



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CURRICULUM AND ASSESSMENT POLICY STATEMENT

(CAPS)

LIFE ORIENTATION

FET (10-12)

FINAL DRAFT

SECTION 1

NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT FOR LIFE ORIENTATION

1.1 Background

The *National Curriculum Statement Grades R – 12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve its implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2011. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace the old Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R - 12.

The amended *National Curriculum Statement Grades R - 12: Curriculum and Assessment Policy (January 2011)* replaces the *National Curriculum Statement Grades R - 9 (2002)* and the *National Curriculum Statement Grades 10 - 12 (2004)*.

1.2 Overview

- (a) The *National Curriculum Statement Grades R – 12 (January 2011)* represents a policy statement for learning and teaching in South African schools and comprises the following:
 - (i) Curriculum and Assessment Policy documents for each approved school subject as listed in the policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*; and
 - (ii) The policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.
- (b) The *National Curriculum Statement Grades R – 12 (January 2011)* should be read in conjunction with the following documents:
 - (i) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment Grade R – 12, published in the Government Gazette, No. 29467 of 11 December 2006; and*
 - (ii) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in the Government Gazette, No.29466 of 11 December 2006.*
- (c) The Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 - 12 are repealed and replaced by the *Curriculum and Assessment Policy documents for Grades R – 12 (January 2011)*.
- (d) The sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R – 12* and therefore, in terms of section 6A of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 General aims of the South African Curriculum

- (a) The *National Curriculum Statement Grades R - 12* gives expression to what is regarded to be knowledge, skills and values worth learning. It will ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes the idea of grounding knowledge in local contexts, while being sensitive to global imperatives.
- (b) The National Curriculum Statement Grades R - 12 serves the purposes of:
- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
 - providing access to higher education;
 - facilitating the transition of learners from education institutions to the workplace; and
 - providing employers with a sufficient profile of a learner's competences.
- (c) The National Curriculum Statement Grades R - 12 is based on the following principles:
- Social transformation; ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population;
 - Active and critical learning; encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
 - High knowledge and high skills; the minimum standards of knowledge and skills to be achieved at each grade are specified and sets high, achievable standards in all subjects;
 - Progression; content and context of each grade shows progression from simple to complex;
 - Human rights, inclusivity, environmental and social justice; infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades 10 – 12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
 - Valuing indigenous knowledge systems; acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
 - Credibility, quality and efficiency; providing an education that is comparable in quality, breadth and depth to those of other countries.
- (d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:
- identify and solve problems and make decisions using critical and creative thinking;
 - work effectively as individuals and with others as members of a team;
 - organise and manage themselves and their activities responsibly and effectively;
 - collect, analyse, organise and critically evaluate information;
 - communicate effectively using visual, symbolic and/or language skills in various modes;
 - use science and technology effectively and critically showing responsibility towards the environment and the health of others; and

- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.
- (e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

1.4 Time Allocation

1.4.1 Foundation Phase

- (a) The instructional time for subjects in the Foundation Phase is as indicated in the table below:

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	4 (5)
III. Mathematics	7
IV. Life Skills	6
• Beginning Knowledge	1 (2)
• Arts and Craft	2
• Physical Education	2
• Health Education	1

- (b) Instructional time for Grades R, 1 and 2 is 23 hours. For Grade 3, First Additional Language is allocated 5 hours and Beginning Knowledge is allocated 2 hours as indicated by the hours in brackets in the table above.

1.4.2 Intermediate Phase

- (a) The table below shows the subjects and instructional times in the Intermediate Phase.

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	5
III. Mathematics	6
IV. Science and Technology	3.5
V. Social Sciences	3
VI. Life Skills	4
• Creative Arts	1.5
• Physical Education	1.5
• Religion Studies	1

1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

Subject	Time allocation per week (hours)
I. Home Language	5
II. First Additional Language	4
III. Mathematics	4.5
IV. Natural Sciences	3
V. Social Sciences	3
VI. Technology	2
VII. Economic Management Sciences	2
VIII. Life Orientation	2
IX. Arts and Culture	2

1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

Subject	Time allocation per week (hours)
I. Home Language	4.5
II. First Additional Language	4.5
III. Mathematics	4.5
IV. Life Orientation	2
V. Three Electives	12 (3x4h)

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2

2. Life Orientation

2.1 What is Life Orientation?

Life Orientation is the study of the self in relation to others and to society. It addresses skills, knowledge, and values about the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity, careers and career choices. These include opportunities to engage in the development and practice of a variety of life skills to solve problems, to make informed decisions and choices and to take appropriate actions to live meaningfully and successfully in a rapidly changing society. It therefore not only focuses on knowledge but also emphasises the importance of the application of skills and values in real-life situations, participation in physical activity, community organisations and initiatives.

This is a new subject in the Grade 10 to 12 South African school curriculum. It draws on the core of the non-examinable subjects previously known as Guidance, Family Guidance, Vocational Guidance, Religious or Bible Education, Civic Education, Health Education and Physical Education in *Report 550*. It is also an interdisciplinary subject in that it integrates knowledge, values, skills and processes embedded in various disciplines such as Sociology, Psychology, Political Science and Human Movement Science.

Life Orientation is one of the four **fundamental** subjects required for the National Senior Certificate, which means that it is **compulsory** for all learners in Grades 10, 11 and 12. It is a unique subject in that it applies a holistic approach to the personal, social, intellectual, emotional, spiritual, motor and physical growth and development of learners. This encourages the development of a balanced and confident learner who can contribute to a just and democratic society, a productive economy and an improved quality of life for all.

The subject contains the following six topics:

- (i) Development of the self in society
- (ii) Social and environmental responsibility
- (iii) Democracy and human rights
- (iv) Careers and career choices
- (v) Study skills
- (vi) Physical Education

The issues dealt with in each topic are related to the issues covered in the other five topics of the subject. Owing to the interrelated and holistic nature of the subject, the six topics of Life Orientation function interdependently, and therefore, are considered to be of equal importance. However, the time spent on each topic may vary and must not be used as a measure of the importance of the topic. The topics of Life Orientation in Grades 10, 11 and 12 relate to those in Grades R to 9. Both Life Orientation curricula focus on similar areas of skills, knowledge and values. The content taught in lower grades serves as the foundation for the content to be taught in higher grades.

2.2 Specific Aims

Life Orientation aims to:

- (i) guide and prepare learners to respond appropriately to life's responsibilities and opportunities.;
- (ii) equip learners to interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level;
- (iii) guide learners to make informed and responsible decisions about their own health and well-being and the health and well-being of others;
- (iv) expose learners to their constitutional rights and responsibilities, to the rights of others and to issues of diversity;
- (v) equip learners with knowledge, skills and values to make informed decisions about subject choices, careers, additional and higher education opportunities and the world of work;
- (vi) expose learners to various study methods and skills pertaining to assessment processes; and
- (vii) expose learners to an understanding of the value of regular participation in physical activity.

2.3 Time allocation of Life Orientation in the curriculum

Two hours per week is allocated to Life Orientation in the NCS. This means that there are 72 hours available for the teaching of Life Orientation in Grades 10 and 11, and 64 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. A fixed period must be dedicated to Physical Education per week and this period will be labelled *Physical Education* in the school timetable.

2.4 Weighting of topics

	Topic	Grade 10 Hours	Grade 11 Hours	Grade 12 Hours
1.	Development of the self in society	10	11	10
2.	Social and environmental responsibility	4	5	2
3.	Democracy and human rights	8	6	6
4.	Careers and career choices	11	11	9
5.	Study skills	3	3	5
6.	Physical Education	36	36	32
	Contact Time	72	72	64
	EXAMINATIONS	8	8	16
	Total hours	80	80	80
	Total weeks	40	40	40

2.5 Overview of topics

	Topic	Grade 10	Grade 11	Grade 12
1.	Development of the self in society	<ul style="list-style-type: none"> Self-awareness, self-esteem and self-development Relationships and their influence on well-being: Problem-solving skills Value of participation in exercise programmes 	<ul style="list-style-type: none"> Relationship between physical fitness and physical, mental and socio-emotional health Plan and achieve Life Goals Gender roles; power relations and abuse of power 	<ul style="list-style-type: none"> Life skills: decision-making skills required to adapt to change as part of ongoing healthy lifestyle choices Human factors that cause ill-health Action plan for lifelong participation in physical activity
2.	Social and environmental responsibility	<ul style="list-style-type: none"> Contemporary social and environmental issues that impact negatively on local and global communities Harmful effects and strategies to stop their negative impact 	<ul style="list-style-type: none"> Environmental factors and disasters that cause ill-health; accidents; crises and disasters Responsibilities of various levels of government to provide environments and services that promote safe and healthy living 	<ul style="list-style-type: none"> Action plan to address contemporary social and environmental factors and improve quality of life and well-being A mission statement that includes personal; social and environmental responsibilities
3.	Democracy and human rights	<ul style="list-style-type: none"> Diversity; discrimination; human rights and violations Ethical traditions and/ or religious laws and indigenous belief systems of major religions Biases and unfair practices in sport 	<ul style="list-style-type: none"> Democratic structures and democratic participation Contributions of South Africa's diverse religions and belief systems to a harmonious society Participant and spectator behaviour in sport and the role of sport in nation building 	<ul style="list-style-type: none"> Contemporary moral and spiritual issues within the context of at least 2–3 major religions studied in Grade 10 The role of the media in a democratic society Ideologies; beliefs and worldviews on construction of recreation and physical activity across cultures and genders
4.	Careers and career choices	<ul style="list-style-type: none"> Knowledge about self in relation to own subjects; career fields and study choices: decision-making skills Diversity of jobs; opportunities within career fields and trends and demands in the job market 	<ul style="list-style-type: none"> Requirements for admission to additional and higher education courses Options for financial assistance Personal expectations in relation to job or career of interest 	<ul style="list-style-type: none"> Commitment to a decision taken: locate appropriate work or study opportunities in various sources Reasons for and impact of unemployment and innovative solutions to counteract unemployment
5.	Study skills	<ul style="list-style-type: none"> Study skills and study methods Process of Assessment : internal and external Annual study plan 	<ul style="list-style-type: none"> Study styles and study strategies Goal-setting skills: examination writing skills Time-management and annual study plan 	<ul style="list-style-type: none"> Revise own study and examination writing skills: annual study plan Strategies to follow in order to succeed in the Grade 12 examinations
6.	Physical Education	<ul style="list-style-type: none"> Physical fitness: programmes to promote well-being Skills in a variety of indigenous games and sport Outdoor recreational group activity 	<ul style="list-style-type: none"> Improvement of current personal level of fitness and health Various leadership roles in a self-designed recreational group activity Umpiring and leadership skills in modified sport and self-designed indigenous games (teach peers) 	<ul style="list-style-type: none"> Achievement of personal fitness and health goals Long-term engagement in: <ul style="list-style-type: none"> relaxation and recreational activities sport and indigenous games

SECTION 3

3. Outline of what is to be taught

TOPIC	TERM 1	GRADE 10
WEEKS 1 & 2		Recommended resources
Development of the self in society	Two hours	Textbook; Life Orientation TG 2006
<ul style="list-style-type: none"> • Self-awareness, self-esteem and self-development: <ul style="list-style-type: none"> - Factors influencing self-awareness and self-esteem - Strategies to build confidence in self and others - Respecting the uniqueness of self and others and respecting differences • Value of participation in exercise programmes: health benefits; social cohesion; appreciation of ability and enjoyment 		
Physical Education	Two hours	Textbook; resources on games and sport
<ul style="list-style-type: none"> • Participation in activities that promote skills in a variety of indigenous games that promote physical activity 		
WEEKS 3 & 4		
Careers and career choices	Two hours	Textbook; resources on Career Guidance; Life Orientation TG 2006
<ul style="list-style-type: none"> • Knowledge about self in relation to own subjects; career fields and study choices: interests; abilities; talents and strengths: <ul style="list-style-type: none"> - Requirements for National Senior Certificate (NSC) - Difference between career field, occupation, career and job 		
Physical Education	Two hours	Textbook; resources on games and sport
<ul style="list-style-type: none"> • Participation in activities that promote skills in a variety of indigenous games that promote physical activity 		
WEEKS 5 & 6		
Democracy and human rights	Two hours	Textbook; newspaper articles; Bill of Rights; SA Constitution
<ul style="list-style-type: none"> • Diversity; discrimination; human rights and violations: race; religion; culture; language; gender; age; rural/ urban; xenophobia; human trafficking and HIV and AIDS status • Advantages and disadvantages of diversity in day-to-day relationships and society at large 		
Physical Education	Two hours	Textbook; resources on games and sport
<ul style="list-style-type: none"> • Participation and movement performance in activities that promote skills in a variety of indigenous games that promote physical activity • Participation in activities that promote skills in a variety of indigenous games that promote physical activity 		
WEEKS 7 & 8		
Study skills	Two hours	Textbook; newspaper articles; resources on careers and study skills
<ul style="list-style-type: none"> • Study skills and study methods 		
Physical Education	Two hours	Textbook; resources on games and sport
<ul style="list-style-type: none"> • Participation in activities that promote skills in a variety of indigenous games that promote physical activity 		
WEEKS 9 & 10		
Social and environmental responsibility	Two hours	Textbook; newspaper articles; resources on environmental responsibility
<ul style="list-style-type: none"> • Contemporary social and environmental issues that impact negatively on local and global communities: <ul style="list-style-type: none"> - Crime, poverty, food security, abuse, discrimination, violence, HIV and AIDS - Unequal access to basic resources, water and health services • Harmful effects of these issues on personal and community health 		
Physical Education	Two hours	Textbook; resources on games and sport
<ul style="list-style-type: none"> • Participation in activities that promote skills in a variety of indigenous games that promote physical activity • Participation and movement performance in activities that promote skills in a variety of indigenous games that promote physical activity 		
Formal Assessment:		It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.
1. Other task	2. PET	

TOPIC	TERM 2	GRADE 10
WEEKS 1 – 3		Recommended resources
Development of the self in society	Three hours	Textbook; Life Orientation TG 2006
<ul style="list-style-type: none"> • Changes associated with growing towards adulthood: <ul style="list-style-type: none"> - Phases of development: adolescence and adulthood - Physical, emotional, social, intellectual and motor development • Sexuality: attitudes, values and behaviour <ul style="list-style-type: none"> - Portrayal of sexuality in media - Cultural and social perspectives on sexuality • Influence of media; cultural and social perspectives on own: <ul style="list-style-type: none"> - Rights and responsibilities - Attitude and values such as respect for self and others 		
Physical Education	Three hours	Textbook; resources on recreation activities
<ul style="list-style-type: none"> • Participation in self-designed outdoor recreational group activities 		
WEEKS 4 & 5		
Democracy and human rights	Two hours	Textbook; Bill of Rights; Bills and charters that focus on different areas; Life Orientation TG 2006
<ul style="list-style-type: none"> • Human rights: Bill of Rights – content; rights and responsibilities of South African citizens and role of government • Types of discriminating behaviour and violations: incidences of discriminating behaviour and human rights violations in South Africa and globally • Impact of discrimination and violations of human rights on individuals and society 		
Physical Education	Two hours	Textbook; resources on recreation activities
<ul style="list-style-type: none"> • Participation and movement performance in self-designed outdoor recreational group activities • Participation in self-designed outdoor recreational group activities 		
WEEKS 6 – 8		
Career and career choices	Three hours	Textbook, resources on careers
<ul style="list-style-type: none"> • Decision-making skills: <ul style="list-style-type: none"> - Connection between subject choice, career field, and study choice - Steps in choosing career field and study choice in relation to own subjects and the decision-making process • Socio-economic factors as considerations for career and study choices: community needs, availability of finances, affordability, stereotyping, accessibility and impact of income tax on final salary package 		
Physical Education	Three hours	Textbook; resources on recreation activities
<ul style="list-style-type: none"> • Participation in self-designed outdoor recreational group activities • Participation and movement performance in self-designed outdoor recreational group activities 		
WEEKS 9 & 10		
EXAMINATIONS		

Formal Assessment:		It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.
1. Mid-year examination	2. PET	

TOPIC	TERM 3	GRADE 10
WEEK 1		Recommended resources
Study skills	One hour	Textbook; resources on study methods
<ul style="list-style-type: none"> • Process of Assessment: internal and external • Annual study plan 		
Physical Education	One hour	Textbook; resources on fitness programmes
<ul style="list-style-type: none"> • Participation in activities that promote physical fitness 		
WEEKS 2 & 3		
Development of the self in society	Two hours	Textbook
<ul style="list-style-type: none"> • Changes associated with development towards adulthood: coping with change: behaviour that could lead to sexual intercourse, teenage pregnancy, sexual abuse and rape. Prevention of such behaviour: values, skills and attitudes, assertiveness and refusal skills • Behaviour that leads to abstinence and self-control, right to privacy, right to protect oneself and right and ability to say 'No'. When and where to find help 		
Physical Education	Two hours	Textbook; resources on fitness programmes
<ul style="list-style-type: none"> • Participation in activities that promote physical fitness 		
WEEKS 4 & 5		
Social and environmental responsibility	Two hours	Textbook; resources on environmental responsibility
<ul style="list-style-type: none"> • Strategies to stop negative impact of contemporary social and environmental issues on local and global communities: knowledge and skills to take appropriate action • Youth and civic organisations; youth service development; community services or projects; volunteerism. Their purpose and contribution, areas of strength and where they can improve. Own contribution to these services, projects and organisations 		
Physical Education	Two hours	Textbook; resources on fitness programmes
<ul style="list-style-type: none"> • Participation in activities that promote physical fitness • Participation and movement performance in activities that promote physical fitness 		
WEEKS 6 & 7		
Democracy and human rights	Two hours	Textbook; newspaper articles
<ul style="list-style-type: none"> • Addressing discrimination and violations of human rights: <ul style="list-style-type: none"> - National and international instruments for identifying and intervening in discrimination and violations of human rights: Convention on the Rights of the Child; the African Charter on the Rights and Welfare of Children; Committee on the Elimination of Discrimination Against Women (CEDAW); other bills and charters and protection agencies - Contributions of individuals and groups in addressing discrimination and human rights violations and nation building: South African initiatives and campaigns; one's own position, actions and contribution in discussions, projects, campaigns and events which address discrimination and human rights violations and nation building 		
Physical Education	Two hours	Textbook; resources on fitness programmes
<ul style="list-style-type: none"> • Participation in activities that promote physical fitness 		
WEEKS 8 – 10		
Careers and career choices	Three hours	Textbook; resources on careers
<ul style="list-style-type: none"> • Diversity of jobs: economic sectors: primary, secondary and tertiary. Work settings: workplace environment and conditions – indoors and outdoors. Forms of activities involved in each job • Opportunities within career fields: salary package, promotion and further study prospects • Opportunities for careers and work in recreation, fitness and sport industries 		
Physical Education	Three hours	Textbook; resources on fitness programmes
<ul style="list-style-type: none"> • Participation in activities that promote physical fitness • Participation and movement performance in activities that promote physical fitness 		

Formal Assessment:

1. Project 2. PET

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TOPIC	TERM 4	GRADE 10
WEEKS 1 – 3		Recommended resources
Development of the self in society	Three hours	Textbook
<ul style="list-style-type: none"> • Life roles: child, student, adult, role in family, partner, mother, father, grandparent, breadwinner, employee, employer, leader and follower <ul style="list-style-type: none"> - Rights and responsibilities in each role • Relationships and their influence on own well-being: types of relationships <ul style="list-style-type: none"> - Rights and responsibilities in relationships - Social and cultural views that influence and/ or affect relationships - Relationships that contribute to or are detrimental to individual well-being in the workplace and social context • Problem-solving skills: dealing with challenges within a relationship 		
Physical Education	Three hours	Textbook; resources on games and sport
<ul style="list-style-type: none"> • Participation in activities that promote skills in a variety of sport 		
WEEKS 4 – 6		
Careers and career choices	Three hours	Textbook; resources on careers
<ul style="list-style-type: none"> • Trends and demands in the job market: <ul style="list-style-type: none"> - Evolving nature of careers - Scarce skills and the job market • Analysis of job market: job advertisements <ul style="list-style-type: none"> - Skills and competencies linked to these jobs - Growth and decline of various occupations and fields of work - 'Reading' the market and identifying niches 		
Physical Education	Three hours	Textbook; resources on games and sport
<ul style="list-style-type: none"> • Participation and movement performance in activities that promote skills in a variety of sport • Participation in activities that promote skills in a variety of sport 		
WEEKS 7 & 8		
Democracy and human rights	Two hours	Textbook; newspaper articles
<ul style="list-style-type: none"> • Major religions: Judaism, Christianity, Islam, Hinduism, Buddhism and African religions <ul style="list-style-type: none"> - Ethical traditions and/ or religious laws - Indigenous belief systems: origins and practices • Biases and unfair practices in sport 		
Physical Education	Two hours	Textbook; resources on games and sport
<ul style="list-style-type: none"> • Participation in activities that promote skills in a variety of sport • Participation and movement performance in activities that promote skills in a variety of sport 		
WEEKS 9 & 10		
EXAMINATIONS		

Formal Assessment:		It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.
1. End-of-year Examination	2. PET	

TOPIC	TERM 1	GRADE 11
WEEKS 1 – 3		Recommended resources
Development of the self in society	Three hours	Textbook; Grade 11 TG & LB, 2007
<ul style="list-style-type: none"> • Healthy and balanced lifestyle: characteristics – physical, psychological, social, emotional and spiritual facets • Factors that impact negatively on lifestyle choices: <ul style="list-style-type: none"> - Unsafe attitudes, behaviour and environments and emotional factors - Personal safety – behaviour that leads to injury: road use, substance use and abuse, teenage suicides, hygiene and dietary behaviour - Sexual behaviour: risk of pregnancy, sexually-transmitted infections (STIs), HIV & AIDS and peer pressure - Socio-economic factors: literacy, income and poverty - Culture and social environment • Impact of unsafe practices on self and others. Sources for support, advice and assistance 		
Physical Education	Three hours	Textbook; resources on fitness programmes
<ul style="list-style-type: none"> • Participation in programmes that promote improvement of current personal level of fitness and health 		
WEEK 4		
Democracy and human rights	One hour	Textbook; newspaper articles
<ul style="list-style-type: none"> • Contributions of South Africa's diverse religions and belief systems to harmonious society 		
Physical Education	One hour	Textbook; resources on fitness programmes
<ul style="list-style-type: none"> • Participation in programmes that promote improvement of current personal level of fitness and health 		
WEEKS 5 – 7		
Careers and career choices	Three hours	Textbook; resources on careers
<ul style="list-style-type: none"> • 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"> - Admission Score Points for institutions of higher learning - Admission requirements for specific programmes/ courses • Options for financial assistance: bursaries; study loans; scholarships; learnerships and SETAs. Access to financial assistance, requirements and obligations 		
Physical Education	Three hours	Textbook; resources on fitness programmes
<ul style="list-style-type: none"> • Participation and movement performance in programmes that promote improvement of current personal level of fitness and health • Participation in programmes that promote improvement of current personal level of fitness and health 		
WEEKS 8 – 10		
Development of the self in society	Three hours	Textbook; resources on sexuality education, health and nutrition
<ul style="list-style-type: none"> • Factors that impact positively on lifestyle choices; role of: <ul style="list-style-type: none"> - Positive role models – parents and peers - Personal values, belief system and religion - Media, social and cultural influences - Economic conditions • Relationship between physical fitness and physical, mental and socio-emotional health • Relationship between nutrition and fitness and health 		
Physical Education	Three hours	Textbook; resources on fitness programmes
<ul style="list-style-type: none"> • Participation in programmes that promote improvement of current personal level of fitness and health • Participation and movement performance in programmes that promote improvement of current personal level of fitness and health 		
Formal Assessment:		It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.
1. Other task	2. PET	

TOPIC	TERM 2	GRADE 11
WEEKS 1 – 3		Recommended resources
Study skills	Three hours	Textbook; resources on study styles and strategies
<ul style="list-style-type: none"> • Study styles and study strategies • Goal-setting skills: personal development goals – study, health and fitness • Examination writing skills • Time-management and annual study plan 		
Physical Education	Three hours	Textbook; resources on games and sport
<ul style="list-style-type: none"> • Participate in programmes that promote own umpiring, administrative, organisational and leadership skills in self-designed indigenous games that promote physical activity 		
WEEKS 4 – 6		
Careers and career choices	Three hours	Textbook; Resources on careers
<ul style="list-style-type: none"> • Personal expectations in relation to job/ career of interest: <ul style="list-style-type: none"> - Expectancy and reality - Chances of success and satisfaction - Suitability audit 		
Physical Education	Three hours	Textbook; resources on games and sport
<ul style="list-style-type: none"> • Participation and movement performance in programmes that promote own umpiring, administrative, organisational and leadership skills in self-designed indigenous games that promote physical activity • Participate in programmes that promote own umpiring, administrative, organisational and leadership skills in self-designed indigenous games that promote physical activity 		
WEEKS 7 & 8		
Social and environmental responsibility	Two hours	Textbook; newspaper articles
<ul style="list-style-type: none"> • Environmental factors and disasters that cause ill-health, accidents, crises and disasters: <ul style="list-style-type: none"> - The use of harmful substances in food production, cruelty to animals, inhumane farming methods and genetically modified foods - Impact of degradation on society and the environment: soil erosion, air and water pollution; waste dumps; radiation; floods; fires and loss of open space/ lack of infrastructure 		
Physical Education	Two hours	Textbook; resources on games and sport
<ul style="list-style-type: none"> • Participate in programmes that promote own umpiring, administrative, organisational and leadership skills in self-designed indigenous games that promote physical activity • Participation and movement performance in programmes that promote own umpiring, administrative, organisational and leadership skills in self-designed indigenous games that promote physical activity 		
WEEKS 9 & 10		
EXAMINATIONS		

Formal Assessment:		It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.
1. Mid-year examination	2. PET	

TOPIC	TERM 4	GRADE 11
WEEKS 1 & 2		Recommended resources
Development of the self in society	Two hours	Textbook; resources on gender issues
<ul style="list-style-type: none"> • Gender roles and abuse of power: <ul style="list-style-type: none"> - Stereotypical views of gender roles and responsibilities versus modern views - Effect on self, family and society • Power relations, power inequality, power balance and power struggle between genders <ul style="list-style-type: none"> - Impact of abuse of power in personal, family, cultural, social and work relationships on health and well-being 		
Physical Education	Two hours	Textbook; resources on games and sport
<ul style="list-style-type: none"> • Participation in programmes that promote own umpiring, administrative, organisational and leadership skills in modified sport 		
WEEKS 3 – 5		
Democracy and human rights	Three hours	Textbook; SA Constitution; Bill of Rights
<ul style="list-style-type: none"> • Processes and procedures for democratic participation: Rule of Law; transparency; representation and accountability <ul style="list-style-type: none"> - Processes whereby civil society can participate in the structures as well as in the governance and law-making process of the country • Participant and spectator behaviour in sport <ul style="list-style-type: none"> - Impact of behaviour - Role of sport in nation building 		
Physical Education	Three hours	Textbook; resources on games and sport
<ul style="list-style-type: none"> • Participation and movement performance in programmes that promote own umpiring, administrative, organisational and leadership skills in modified sport • Participation in programmes that promote own umpiring, administrative, organisational and leadership skills in modified sport 		
WEEKS 6 – 8		
Careers and career choices	Three hours	Textbook; resources on careers
<ul style="list-style-type: none"> • Ethical behaviour in a job • Career requirements: <ul style="list-style-type: none"> - SAQA, the NQF Framework and recognition of prior learning - Skilled, semi-skilled, unskilled and physical labour 		
Physical Education	Three hours	Textbook; resources on games and sport
<ul style="list-style-type: none"> • Participation in programmes that promote own umpiring, administrative, organisational and leadership skills in modified sport • Participation and movement performance in programmes that promote own umpiring, administrative, organisational and leadership skills in a modified sport 		
WEEKS 9 & 10		
EXAMINATIONS		

Formal Assessment:		
1. End-of-year examination	2. PET	It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TOPIC	TERM 1	GRADE 12
WEEKS 1 – 3		Recommended resources
Development of the self in society	Three hours	Textbook, resources on health
<ul style="list-style-type: none"> • Life skills required to adapt to change as part of ongoing healthy lifestyle choices: • Stress management: coping mechanisms <ul style="list-style-type: none"> - Positive stress versus negative stress - Stressors: physical, emotional, social and environmental factors – abuse, vocation, life crises, personality and social pressure • Conflict resolution skills: inter-personal and intra-personal • Communication skills as a means to enhance self-confidence: public speaking; initiate and sustain a conversation in social and work relationships <ul style="list-style-type: none"> - Factors that influence effective communication 		
Physical Education	Three hours	Textbook; resources on fitness programmes
<ul style="list-style-type: none"> • Participation in programmes that promote achievement of personal fitness and health goals 		
WEEKS 4 & 5		
Study skills	Two hours	Textbook; resources on study skills
<ul style="list-style-type: none"> • Revision of own study skills • Revision of examination writing skills: strengths and weaknesses • Importance of School Based Assessment (SBA) <ul style="list-style-type: none"> - Annual study plan • Importance of obtaining a National Senior Certificate (NSC) 		
Physical Education	Two hours	Textbook; resources on fitness programmes
<ul style="list-style-type: none"> • Participation in programmes that promote achievement of personal fitness and health goals • Participation and movement performance in programmes that promote achievement of personal fitness and health goals 		
WEEKS 6 & 7		
Careers and career choices	Two hours	Textbook; resources on careers
<ul style="list-style-type: none"> • Commitment to a decision taken: job or course application and financial aid application <ul style="list-style-type: none"> - Locate appropriate work or study opportunities in various sources <ul style="list-style-type: none"> o Determine requirements for acceptance and possible challenges o Strategies to achieve goals set 		
Physical Education	Two hours	Textbook; resources on fitness programmes
<ul style="list-style-type: none"> • Participation in programmes that promote achievement of personal fitness and health goals 		
WEEKS 8 – 10		
Democracy and human rights	Three hours	Textbook; resources on religions
<ul style="list-style-type: none"> • Contemporary moral and spiritual issues within the context of at least 2–3 major religions studied in Grade 10: right to life – abortion, euthanasia, suicide, genetic cloning, sex, marriage, divorce, crime and punishment <ul style="list-style-type: none"> - Personal values and beliefs concerning the above issues 		
Physical Education	Three hours	Textbook; resources on fitness programmes
<ul style="list-style-type: none"> • Participation in programmes that promote achievement of personal fitness and health goals • Participation and movement performance in programmes that promote achievement of personal fitness and health goals 		

Formal Assessment:

1. Other task 2. PET

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TOPIC	TERM 2	GRADE 12
WEEKS 1 – 3		Recommended resources
Development of the self in society	Three hours	Textbook; resources on sexuality education and health
<ul style="list-style-type: none"> • Human factors that cause ill-health: <ul style="list-style-type: none"> - Psychological; social; religious and cultural practices - Lifestyle diseases: cancer, hypertension, diseases of the heart and circulatory system, tuberculosis, sexually transmitted infections including HIV & AIDS - Contributing factors: eating habits, lack of exercise, smoking, alcohol abuse and unsafe sexual behaviour - Prevention and control – where to find help 		
Physical Education	Three hours	Textbook; resources on games and sport
<ul style="list-style-type: none"> • Participation in programmes that promote long-term engagement in sport and indigenous games that promote physical activity 		
WEEKS 4 & 5		
Social and environmental responsibility	Two hours	Textbook; resources on health, religion and careers
<ul style="list-style-type: none"> • A personal mission statement based on: <ul style="list-style-type: none"> - Personal views, values, belief system, religion, ideologies, lifestyle (physical and emotional well-being), environmental responsibility, goals for studies and career choices • Impact of vision on: <ul style="list-style-type: none"> - One's actions in life - One's immediate community and society at large 		
Physical Education	Two hours	Textbook; resources on games and sport
<ul style="list-style-type: none"> • Participation and movement performance in programmes that promote long-term engagement in sport and games • Participation in programmes that promote long-term engagement in sport and games 		
WEEKS 6 – 8		
Careers and career choices	Three hours	Textbooks; resources on careers
<ul style="list-style-type: none"> • Reasons for and impact of unemployment: <ul style="list-style-type: none"> - Innovative solutions to counteract unemployment: volunteering, part-time job, community work, entrepreneurship and informal jobs • Financial and social viability of entrepreneurship and other options • Awareness of SARS tax obligations in different types of employment 		
Physical Education	Three hours	Textbook; resources on games and sport
<ul style="list-style-type: none"> • Participation in programmes that promote long-term engagement in sport and indigenous games that promote physical activity • Participation and movement performance in programmes that promote long-term engagement in sport and indigenous games that promote physical activity 		
WEEKS 9 & 10		
EXAMINATIONS		

Formal Assessment:	It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.
1. Mid-year exam 2. Project 3. PET	

TOPIC	TERM 3	GRADE 12
WEEKS 1 & 2		Recommended resources
Development of the self in society	Two hours	Textbook
<ul style="list-style-type: none"> • Growth and change: change in circumstances – transition between school and post-school destination - Positive and negative aspects of change - Coping mechanisms and managing techniques • Personal lifestyle plan to promote quality of life 		
Physical Education	Two hours	Textbook; resources on relaxation and recreational activities
<ul style="list-style-type: none"> • Participation in programmes that promote long-term engagement in relaxation and recreational activities 		
WEEKS 3 – 5		
Democracy and human rights	Three hours	Textbook; Bill of rights
<ul style="list-style-type: none"> • The role of the media in a democratic society: electronic and print media - Freedom of expression and limitations - 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 - Coverage of sport, sports personalities and recreation activities • Ideologies, beliefs and worldviews on: <ul style="list-style-type: none"> - Construction of recreation and physical activity across cultures and genders - Participation for people with different abilities and barriers 		
Physical Education	Three hours	Textbook; resources on relaxation and recreational activities
<ul style="list-style-type: none"> • Participation and movement performance in programmes that promote long-term engagement in relaxation and recreational activities • Participation in programmes that promote long-term engagement in relaxation and recreational activities 		
WEEKS 6 – 8		
Careers and career choices	Three hours	Textbooks; resources on careers
<ul style="list-style-type: none"> • Core elements of a job contract: obligations and conditions of service • Labour laws: Labour Relations Act, Employment Equity Act and Basic Conditions of Employment Act - Principles of equity and redress • Recruitment process: general trends and practices 		
Physical Education	Three hours	Textbook; resources on recreation relaxation and recreational activities
<ul style="list-style-type: none"> • Participation in programmes that promote long-term engagement in relaxation and recreational activities • Participation and movement performance in programmes that promote long-term engagement in relaxation and recreational activities 		
WEEKS 9 & 10		
EXAMINATIONS		

Formal Assessment:			
1. Final examination	2. PET		It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

TOPIC	TERM 4	GRADE 12
WEEKS 1 – 3		Recommended resources
Study skills	Three hours	Textbook; resources on tips for success
<ul style="list-style-type: none"> • Preparing for success: <ul style="list-style-type: none"> - Strategies to follow in order to succeed in the Grade 12 examination 		
Physical Education	Three hours	Textbook; resources on games and sport
<ul style="list-style-type: none"> • Participation in a variety of games that promote physical activity 		
WEEKS 4 – 6		
Development of the self in society	Two hours	Textbook; resources on sport, fitness and recreational activities
<ul style="list-style-type: none"> • Action plan for lifelong participation in physical activity: <ul style="list-style-type: none"> - Develop a plan - Options available 		
Careers and career choices	One hour	Textbook; resources on careers
<ul style="list-style-type: none"> • A portfolio of plans for life after school – record of plans and progress towards those plans: <ul style="list-style-type: none"> - Admission requirements for degree/ diploma or higher certificate for the intended career of study - Details of institutions that offer finance and the intended courses: option 1 and 2 - Possible employment opportunities - Letters of application and responses for employment or study and bursary - A short CV, for application for part-time or full-time employment or for a bursary 		
Physical Education	Three hours	Textbook; resources on recreation and relaxation activities
<ul style="list-style-type: none"> • Participation in recreation and relaxation activities 		
WEEKS 7 – 10		
EXTERNAL EXAMINATIONS		

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

SECTION 4

4. Assessment in Life Orientation

4.1 Guidelines for good assessment practices in Life Orientation

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 stipulated assessment tasks for that particular grade. Learners must also meet the minimum promotion or certification requirements for the NSC.

Each of the Life Orientation topics requires that a certain body of **skills, knowledge and values** be addressed and assessed. Skills such as decision-making, communication, assertiveness, negotiation, goal-setting, ability to access information, problem-solving and creative thinking are addressed across all 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.

While the test-based approach has value in determining what learners know and do not know and how they reason, it must be used discriminately in the assessment of learner performance in Life Orientation so as to avoid this predominantly skills-based subject from becoming too content-driven. Some activities need to be practical and must allow learners the opportunity to experience life skills in a hands-on manner.

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

- a. Daily assessment tasks
- b. Formal assessment tasks
- c. Optional Certificate Tasks

4.1.1 Daily assessment

Daily assessment in Life Orientation provides learners with a variety of opportunities to develop and master the knowledge, skills and values related to the subject. In Life Orientation, the teacher may choose a short class test, a discussion, a practical demonstration, a mind map, debate, oral report, role play, a short homework task, worksheets, group work and individual record-keeping as daily 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 a checklist for an observation exercise. The use of observation checklist in daily assessment tasks helps learners to determine their progress towards the knowledge, skills and values that will be assessed in the Formal Assessment tasks.

4.1.2 Certificate Tasks in Life Orientation

Certificate Tasks are optional tasks. Their purpose is to enhance the earning and learning potential of learners as they exit Grade 12. Life Orientation teachers are therefore strongly encouraged to give learners access to such tasks where circumstances allow.

A certificate task can be performance-based or participation-based in nature. Performance-based certificate tasks, for example First Aid Level 1 or a learner driver's licence 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 of a girl guides or boy scouts.

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

4.2 Number of formal assessment tasks per term and mark allocation

In the Formal Programme of Assessment for Life Orientation learners are expected to complete five internal tasks per grade. Of the five internal assessment tasks to be completed per grade, two are examinations, one is a project, one is an 'other task' and one is an extended Physical Education Task (PET).

In Grade 12, four tasks, that is, other task, mid-year examination, project and PET are set and assessed by the Life Orientation teacher. The fifth task, that is, the final examination, is set as a common paper at provincial level and it is marked by the Life Orientation teacher at the school.

The five internal tasks make up 100% of the total mark out of 400 for each of Grades 10, 11 and 12.

The weighting of marks for the five internal tasks is as follows:

- a. 2 examinations + 1 project + 1 other task = 340 marks
- b. 1 extended Physical Education Task = 60 marks

When recording and reporting on learner performance the following marks are applicable per term:

Grade	Term	Assessment Task	Marks per term		
			For recording	For reporting	
10 & 11	1	Other task	85	100	
		PET	15		
	2	Mid-year examination	85	100	
		PET	15		
	3	Project	85	100	
		PET	15		
	4	End-of-year examination	85	100	
		PET	15		
			Total	400	400
	12	1	Other task	85	100
PET			15		
2		Mid-year examination	85	200	
		Project	85		
		PET	30		
3		Final examination	85	100	
		PET	15		
			Total	400	400

For grade 12, the mark out of 15 for the PET in TERM 2 is multiplied by 2, that is, 15 X 2= 30

4.3 Nature of the internal tasks

4.3.1 Sourced-based tasks, case studies, assignments, written reports, written and oral presentations and portfolio

The list provides forms of assessment that will serve as **other task** in Grades 10, 11 and 12. The other 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 will require the learner to read and write. Learners will be required 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 must 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.

4.3.2 Project

The **project** could focus on specific content or may address content in an integrated manner. It will require extended reading and writing on the part of the learner. The project will involve thorough investigation into and research on a selected topic. Learners will spend time outside of contact time to collect resources and information to perform the task. The completion of the task must 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 must be given enough time to complete the project. They need adequate guidance at the outset of the project and progress must be monitored throughout. All assessment criteria applicable to the project must be discussed with the learners prior to the commencement of the project.

Examples of project:

- a. Community project to address one of the social or environmental issues.
- b. Investigation of lifestyle choices and their impact on the overall well-being of the South African youth.
- c. 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.

4.3.3 Examinations

Examinations of at least 90 minutes each will be administered twice a year as part of the internal examination timetable of the school/ district / province. The examinations will comprehensively address the knowledge and skills covered up to the time of the examination. More than one type of question must be incorporated and focus primarily on the *application of knowledge* in an integrated manner.

Outline for examinations

The outline below will be followed when setting Life Orientation examination papers.

The paper will consist of three sections. Total for examination: **85 Marks**

Section A: 25 marks	Section B: 30 marks	Section C: 30 marks
<p>All questions are compulsory.</p> <ul style="list-style-type: none"> • A source or case study may be used to contextualise the questions. • The questions must be a combination of three or more types of questions ranging from list, explain, what, why, describe, multiple choice and true or false. • They will test understanding and factual knowledge. • Responses must be short and direct and range from one word to a phrase or a full sentence. 	<p>All questions are compulsory.</p> <ul style="list-style-type: none"> • Short open-ended, scenario-based, source-based and case study questions. • Questions must be knowledge-based, i.e. include information that learners have acquired from the Life Orientation class. • Learners must display, present and apply knowledge and skills gained. They will display an understanding of real life issues affecting the youth and society at large and give advice or possible solutions: demonstrate goal-setting and decision-making skills. • Learners must provide direct responses, full sentences in point form and extended writing in short paragraphs. 	<p>Three 15-mark or four 10-mark questions will be set, of which learners will be expected to answer two or three respectively.</p> <ul style="list-style-type: none"> • Questions will predominantly focus on the application of knowledge and skills. • Learners will solve problems, make decisions and give advice. They will provide few direct responses and extended writing ranging from descriptive paragraphs to short essays that state, evaluate or examine an issue. • Each question will focus on the specific topic or the integration of content. • A short text/ diagram/ data/ graphs/ cartoons can be provided as a stimulus.
<p>Note. Information provided in the texts must be current, up-to-date, age-appropriate and learner-friendly.</p>		

The weighting of the cognitive levels is as follows for examination questions in Life Orientation:

Weighting	Cognitive level	Bloom's taxonomy	Examples of verbs
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

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 the learner's own interpretation of the questions. Examples of assessment tools that are appropriate to assess learner performance in Life Orientation are the marking memorandum or guideline, criteria checklist, rubric or matrix.

4.3.4 Physical Education Task (PET)

The Physical Education (PE) component aims to develop learners' physical wellbeing and knowledge of movement and safety. It encourages learners to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle.

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.

The PET is administered across all four school terms. It focuses solely on the Physical Education component which comprises three different movement sections: 1) Fitness; 2) Games and Sport; and 3) Recreation. 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.

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

- a. participation; and
- b. movement performance.

Assessment Tool for PET

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

LEVEL	Limited	Adequate	Proficient	Excellent
CRITERION 1: Divide number of times a learner participated by number of PE periods per term and multiply by 100 to obtain a percentage, and then convert to a mark out of 10.				
FREQUENCY OF PARTICIPATION DURING PHYSICAL EDUCATION PERIODS (10 marks)	0% = 0 marks (did not participate at all) 1-9% = 1 mark 10-19% = 2 marks	20-29% = 3 marks 30-39% = 4 marks 40-49% = 5 marks	50-59% = 6 marks 60-69% = 7 marks	70-79% = 8 marks 80-89% = 9 marks 90-100% = 10 marks
CRITERION 2: While a record will be kept of learner participation per period, each learner will not be assessed on movement performance in every Physical Education period, but will be formally observed at least twice across a school term for formal assessment purposes to determine their level of movement performance. Allocate a mark out of five (5) for each of the two observations, total out of ten (10) and divide by two (2), to obtain a final mark out of five (5).				
OUTCOME OF MOVEMENT PERFORMANCE (5 marks)	Very clumsy and/or ineffective – movements do not produce the desired outcome at all (0-1 mark)	Requires further 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 must be used to generate a mark out of 10 for participation and a mark out of 5 for movement performance at the end of each term, that is, four lists for Grades 10 and 11 and three for Grade 12. The number of PE periods per term will depend on the Department of Basic Education school calendar for the year.

The class list for participation and movement performance:

	TERM 1	1. Frequency of participation: PE periods per term (P1= period 1)								2. Movement performance (5 marks)				TOTAL FOR TERM
	Learners' Names	P1	P2	P3	P4	P5	P6	%	Marks 10	First Observation 5	Second Observation 5	Total Marks 10	Final Mark 5	
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														

4.4 Moderation of Life Orientation tasks

Moderation is an integral part of the quality assurance process. Therefore, moderation of learner performance in the five formal assessment tasks undertaken in Grade 12 is critical to ensuring that scores emanating from 100% internal assessment for Life Orientation for the National Senior Certificate (NSC) are credible, reliable and valid.

Levels of moderation

The following four levels of moderation are applicable for Life Orientation: school, district/ region, provincial and national. This section provides an overview of the frequency and sample to be moderated.

1. School moderation

Applicable to Grades 10, 11 and 12

Moderator: Head of Department (HOD) / subject head or a teacher appointed by the principal for this purpose.

Frequency: twice per term:

- (i) before formal tasks are given to learners; and
- (ii) on completion of the marking of the formal tasks set for that particular term.

Sample:

- (i) Teacher portfolios – all Grade 10, 11 and 12 Life Orientation teachers at the school
- (ii) Learner evidence – three learners per Life Orientation class per grade for Grades 10, 11 and 12 (spread of one weak, one average and one strong learner per class per grade)
- (iii) Sample submitted per term must be changed /rotated so that the same learners' work is not moderated throughout the year.

2. District/ Region moderation

Applicable to Grades 10, 11 and 12

Moderator: Life Orientation Subject Adviser in charge of the district/region

Frequency:

- (i) For Grades 10 and 11: once per semester (preferably at the start of the second and the fourth school terms).
- (ii) For Grade 12: continuous, throughout terms one to three. Where the number of schools in a district /region is high, subject advisers will identify and prioritise schools according to needs and performance.

Sample:

- (i) Teacher portfolios – sample of one Life Orientation teacher per grade per school
- (ii) Learner performance – sample of six learners per grade per school (spread of two weak, two average and two strong learners per grade per school)
- (iii) Half of the sample submitted must be learner evidence that has been moderated at school level.

NB. This level of moderation will include moderation for Physical Education Task (PET) activities. The subject adviser will moderate the PET during announced school visits by observing learners performing the actual assessment task. This means the moderation for PET will be done throughout the year. A checklist, which includes an indication of the evidence required to ascertain that movement activities have taken place in Life

Orientation, signed by the subject advisor must be placed in the Life Orientation teacher portfolio as evidence of moderation for PET at a school.

3 Provincial moderation

Applicable to Grade 12 only

Moderator: provincial moderation team appointed by the provincial education departments which includes Life Orientation subject advisors and teachers.

Frequency: once a year during the September school holidays.

Moderation process:

- (i) Moderation at this level must be given the status of the external examination marking process.
- (ii) All schools must be moderated.
- (iii) Sample:
 - i. Teacher portfolios – sample of one Life Orientation teacher per school.
 - ii. Learner performance – sample of twelve learners per school (spread of weak, average and strong learners per school). Moderators will select evidence equal to 3 – 5 learners' work from different learners in the given sample to moderate.
 - iii. Half of the sample submitted must be learner evidence that has been moderated at school and district/ region level.
- (iv) Discrepancies with regard to incomplete evidence, awarding and recording of marks, etc. will be sent back to schools for correction during the fourth term and re-submission to the provincial office on a date specified/ determined by the province depending on the nature of the discrepancy.
- (v) Incomplete evidence must be handled as stipulated in the policy: *Regulations Pertaining to the Conduct, Administration and Management of Assessment for the National Senior Certificate, August 2008.*

4 National moderation

Applicable to Grade 12 only

Moderator: national moderation team appointed by the Department of Basic Education.

Frequency: once a year, during the fourth school term.

Sample:

- (i) Teacher files – sample of one Grade 12 teacher file at 5% of the schools per province (minimum of 30 and maximum of 50). All districts must be included in the sample.
- (ii) Learner evidence – three Grade 12 learners at each of the above schools (spread of one weak, one average and one strong learner per Grade 12 cohort at each of the schools).
- (iii) Half of the sample submitted must be learner evidence that has been moderated at school, district/ region and provincial level.
- (iv) The sample of schools submitted per year must be changed / rotated so that the same schools are not moderated year in and year out (spread of schools from farm, rural, urban, peri-urban and urban locations).