </ul>		

<p><b>Formal assessment:</b></p> <ol style="list-style-type: none"> <li>1. Written task</li> <li>2. Physical Education Task (PET)</li> </ol> <p><b>Informal tasks</b></p> <ul style="list-style-type: none"> <li>• A minimum of one informal task should be given per week.</li> <li>• The informal task should cover the various cognitive levels.</li> <li>• Types of informal tasks could be the following :             <ul style="list-style-type: none"> <li>✓ Short class test with peer marking</li> <li>✓ Short pieces of extended writing</li> <li>✓ Marking of homework, etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• It is compulsory to cover the given topics in the term indicated.</li> <li>• The sequence of the topics within the term is however, not fixed.</li> <li>• Please be informed by the information in Section 4.5.1 for the Written Task.</li> <li>• Physical Activities must accommodate learners with disabilities</li> </ul>
---	---

TOPIC	TERM 2	GRADE 12
<b>WEEKS 1 – 4</b>		<b>Recommended resources</b>
<b>Democracy and Human rights</b>	6 hours	Textbook, resources on sexuality education and health
<ul style="list-style-type: none"> <li>• Responsible citizenship: <ul style="list-style-type: none"> <li>- Evaluating own position when dealing with discrimination and human rights violations, taking into account the Bill of Rights: participation in discussions, projects, campaigns and events which address discrimination and human rights violations</li> <li>- Evaluation regarding outcomes of campaigns and events</li> </ul> </li> <li>• The role of the media in a democratic society: Print and electronic media, including various social media platforms <ul style="list-style-type: none"> <li>- Freedom of expression and limitations</li> <li>- Extent to which media reporting reflects a democratic society: topics covered, positions taken by editors, space allocated to topics and geographical distribution (accessibility of information to different groups in society)</li> <li>- Critical analysis of media and campaigns</li> <li>- Coverage of sport, sports personalities and recreation activities</li> </ul> </li> <li>• Ideologies, beliefs and worldviews on recreation and physical activity across cultures and genders</li> </ul>		
<b>Physical Education</b>	2 hours	Textbook, resources on community/playground/ indigenous games and traditional/non-traditional sports and hand-made equipment that is safe to use
<ul style="list-style-type: none"> <li>• Participation in programmes that promote long-term engagement in community and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical activity</li> <li>• Participation and movement performance in programmes that promote long-term engagement in community and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical activity</li> <li>• Safety issues relating to participation in community and/or playground and/or indigenous games or traditional and/or nontraditional sports that promote physical activity</li> </ul>		
<b>WEEKS 5 - 7</b>		
<b>Social and environmental responsibility</b>	4½hours	Textbook, resources on health, religion and careers
<ul style="list-style-type: none"> <li>• Community responsibility to provide environments and services that promote safe and healthy living: <ul style="list-style-type: none"> <li>- Responsibilities of various levels of government: laws, regulations, rules and community services</li> <li>- Educational and intervention programmes; impact studies</li> </ul> </li> <li>• Formulating a personal mission statement for life based on: <ul style="list-style-type: none"> <li>- Personal views, values, belief system, religion, ideologies, lifestyle (physical and emotional well-being), environmental responsibility, goals for studies and career choices</li> </ul> </li> <li>• Impact of vision on: <ul style="list-style-type: none"> <li>- Actions/behaviour in life</li> <li>- Immediate community and society at large</li> </ul> </li> </ul>		
<b>Physical Education</b>	1½hours	Textbook, resources on games and sport and hand-made equipment that is safe to use
<ul style="list-style-type: none"> <li>• Participation in programmes that promote long-term engagement in community and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical activity</li> <li>• Participation and movement performance in programmes that promote long-term engagement in community and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical activity</li> </ul>		

**WEEKS 8 - 10**

**EXAMINATIONS**

**Formal assessment:**

1. Mid-year examination
3. Physical Education Task (PET)

**Informal tasks**

- A minimum of one informal task should be given per week.
- The informal task should cover the various cognitive levels.
- Types of informal tasks could be the following :
  - ✓ Short class test with peer marking
  - ✓ Short pieces of extended writing
  - ✓ Marking of homework, etc.

- Learners should be given a project before the end of the second term.
- It is compulsory to cover the given topics in the term however, the sequence of the topics within the term is however, not fixed.
- If a common exam is set at a cluster, district or provincial level, it must be written on the same day and at the same time.
- Physical Activities must accommodate learners with disabilities

TOPIC	TERM 3	GRADE 12
<b>WEEKS 1 – 4</b>		<b>Recommended resources</b>
<b>Development of the self in society</b>	6 hours	Textbook, newspaper articles, Bill of Rights Invite TVET colleges as a final attempt to support learners in career choices.
<ul style="list-style-type: none"> <li>• Human factors that cause ill-health, accidents, crises and disasters: psychological, social, religious, cultural practices and different knowledge perspectives                             <ul style="list-style-type: none"> <li>- Lifestyle diseases as a result of poverty and gender imbalances: cancer, hypertension, diseases of the heart and circulatory system, tuberculosis, sexually transmitted infections including HIV and AIDS</li> <li>- Contributing factors: eating habits, lack of exercise, smoking, substance abuse and unsafe sexual behaviour</li> <li>- Intervention strategies: prevention and control, early detection, treatment, care and support</li> </ul> </li> <li>• Commitment to participate in physical activities for long-term engagement: develop an action plan                             <ul style="list-style-type: none"> <li>- Long-term effects of participation: physical, mental, social and emotional</li> <li>- Value-added benefits and diseases of lifestyle</li> </ul> </li> </ul>		
<b>Physical Education</b>	2 hours	Textbook, resources on relaxation and recreational activities and hand-made equipment that is safe to use
<ul style="list-style-type: none"> <li>• Participation in programmes that promote long-term engagement in relaxation and recreational activities</li> <li>• Participation and movement performance in programmes that promote long-term engagement in relaxation and recreational activities</li> <li>• Safety issues relating to participation in relaxation and recreational activities</li> </ul>		
<b>WEEKS 5 - 7</b>		
<b>Careers and career choices</b>	4½ hours	Textbook, resources on careers

<ul style="list-style-type: none"> <li>• Core elements of a job contract: worker rights and obligations; conditions of service <ul style="list-style-type: none"> <li>- Labour laws: Labour Relations Act, Employment Equity Act and Basic Conditions of Employment Act</li> <li>- Principles of equity and redress</li> <li>- Recruitment process: general trends and practices</li> <li>- Trade unions and organised labour</li> <li>- Work ethics and societal expectations</li> </ul> </li> <li>• Admission requirements for degree/diploma or higher certificate for the intended field of study</li> <li>• Details of identified institutions that offer finance for the intended course(s): option 1 and 2</li> <li>• Identified possible employment opportunities <ul style="list-style-type: none"> <li>-</li> </ul> </li> <li>• The value of work: how work gives meaning to life</li> </ul>		
<b>Physical Education</b>	1½ hours	Textbook, resources on recreation relaxation and recreational activities and hand-made equipment that is safe to use
<ul style="list-style-type: none"> <li>• Participation in programmes that promote long-term engagement in relaxation and recreational activities</li> <li>• Participation and movement performance in programmes that promote long-term engagement in relaxation and recreational activities</li> </ul>		

**WEEKS 8 - 10**

**EXAMINATIONS**

<p><b>Formal assessment:</b></p> <ol style="list-style-type: none"> <li>1. Project</li> <li>2. Physical Education Task (PET)</li> </ol> <p><b>Informal tasks</b></p> <ul style="list-style-type: none"> <li>• A minimum of one informal task should be given per week.</li> <li>• The informal task should cover the various cognitive levels.</li> <li>• Types of informal tasks could be the following :             <ul style="list-style-type: none"> <li>✓ Short class test with peer marking</li> <li>✓ Short pieces of extended writing</li> </ul> </li> </ul> <p>Marking of homework, etc.</p>	<ul style="list-style-type: none"> <li>• Although learners will spend time outside of contact time to collect resources and information, the completion of the task has to be facilitated by the teacher in class time.</li> <li>• Physical Activities must accommodate learners with disabilities</li> </ul>
--	---

TOPIC	TERM 4	GRADE 12
<b>WEEKS 1-2</b>		<b>Recommended resources</b>
<b>Study skills</b>	3 hours	Textbook, resources on tips for success
<ul style="list-style-type: none"> <li>• Preparing for success: strategies to follow in order to succeed in the Grade 12 examination             <ul style="list-style-type: none"> <li>- Revision of own study skills</li> <li>- Revision of examination writing skills</li> </ul> </li> </ul>		
<b>Physical education</b>	1 hours	Textbook, resources on games and sport and hand-made equipment that is safe to use
<ul style="list-style-type: none"> <li>• Participation in a variety of activities that promote life-long participation in physical activity</li> <li>• Safety issues relating to participation in physical activities</li> </ul>		
<b>WEEKS 3 - 4</b>		
<b>Careers and career choices</b>	3 hours	Textbook, resources on careers
<ul style="list-style-type: none"> <li>• Refinement of portfolio of plans for life after school: record of plans and progress towards achievement of those plans             <ul style="list-style-type: none"> <li>- Revision of admission requirements for degree/diploma or higher certificate for the intended field of study. Revision</li> <li>- Revision of details of identified institutions that offer finance for the intended course(s): option 1 and 2. Revision</li> <li>- Revision of identified possible employment opportunities</li> <li>- Letters of application and responses for employment/study/bursary</li> <li>- A short CV , for application for part-time or full-time employment or for a bursary</li> </ul> </li> </ul>		
<b>Physical education</b>	1 hours	Textbook, resources on recreation and relaxation activities and hand-made equipment that is safe to use



<ul style="list-style-type: none"> <li>Participation in a variety of activities that promote life-long participation in physical activity</li> </ul>
<b>WEEKS 5 - 10</b>
<b>EXTERNAL EXAMINATIONS</b>

The following table provides examples of possible physical education activities that can be presented per movement section for Grades 10-12:

Fitness	Games and sport	Recreation
<ul style="list-style-type: none"> <li>Aerobics: aqua (water) aerobics, dance aerobics, stepping</li> <li>Circuit training</li> <li>Obstacle courses</li> <li>Walking/running programmes</li> <li>Endurance/muscle strengthening exercises with/without small apparatus (sticks, balls, ropes, hoops, bean bags, chairs): individually and in pairs</li> <li>Exercises using weights</li> </ul>	<ul style="list-style-type: none"> <li>Athletics: field and track event</li> <li>Relays with and without apparatus</li> <li>Batting and fielding games: rounders, softball, cricket, baseball</li> <li>Invasion games: netball, rugby, basketball, soccer, touch rugby</li> <li>Net/wall games: tennis, volley ball, table tennis</li> <li>Target games: golf, hockey</li> <li>Water activities: lifesaving</li> <li>Swimming games and water sports</li> <li>Synchronized swimming</li> <li>Netball, rugby, soccer, hockey, cricket</li> <li>Softball, baseball, basketball</li> <li>mat ball, hand soccer, rounders</li> </ul>	<ul style="list-style-type: none"> <li>Dancing: social (ballroom, folk), traditional, creative, rhythmical movements with or without hand apparatus</li> <li>Gymnastics (educational): individual and group activities</li> <li>Hiking</li> <li>Orienteering</li> <li>Self-defense</li> </ul>

Safety issues/principles	
<ul style="list-style-type: none"> <li>Clothing</li> <li>Footwear</li> <li>Size and surface of the play area</li> <li>Surface of large apparatus</li> <li>Condition of apparatus</li> </ul>	<ul style="list-style-type: none"> <li>Warming up and cooling down</li> <li>Basic first aid</li> <li>Water safety</li> <li>Spacing of learners during activities</li> <li>Following instructions</li> </ul>

## 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.

While the test-based approach has value in determining what learners know and do not know and how they reason, it should be used discriminately in the assessment of learner performance in Life Orientation so as to avoid this predominantly skills-based subject from becoming too theory-driven. Some activities need to be practical and should afford learners the opportunity to experience life skills in a hands-on manner. Each of the Life Orientation topics requires that a certain body of **skills, knowledge** and **values** should be addressed and assessed.

Skills such as self-awareness and management, dealing with stress, decision-making, empathy, interpersonal relationships, communication, assertiveness, negotiation, goal-setting, ability to access information, problem-solving, creative and critical thinking are addressed across all six 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, assuming responsibility, perseverance, persistence, anti-discrimination and equality, are also addressed and assessed across all six topics.

Life Orientation is the only subject in the National Curriculum Statement that is not externally assessed or examined. However, a learner will not be promoted or issued a National Senior Certificate (NSC) without providing concrete evidence of performance in the five stipulated assessment tasks for that particular grade. Learners should also meet the minimum promotion or certification requirements for the NSC.

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

- 1) Informal or daily assessment tasks
- 2) Formal assessment tasks
- 3) Optional certificate 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. In Life Orientation, the teacher may choose a short class test, discussion, practical demonstration, mind-map, debate, oral report, role play, short homework tasks, worksheets, extended writing, group work and individual record-keeping as daily assessment tasks.

Activities given for daily assessment tasks should prepare the learners to successfully deliver the formal assessment tasks. 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 checklists for observation exercises. The use of observation checklists 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.

The informal activities should cover all the cognitive levels.

A minimum of one informal assessment task should be given per week.

### **4.3 Certificate tasks**

Certificate tasks are optional tasks. Their purpose is to enhance the learning and learning potential of learners as well as instil a sense of achievement within learners as they exit Grade 12. Life Orientation teachers are therefore encouraged to give learners access to such tasks where circumstances allow.

A certificate task can be performance-based or participation-based. Performance-based certificate tasks, for example Basic First Aid or a learner driver's license are those offered by an outside assessing body or organisation. Learners are required to meet the requirements of the particular assessing body or organisation to be awarded a certificate of competence. Other examples of such tasks include computer literacy courses and study skills courses.

Participation-based certificate tasks are those offered by the school and community-based organisations. These include involvement in a school-based extramural activity such as sport and cultural activities or a community activity. Learners are expected to participate in the activity regularly over a fixed period of time. Other examples of such tasks include involvement in the planning, organisation and presentation of school events, workplace experience and participation in club or group activities e.g. Girl Guides or Boy Scouts.

The selected certificate tasks should contribute directly to the Curriculum Vitae of each learner. A teacher will choose certificate tasks that meet the needs of the learners and will if possible, give learners access to a variety of such tasks.

### **4.4 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. The forms of assessment used should be age and development level appropriate.

In the formal programme of assessment for Life Orientation, learners are expected to complete five tasks per grade.

These five assessment tasks are:

- Two examinations
- One project
- One written task and
- Physical Education Task (PET)

In Grades 10-11( five tasks) : The Written task, Mid-year examination, Project, PET and Final Examinations are set and assessed by the Life Orientation teacher, cluster, district or province. Where common examinations are being administered by a cluster, district or province a common date and time should be identified. All learners must write the examination simultaneously.

In Grades 12, the four assessment tasks: The Written task, Mid-year examination, Project and PET are set and assessed by the Life Orientation teacher, cluster, district or province. Where a common mid-year examination is being administered , by a cluster, district or province, a common date and time should be identified. All learners must write the examination simultaneously.

**The fifth task is the Final National Senior Certificate Examinations.**

Formal assessments in Life Orientation must cater for a range of cognitive levels and abilities of learners as follows:

Weighting	Cognitive level	Bloom's taxonomy	Examples
30%	lower order	Levels 1 & 2	What? Why? Who? List
40%	middle order	Levels 3 & 4	Discuss, explain, describe
30%	higher order	Levels 5 & 6	Evaluate, synthesize, critically evaluate, examine

### A list of verbs for the different cognitive levels

L1 and L 2		L3 and L 4		L5 and L 6	
Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Exhibit memory of previously learned material by recalling facts, basic concepts; and answers.	Demonstrate understanding of facts and ideas by: Organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts techniques and rules in a different way.	Examine and break information into parts by identifying motive or causes. Make inference and find evidence to support generalisations.	Present and defend opinions by making judgements about information , validity of ideas or quality of work based on a set of criteria	Complied information together in a different way by combining elements in a new pattern or proposing an alternative solutions

Choose	Classify	Apply	Analyse	Apply	
Define	Compare	Choose	Assume	Appraise	Change
Find	Contrast	Develop	Categorise	Assess	Choose
How	Explain	Identify	Classify	Compare	Combine
List	Illustrate	Interview	Compare	Conclude	Compile
Match	Outline	Construct	Contrast	Criticise	Compose
Name	Summarise	Report	Conclusion	Decide	Construct
Relate	Infer	Change	Distinguish	Defend	Create
Select	Relate	Conclude	Examine	Determine	Develop
What	Show	Demonstrate	Infer	Evaluate	Discuss
When	Demonstrate	Discuss	List	Explain	Elaborate
Where		Explain		Interpret	Imagine
Which		Identify		Judge	Improve
Who		Illustrate		Justify	Plan
Why		Interpret		Opinion	Predict
		Report		Recommend	Propose
		Review		Support	Solve
		Summarise		Argue	Suppose
		Tell			Produce
		Prepare			
		Show			

#### 4.5 Programme of assessment

The programme of assessment is designed to spread formal assessment tasks in a subject, throughout the school year. The mark for each of the five formal assessment tasks for Life Orientation is as follows:

##### Grade 10 - 12

TERM 1	TERM 2	TERM 3	TERM 4
Task 1 Written task: 60 marks	Task 2 Mid-year examination: 80 marks	Task 3 Project: 60 marks	Task 4 Final examination: 160 marks
Task 5 PET: 10 marks	Task 5 PET: 10X2 = 20 marks	Task 5 PET: 10 marks	

#### Nature of the formal tasks

##### 4.5.1 Written Tasks: source-based tasks, case studies, assignments, written reports, written and oral presentations and portfolio of evidence.

Completing of tasks should to be facilitated by the teacher in class time.

The list provides forms of assessment that will serve as written task in Grades 10, 11 and 12. The written task will focus on specific content or address content in an integrated manner. The focus will be determined by the content covered according to the annual teaching plan. The task requires the learner to read and write in order to demonstrate their understanding of the knowledge gained and the application of knowledge and skills. The teacher will provide learners with resources and information required to perform the task.

Teachers should ensure that learners are exposed to a variety of these forms of assessment across the three grades so that learners do not repeat the same form of assessment in the different grades.

#### **a) Source-based tasks**

Learners are presented with a longer source from a particular book/newspaper/magazine, etc. that requires in-depth reading. Learners should digest the information and then respond to application questions based on informed decision-making and problem-solving. They may be expected to interpret quotations from the source, to analyse comments and possibly make suggestions.

Example of a source-based task: select an article on lifestyle choices and the impact of these choices on the overall well-being of South African youth. Use the risk behaviours and results listed in the youth Risk Behaviour Survey.

#### **b) Case study**

Learners are presented with a real-life situation, a current problem or an incident relating to a topic in the curriculum. They are expected to assume a particular role in articulating the position, and respond to particular questions from various cognitive orders. They should draw on their own experience, the experience of peers or prior learning to interpret, analyse, give advice and/or solve the problem(s) based on informed decision-making.

Example of a case study:

- Use a newspaper report on a current issue related to the Life Orientation curriculum.
- Newspaper articles, magazine articles, and TV or radio presentations form excellent case studies.
- Learners have to read and/or listen, digest the information and then make informed decisions. Questions can range from lower order - direct quotes from the article - to higher order when they are asked to analyse comments and possibly make suggestions.
- Case studies are a very good way of keeping the subject up to date and relevant.

#### **c) Assignments**

The assignment allows a more holistic assessment of knowledge, skills and values and their application in different contexts. The task requires reading and writing on the part of the learner. The assignment is less open-ended than the project in that it does not require learners to conduct an investigation in the form of interviews and observations that should be collated into evidence. It however, will be a problem-solving and/or decision-making, critical and creative thinking, making suggestions and application of knowledge exercise with clear guidelines of a specified length. The assignment will be in the form of an essay with sub-headings relating to the criteria of the task. All resources and information required to deliver the task, will be provided in class.

Example of an assignment: Evaluate the impact of risky lifestyle behaviours among the youth.

#### **d) Written reports**

Reports are generally the written evidence of a survey, analysis or investigation. This should be shorter than a project and is specific to the topic. Often it includes a range of sub-topics, such as interviews, investigation, consulting with an expert, summarising and comments/suggestions.

Example of a written report: A friend came to you for assistance with a specific relationship problem. Write a report on how you have assisted her/him and include all the steps you used to assist her/him to overcome the problem using informed decision-making and problem-solving skills.

### e) Written and oral presentations

The learners will be required to deliver an oral presentation and present written evidence of the oral presentation on a specific topic or investigation. All criteria used to assess the presentation, should be discussed with the learners prior to the commencement of the presentation. The text should be divided into paragraphs/sections/slides (if the presentation is computer-based). Posters, pictures, photographs, diagrams and/or graphs may be included as visual aids.

Presentations can be written or oral, but there must be evidence of the presentation, e.g. work sheets, photo's, video clips, etc. All criteria used to assess the presentation must be discussed with the learners prior to the commencement of the presentation.

Where resources are available, the use of electronic presentations should be encouraged.

When you have oral presentations as part of your task, it should only be 10 % of the total mark of 90.

Example of a written and oral presentation: Various routes available to access the job market.

### f) Portfolio of evidence

The learner will be expected to compile a portfolio of evidence based on the research/investigation on a specific topic to depict, sell, demonstrate or advertise the topic. This portfolio will contain all the evidence on the topic that the learner could gather. This should include reports, presentations, photographs, pictures, graphs, sketches, diagrams, etc.

An example of a portfolio of evidence: Evidence of the degradation of the environment.

### 4.5.2 Project

The **project** will be a piece of work in which knowledge, skills and values which lead towards competence in the specific or integrated content, are demonstrated. The project requires extended reading and writing on the part of the learner. The project will involve thorough investigation into and sourcing information on a selected topic in the curriculum. This could take the form of an interview, observation and making suggestions to improve upon the topic. Learners should be given the necessary guidance prior to commencement of the project and their progress must be monitored. The objective for the project should be clear and thorough planning should take place, e.g. preparing the questions for an interview.

This is followed by the research and finally the data/ information has to be collated into evidence. The evidence will be in the form of an essay with sub-headings relating to the criteria of the task.

Although learners will spend time outside of contact time to collect resources and information, the completion of the task has to be facilitated by the teacher in class time. The topic and nature of the project will be determined by the content covered according to the annual teaching plan. Learners should be given a project before the end of the second term, after the content related to the project has been addressed, for completion during the third term.

Learners will need adequate guidance at the outset of the project and progress should be monitored throughout. All assessment criteria applicable to the project has to be discussed with the learners prior to the commencement of the project.

Theme: Must show evidence of participating in a community issue.

- Community project to address a social or environmental issue
- investigation of lifestyle choices and their impact on the overall well-being of the South African youth
- Research and apply decision-making skills to challenging situations set in different contexts: a plan of action or advice for long-term success should be provided.

A suggested outline on the steps to follow for a **project** is presented below:

- Cover page
- Table of contents
- Text divided into paragraphs/sections as indicated in the instructions/criteria for the project
  - How you collected your information/ sources used
  - You could attach a portfolio of evidence containing the sources used to complete the task. E.g. newspapers and magazine cuttings of advertisements, pictures, photos, creating a brochure, diagrams, graphs , videos, interviews, questionnaires, etc.
  - Include a bibliography where you list the titles of books you have consulted, articles, websites you have visited and the other sources of information
  - Reflection (how the research affected your thinking, attitude and behaviour regarding the issue you identified)
  - Recommendations and or
  - Conclusion
- The project should be bound or stapled.

To set the project, the teacher should

- determine the content/skills/knowledge to be addressed;
- set clear criteria and give good instructions to guide the learner (the learner should know exactly what to do and what is expected);
- keep the scope manageable;
- determine which resources will be required to complete the project (ensure that learners have access to these resources);
- determine the time frame/duration/due date; and
- determine mark distribution and compile an assessment tool.

NB: A marking memorandum or guideline suitable to each of the tasks above must be used to assess learner performance in a given examination or project or other task. 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 additional answers as well as the learners' 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. 4.4.6 Assessment for learners experiencing barriers to learning

Assessment for learners experiencing any barriers to learning. The following steps can be taken to effectively address diversity in the classroom when planning activities:

- consider individual past experiences, learning styles and preferences;
- develop questions and activities that are aimed at different levels of ability;
- provide opportunity for a variety of participation levels such as individual, pairs and small group activities;
- consider the value of individual methods; and
- assess learners based on individual progress.



### 4.5.3 Examinations

Examinations for grade 10 and 11 will be administered twice a year as part of the internal examination timetable of the school/district/province.

The Mid -year examination of grade 10 – 12, will comprehensively address the content, knowledge and skills covered during the first and second terms. The final examination will comprehensively address content, knowledge and skills covered from term 1 - 4.

More than one type of question should be incorporated and focus primarily on the application of knowledge in an integrated manner. Examinations could include 10% content relating to Physical Education.

#### Outline for Mid –year examinations

The outline below will be followed when setting Life Orientation examination papers for Grades 10 to 12. The paper will consist of three sections. Total for examination: **80 marks**

Section A: 20 marks	Section B: 20 marks	Section C: 40 marks
<p>All questions are compulsory. Types of questions: (1-2 mark questions)</p> <ul style="list-style-type: none"> <li>• Multiple-choice</li> <li>• True/False with reason</li> <li>• Matching columns</li> </ul> <p>Fill in the blanks Questions to vary from simple to complex.</p> <ul style="list-style-type: none"> <li>• The questions have to be a combination of two or more types of questions</li> </ul>	<p>Learners will answer TWO 10 marks question out of THREE. Types of questions: (1 -6mark questions ) .</p> <ul style="list-style-type: none"> <li>• Short open-ended questions or extended writing.</li> <li>• Scenario-based</li> <li>• Source-based questions</li> <li>• Case study questions</li> <li>• Questions must be knowledge-based, i.e. include information that learners have acquired from the Life Orientation class.</li> <li>• Learners should display, application of knowledge and skills</li> </ul>	<p>Learners will answer TWO 20-mark questions out THREE or FOUR, Types of questions: (2 X 20-mark questions where extended responses are required, i.e. short written paragraphs)</p> <ul style="list-style-type: none"> <li>• Application questions: solve problems, make decisions, give advice, etc.</li> <li>• Each question should focus on the content of one topic or integration of content from different topics.</li> <li>• A short text/ diagram/ data can be provided as a stimulus.</li> <li>• Questions should focus on the application of knowledge and skills</li> <li>• The choice of THREE or FOUR questions must be of the same level of difficulty.</li> </ul>

Note. Information provided in the texts have to be current, up-to-date, age-appropriate and learner-friendly. Each section will include questions at lower, middle and higher cognitive levels.

The following must be provided:

A marking memoranda or marking guideline with an exhaustive list of possible alternate answers;

A marking grid indicating the cognitive levels i.e. low 30 , medium 40 , and high 30) as well an indication of levels of difficulty within a cognitive level ( Bloom’s level 1-6)

## Grade 12

The outline below will be followed when setting Life Orientation examination papers for Grades 10-12. The paper will consist of three sections. Total for examination: **160 marks**

Section A: 30 marks	Section B: 50 marks	Section C: 80 marks
<p>All questions are compulsory. Types of questions: (1-2 mark questions)</p> <ul style="list-style-type: none"> <li>• Multiple-choice</li> <li>• True/False with reason</li> <li>• Matching columns</li> </ul> <p>Fill in the blanks Questions to vary from simple to complex.</p> <ul style="list-style-type: none"> <li>• The questions have to be a combination of two or more types of questions</li> </ul>	<p>Learners will answer TWO 25 marks question out of THREE. Types of questions: (1 -6mark questions ) .</p> <ul style="list-style-type: none"> <li>• Short open-ended questions or extended writing.</li> <li>• Scenario-based</li> <li>• Source-based questions</li> <li>• Case study questions</li> <li>• Questions must be knowledge-based, i.e. include information that learners have acquired from the Life Orientation class.</li> <li>• Learners should display, application of knowledge and skills</li> </ul>	<p>Learners will answer TWO 40-mark questions out THREE or FOUR, Types of questions: Extended responses in paragraphs are required.</p> <ul style="list-style-type: none"> <li>• Application questions: solve problems, make decisions, give advice, etc.</li> <li>• Each question should focus on the content of one topic or integration of content from different topics.</li> <li>• A short text/ diagram/ data can be provided as a stimulus.</li> <li>• Questions should focus on the application of knowledge and skills</li> <li>• The choice of THREE or FOUR questions must be of the same level of difficulty.</li> </ul>
<p>Note. Information provided in the texts have to be current, up-to-date, age-appropriate and learner-friendly. Each section will include questions at lower, middle and higher cognitive levels.</p> <p>The following must be provided: A marking memoranda or marking guideline with an exhaustive list of possible alternate answers; A marking grid indicating the cognitive levels i.e. low 30 , medium 40 , and high 30) as well an indication of levels of difficulty within a cognitive level ( Bloom's level 1-6)</p>		

### 4.5.4 Physical Education Task (PET)

The Physical Education (PE) component aims to develop learners' physical well-being and knowledge of movement and safety. It encourages learners to perform in a wide range of activities associated with the development of an active and healthy lifestyle. PE 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 physical education, 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 commit to and engage in regular physical activity as part of their lifestyle.**

The PET is administered across all four school terms, but only assessed in Terms 1 – 3 for all grades. It focuses solely on the Physical Education component which comprises three different movement sections: Fitness, Games and Sport; and Recreation and Relaxation. 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 **movement performance** in the PET will, therefore, be assessed and reported at the end of each term.

The focus of 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 build 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 of each movement. However, once a teacher has gained confidence and knows how to break down a motor skill and movement sequence down into different parts, additional criteria can be added to assess the performance in greater depth.

### Assessment tool for PET

#### The assessment tool for learner performance

LEVEL	LIMITED	ADEQUATE	PROFICIENT	EXCELLENT
<b>OBSERVATION 1</b>  <b>Criterion</b> <b>Outcome of movement performance</b>	Needs 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)
<b>OBSERVATION 2</b>  <b>Criterion</b> <b>Outcome of movement performance</b>	Needs 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, for grades 10-12, will be used to generate a mark out of 10 for movement performance at the end of terms 1 – 3. The mark for term two will be multiplied by two to give 20 marks. PET will be conducted in term 4 but there will be no formal assessment.

The number of PE periods per term will depend on the Department of Basic Education school calendar for the year.

Example of the class list for participation and movement performance:

	TERM 1	1. Frequency of participation <b>NO MARKS ALLOCATED</b> Number of PE periods completed per term (P1= period 1)						2. Movement performance (10 marks)		Total marks for term
		P1	P2	P3	P4	P5	P6	Observation 1 5 marks	Observation 2 5 marks	
1.	T Maju	√	√	√	a [absent]	X [ present but did not participate]	√			10
2.										
3.										
4.										
5.										

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.

### Frequency of Participation

A record of learner participation will be kept in the teacher file. **THIS WILL NOT BE USED FOR ASSESSMENT.**

### Criterion for Movement performance

While a record will be kept of the learner participation per period, learners will not be assessed on movement performance in every Physical education period, but will be formally observed twice across a school term for formal assessment purposes to determine their level of movement performance.

Allocate a mark out of five (5) for each of the two observations (movement). Add the two to obtain a final mark out of ten (10).

In **Grade 12** the mark for Term 2 will be multiplied by 2 to give a total of 20 (terms 1-3).

## 4.6 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 her/his readiness to progress or promotion 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 including 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 the following marks are applicable per term

TERM	ASSESSMENT TASK	MARKS PER TERM			YEAR %
			RECORDING	REPORTING	WEIGHTING
1	Written task		60	70/70x100=100	20%
	PET		10		
2	Mid-year examination		80	100	20%
	PET		10X2=20		
3	Project		60	70/70x100=100	20%
	Pet		10		
	SBA		240		
4	End of Year Examinations		160	160/160x100=100	40%
	FINAL TOTAL		400	400	100

## GLOSSARY

### CONCEPTS

Abuse	Verbal or physical mistreat of a person/ Cruel and intentional treatment of a person or any living organism.
Acceptance of responsibilities	Holding one accountable for duties/responsibilities/obligations that accompany a specific role or position.
Admission Point Score (APS)	System of allocating point values to the levels of achievement obtained in matric subjects for purposes of entry to higher education
Adrenalin	A hormone that prepares the body to react physically to a threat
Beliefs	Acceptance that someone or something exists or is true without proof

Beliefs and attitudes	Beliefs are firmly held opinions/ convictions Attitude is a specific way of thinking or feeling about something. .
Bill of Rights	The SA Constitution that guarantees 25 specific human rights
Campaigns	Series of operations intended to achieve specific goal and confined to a particular area
Chronic stress	Stress that goes on for long periods of time
Commitment to a decision	Weighing up pros and cons of a decision, and committing to a decision.
Communicating feelings	Making your feelings known to others
Community Responsibility	The responsibility of individuals as part of the community and the duties and actions that accompany this idea
Community Services	Services provided by local government and municipal councils to the community
Community work	Doing something to benefit one's community.
Conflict resolution skills	Those skills that enable a person to successfully resolve conflict
Corruption	Dishonesty, misuse of public power and money, for private benefit.
Cortisol	A hormone produced by fear, results in anxiety
Counteracting unemployment	Using various strategies to get an income. E.g. Entrepreneurship, learnerships and applying for co-op programmes.
Coverage of Sport	Content that covers different codes of sports by media
Critical Analysis of Media	To analyse the media and evaluate their balance and fairness in reporting about issues
Cyber Bullying	A form of bullying using electronic means.
Cyber safety	Is the understanding and application of the norms of appropriate and responsible behaviour with regard to technology use as well as knowledge, skills, values and attitudes on how to protect oneself and other internet users in the <b>cyber</b> world.
Democratic Principles	These are fundamental rules/laws/ upon which a democratic state is founded.
Discrimination	Unjust prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, gender and socio economic factors
Educational programmes	Programmes that teaches people and make them aware about issues that affect them
Effective communication	Sending and receiving a message so that the intended idea is received.
Electronic Media	Media that uses electronics to access content i.e. radio, television and internet including social media
Entrepreneurship	Starting a business or other organisation.
Events	Activities that .happen for important reasons
Examination writing skills	Strategies necessary to successfully write examinations. E.g. following instructions, time management, etc.
Fraud	Benefiting financially from a lie.
Freedom of Expression	Right to express your ideas and opinions freely

Frequency of participation	How often one participates in physical activity over a specific time frame.
Growth and change	Growth: The process of physical, emotional, economic and social development in response to change in circumstances.
Health goals	Maintaining ones weight, heart rate and other indicators within acceptable/universal norms.
Healthy lifestyle choices	Taking control of one's health by creating habits and making choices that will improve one's physical and emotional well-being.
Human Right Violations	Disregarding basic human rights and such cases may be referred to the Human Rights Commission
Human Rights	Rights enjoyed owing to the fact that a person is a human being
Ideologies	Set of beliefs that affect one's outlook on the world i.e. principles
Impact of Vision	The effect one's vision (goal) has on family, friends, colleagues and the entire community
Indigenous Games	A host of traditional games for people of all ages
Informal jobs	Jobs that provide income to pay for living expenses.
Initiating, building sustaining positive relationships	Starting, reinforcing and maintaining or forming supportive relationships with honesty, openness and trust.
Innovative solutions	Creative and legal ways of getting an income.
Interest groups	A group of people that seeks to influence public policy on the basis of a particular common interest or concern.
Internship	The process of working in an organization in order to gain experience or satisfy requirements for a qualification.
Intervention programmes	Programmes that address particular and urgent problems and try to improve them
Intra personal conflict	A conflict that occurs within a person
Laws	Statutes and Acts of; sets of rules
LGBTQI	Lesbian Gays Bisexual Transgender Questionable Individuals
Life crises	Any environmental event (s) or life experience that befalls a person leading to feelings of doubts about his/her existence.
Life cycle	Stages in development of human being-childhood, adolescence, early adulthood,
Life Skills	Desirable competencies applicable for meaningful adaptation such as communication, conflict resolution, problem solving, self-management etc.
Limitations	Being restricted to exercise your freedom of expression fully
Long Term Engagement	Being involved with someone or something for a very long time i.e. 5 years and more
Movement performance	Evaluating one's physical performance, against specified norms.
Nation building	Is the process whereby a society of people with diverse origins, histories, languages, cultures and religions come together within the boundaries of a sovereign state with a unified constitutional and legal dispensation,.

National Benchmark Test (NBT)	Assessments for first year applicants into higher education
National Senior Certificate	Qualification at NQF level 4. (Grade 12). An exit examination written after minimum 12 years of formal schooling
Negative (Distress)	Feelings that hamper an individual's attempt to accomplish certain goals.
Negative aspects of change	Stress and discomfort fear/ associated with change. Loss of self esteem
Negative stress (Distress)	A stress that a person feels that they cannot handle if they have been feeling it for a long time their body will wear and will not be able to function normally.
Non-traditional sports	Games that we rarely come across in sporting codes that are offered in South Africa
On-line application	Internet service that enables applicants an opportunity to apply online.
Part-time jobs	Short-term employment.
Personal fitness	Ability to function effectively and efficiently in daily activities.
Personal lifestyle plan	A plan to live your life in a certain way.
Personal Mission Statement	Something that states the purpose, aim or goal of an individual (actions, behaviour and plans to achieve your dream)
Personal Views	One's opinions on what he/she considers to be important
Personality	Combination of characteristics or qualities that makes a person unique
Positive aspects of change	Embracing and adapting to new challenges.
Positive stress (Eustress)	Feelings that stimulate/motivate/encourage you to accomplish certain goals.
Positive stress (Eustress)	It can give an extra best of adrenalin to help one accomplish one's goals and meet deadlines
Print Media	Media that produces newspapers and magazines
Process of assessment	Series of activities designed to measure learning competence in a specific period. Includes School-based Assessment and Examinations.
Public participation	Is the process by which an organization consults with interested or affected individuals, organizations, and government entities before making a decision.
Quality of life	Standards of health, comfort and happiness experienced by the individual.
Recreational Activities	Activities that give solely enjoyment, satisfaction, pleasure and amusement of individuals
Regulations	The details necessary to implement laws
Responsible Citizenship	Doing what is right and expected of you as a citizen
Rule of Law	The principle that all people and institutions are subject to and accountable to <b>law</b> that is fairly applied and enforced.
Rules	Procedures that have to be followed or ways of doing things
Safety issues	Precautions taken to ensure safety before, during and after physical education sessions.
SARS tax obligation	Registering and paying one's taxes, according to legislation.



School and post-school phases	Period of adjustment between school and post-school activities.
Sedentary Lifestyle	Type of a lifestyle with little or no physical activity
Sexual Orientation	Is an enduring pattern of romantic or <b>sexual</b> attraction (or a combination of these) to persons of the opposite sex or <b>gender</b> , the same sex or <b>gender</b> , or to both sexes or more than one <b>gender</b> .
Signs of stress	Physical and measurable indication of stress such as low energy level, loss of interests in pleasurable activities etc.
Social pressure	Direct influence on people's lives by their peers.
Soft skills	Personal attributes (qualities) that enable someone to interact effectively and harmoniously with other people.
Sport Personalities	People that participate in different codes of sports e.g. coach, soccer and netball players, etc.
Stress management	Refers to the wide spectrum of techniques and psychotherapies aimed at controlling a person's level of stress, especially chronic stress, usually for the purpose of improving everyday functioning.
Stressors	External or internal factors that create anxiety or pressure to an individual
Study plan	Creating a realistic and effective plan to prepare for an assessment.
Study Skills	Strategies and techniques that enable one to make the most efficient use of time, resources and academic potential.
Study/ Learning styles	Cognitive, affective and psychological factors that serve as relatively stable indicators of how a learner perceives, interact with, and respond to the learning environment.
Symptoms of stress	Feelings that demonstrate feelings of stress without any physical basis. For example headaches, stomach aches,
Traditional Authority	Is a form of leadership in which the <b>authority</b> of an organization or a ruling regime is largely tied to tradition or custom
Traditional practices	Rituals/beliefs/customs associated with specific life stages.
Understanding others	A process of understanding and respecting the feelings of others
Unemployment	Inability to get a job, though one actively searches for one.
Values	Principles or standards of behaviour.
Vocation	Is any occupation that a person studies for
Volunteering	Unpaid work that provides service to the community.
World Views	General standpoint/side from which people see and interpret life