



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CURRICULUM AND ASSESSMENT POLICY STATEMENT

(CAPS)

LIFE ORIENTATION GRADES 7-9

FINAL DRAFT

SECTION 1

NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT FOR LIFE ORIENTATION GRADES 7-9

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Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 - 12 are repealed and replaced by the *Curriculum and Assessment Policy documents for Grades R – 12 (January 2011)*.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 central to the holistic development of learners. It addresses skills, knowledge and values about the personal, social, intellectual, emotional and physical growth of learners, and is concerned with the way in which these facets are interrelated. Life Orientation guides and prepares learners for life and its possibilities and equips them for meaningful and successful living in a rapidly changing and transforming society.

The focus of Life Orientation is the development of self-in-society. It promotes self-motivation and teaches learners how to apply goal-setting, problem-solving and decision-making strategies. These serve to facilitate individual growth as part of an effort to create a democratic society, a productive economy and an improved quality of life. Learners are guided to develop their full potential and are provided with opportunities to make informed choices regarding personal and environmental health, future careers and study opportunities.

Life Orientation helps learners to develop beneficial social interactions, such as respecting others' rights and values and promotes lifelong participation in recreation and physical activity.

The subject contains the following five topics:

- (i) Development of the self in society
- (ii) Social and environmental responsibility
- (iii) Constitutional rights and responsibilities
- (iv) Physical Education
- (v) World of work

The issues dealt with in each topic are related to the issues covered in the other four topics of the subject. Owing to the interrelated and holistic nature of the subject, the five 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 should not be used as a measure of the importance of the topic. The topics of Life Orientation in Grades 7, 8 and 9 relate to those in the Foundation and Intermediate Phases and Grades 10, 11 and 12. The Grades 7, 8 and 9 Life Orientation curriculum focuses on similar areas of skills, knowledge and values and prepares learners to continue with this subject in Grades 10, 11 and 12. 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 learners to achieve their full physical, intellectual, personal, emotional and social potential;
- (ii) develop learners' skills to respond to challenges and play an active and responsible role in the economy and society;
- (iii) teach learners to exercise their constitutional rights and responsibilities and to respect the rights of others;
- (iv) guide learners to make informed and responsible decisions about their health, environment, subject choices, further studies and careers; and
- (v) provide opportunities for learners to demonstrate an understanding of, and participate in activities that promote movement and physical development.

2.3 Time allocation of Life Orientation in the curriculum

Two hours per week is allocated to Life Orientation in the NCS. One hour per week will be spent on Physical Education and the remaining hour will be split among the other four topics. This means that there are 72 hours available for the teaching of Life Orientation. This excludes internal examination periods. 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 7 Hours	Grade 8 Hours	Grade 9 Hours
Development of the self in society	12	11	10
Social and environmental responsibility	08	08	07
Constitutional rights and responsibilities	08	08	08
World of work	08	09	11
Physical Education	36	36	36
Contact Time	72	72	72
EXAMINATIONS	8	8	8
Total hours	80	80	80
Total weeks	40	40	40

2.5 Overview of topics

	Topic	Grade 7	Grade 8	Grade 9
1	Development of the self in society	<ul style="list-style-type: none"> * Concept: self-image * Concept: peer pressure * Changes in boys and girls: physical and emotional * Concept: personal diet and nutrition * Importance of sport for physical development 	<ul style="list-style-type: none"> * Concepts: self-concept formation and self-motivation * Concept: sexuality * Relationships or friendships * Factors that influence choice of personal diet: ecological, social, economic, cultural and political 	<ul style="list-style-type: none"> * Goal-setting skills: personal lifestyle choices * Sexual behaviour and sexual health * Challenging situations: trauma and crisis
2	Social and environmental responsibility	<ul style="list-style-type: none"> * Concept: communicable diseases * Concept: substance abuse * Informed, responsible decision-making about health and safety 	<ul style="list-style-type: none"> * Local environmental health problems: pollution (air; water and land) * Factors that contribute to substance abuse: personal and social * Health and safety issues related to violence 	<ul style="list-style-type: none"> * Concept: environmental health * Earth Day * Concept: volunteerism
3	Constitutional rights and responsibilities	<ul style="list-style-type: none"> * Concept: children's rights * Leadership roles produced in various religions * Concept: child abuse 	<ul style="list-style-type: none"> * Concepts: human rights and constitution * Issues relating to citizens' rights and personal choices: celebrations of national and international days * Oral traditions and scriptures in major religions in South Africa * Fair play in a variety of sport activities * Concept: nation building 	<ul style="list-style-type: none"> * Concept: constitutional values * Concept: cultural diversity in South Africa * Central teachings of major religions in South Africa * Sport ethics
4	World of work	<ul style="list-style-type: none"> * Importance of reading and studying * Career fields * Simulation of career-related activities * Value and importance of work in fulfilling personal needs and potential 	<ul style="list-style-type: none"> * Different learning styles * Six career categories * Relationship between performance in school subjects and interests and abilities * Decision-making process: steps in choosing career category relating to individual strength; ability; interest and passion 	<ul style="list-style-type: none"> * Time-management skills * Reading and writing for different purposes * Options available after completing Grade 9 * Career and subject choices * Study and career funding providers * Plan for own lifelong learning
5	Physical Education	<ul style="list-style-type: none"> * Sequence of physical activities * Indigenous games that include the concept of invasion * Modified sport * Recreational activities 	<ul style="list-style-type: none"> * Physical activities that promote achievement of movement performance * Target games * Athletic and/or sport activities * Recreational outdoor activities 	<ul style="list-style-type: none"> * Physical activities that promote components of fitness * Individual or team sport * Indigenous games that promote physical activity * Recreational activities

3. Outline of what is to be taught

TOPIC	TERM 1	GRADE 7
WEEKS 1 – 3		Recommended resources
Development of the self in society	Three hours	Textbook; Life skills books and posters
<ul style="list-style-type: none"> • Concept: self-image - Personal strengths and weaknesses - Personal interests and abilities - Strategies to enhance self image through positive actions – respect for self - Strategies to enhance others' self image through positive actions – respect for others 		
Physical Education	Three hours	Textbook; resources on physical activities: movements
<ul style="list-style-type: none"> • Participation in sequence of physical activities: rotation, balance and elevation movements 		
WEEKS 4 – 6		
Social and environmental responsibility	Three hours	Textbook; health books, magazines and brochures
<ul style="list-style-type: none"> • Concept: communicable diseases: - Measles, mumps, tuberculosis, influenza, chickenpox, diarrhoea, malaria, diabetes, HIV and AIDS - Causes of communicable diseases - Prevention strategies - Signs and symptoms of communicable diseases - Treatment options - Resources on health information and health services 		
Physical Education	Three hours	Textbook; resources on physical activities: movements
<ul style="list-style-type: none"> • Participation in sequence of physical activities: rotation, balance and elevation movements • Participation and movement performance in sequence of physical activities: rotation, balance and elevation movements 		
WEEKS 7 & 8		
Constitutional rights and responsibilities	Two hours	Textbook; newspaper articles; Bill of Rights; South African Constitution
<ul style="list-style-type: none"> • Concept: children's rights - Children's rights and responsibilities as stipulated in the South African Constitution - Violations of children's rights 		
Physical Education	Two hours	Textbook; resources on physical activities: movements
<ul style="list-style-type: none"> • Participation in sequence of physical activities: rotation, balance and elevation movements 		
WEEKS 9 & 10		
World of work	Two hours	Textbook; resources on careers and study skills
<ul style="list-style-type: none"> • Importance of reading and studying: - Reading for enjoyment - Reading with understanding 		
Physical Education	Two hours	Textbook; resources on physical activities: movements
<ul style="list-style-type: none"> • Participation in sequence of physical activities: rotation, balance and elevation movements • Participation and movement performance in sequence of physical activities: rotation, balance and elevation movements 		

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 7
WEEKS 1 – 3		Recommended resources
Development of the self in society	Three hours	Textbook; Life skills books; youth magazines
<ul style="list-style-type: none"> • Concept: peer pressure - Different forms of peer pressure - Effects of peer pressure: crime, unhealthy sexual behaviour, bullying and rebellious behaviour - Appropriate responses to pressure – assertiveness skills - Negotiation skills: ability to disagree in constructive ways - Where to find help 		
Physical Education	Three hours	Textbook; resources on indigenous and invasion games
<ul style="list-style-type: none"> • Participation in indigenous games that include the concept of invasion 		
WEEKS 4 & 5		
Constitutional rights and responsibilities	Two hours	Textbook; newspaper articles; Bill of Rights; South African Constitution; resources on religions
<ul style="list-style-type: none"> • Children’s rights: strategies to deal with violations of children’s rights – where to find help • Leadership roles produced in various religions: healer, minister, nun, monk, prophet, scholar and teacher 		
Physical Education	Two hours	Textbook; resources on indigenous and invasion games
<ul style="list-style-type: none"> • Participation and movement performance in indigenous games that include the concept of invasion • Participation in indigenous games that include the concept of invasion 		
WEEKS 6 – 8		
World of work	Three hours	Textbook; resources on careers and career guidance and counselling
<ul style="list-style-type: none"> • Career fields: <ul style="list-style-type: none"> - Qualities relating to each field: interests and abilities - School subjects related to each career field - Work environment and activities in each career field - Opportunities within each career field - Challenges within each career field - Level of schooling – requirements for each career field - Duration of study for each career field - Services and sources for career fields and study information 		
Physical Education	Three hours	Textbook; resources on indigenous and invasion games
<ul style="list-style-type: none"> • Participation in indigenous games that include the concept of invasion • Participation and movement performance in indigenous games that include the concept of invasion 		
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 7
WEEKS 1 – 3		Recommended resources
Development of the self in society	Three hours	Textbook; nutrition, health and sport magazines and brochures
<ul style="list-style-type: none"> • Concept: personal diet and nutrition - Nutritional value of different food groups - Ways to improve nutritional value of own personal diet • Importance of sport for physical development 		
Physical Education	Three hours	Textbook; resources on recreational activities
<ul style="list-style-type: none"> • Participation in recreational activities 		
WEEKS 4 & 5		
Social and environmental responsibility	Two hours	Textbook, resources on health; safety and traffic rules
<ul style="list-style-type: none"> • Informed, responsible decision-making about health and safety: - Compassion for people and animals - Traffic rules relevant to road users 		
Physical Education	Two hours	Textbook; resources on recreational activities
<ul style="list-style-type: none"> • Participation and movement performance in recreational activities • Participation in recreational activities 		
WEEKS 6 – 8		
Constitutional rights and responsibilities	Three hours	Textbook; resources on child safety and protection
<ul style="list-style-type: none"> • Concept: child abuse - Different forms of abuse: emotional, physical, sexual and child trafficking - Effects of abuse on personal and social health and relationships - Strategies to protect oneself and others from abuse - Places of protection and safety – where to find help 		
Physical Education	Three hours	Textbook; resources on recreational activities
<ul style="list-style-type: none"> • Participation in recreational activities • Participation and movement performance in recreational activities 		
WEEK 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 8
WEEKS 1 – 3		Recommended resources
Development of the self in society	Three hours	Textbook; Life skills books
<ul style="list-style-type: none"> • Concepts: self-concept formation and self-motivation - Factors that influence self-concept formation and self-motivation: media, environment, friends and peers, family, culture, religion and community - Positive self talk: <ul style="list-style-type: none"> ○ Individuality and uniqueness ○ Personal achievements 		
Physical Education	Three hours	Textbook; resources on physical activities and movements
<ul style="list-style-type: none"> • Participation in physical activities that promote achievement of movement performance in rotation, balance and elevation 		
WEEKS 4 – 6		
Social and environmental responsibility	Three hours	Textbook; newspaper articles; environmental health books
<ul style="list-style-type: none"> • Local environmental health problems: pollution (air; water and land) - Impact of environmental health problems on personal and community health - Community and individual projects and strategies to prevent and deal with environmental health problems - Various methods of protecting the quality of food and water 		
Physical Education	Three hours	Textbook; resources on physical activities and movements
<ul style="list-style-type: none"> • Participation and movement performance in physical activities that promote achievement of movement performance in rotation, balance and elevation • Participation in physical activities that promote achievement of movement performance in rotation, balance and elevation 		
WEEK 7 & 8		
Constitutional rights and responsibilities	Two hours	Textbooks; newspaper articles; Bill of Rights; South African Constitution
<ul style="list-style-type: none"> Concepts: human rights and constitution - Human rights as stated in the South African constitution - Exercising one's rights in a responsible manner 		
Physical Education	Two hours	Textbook; resources on physical activities and movements
<ul style="list-style-type: none"> • Participation in physical activities that promote achievement of movement performance in rotation, balance and elevation 		
WEEKS 9 & 10		
World of work	Two hours	Textbook; resources on careers and study skills
<ul style="list-style-type: none"> • Different learning styles 		
Physical Education	Two hours	Textbook, resources on physical activities and movements
<ul style="list-style-type: none"> • Participation in physical activities that promote achievement of movement performance in rotation, balance and elevation • Participation and movement performance in physical activities that promote achievement of movement performance in rotation, balance and elevation 		

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 8
WEEKS 1 – 3		Recommended resources
Development of the self in society	Three hours	Textbook; Life skills books
<ul style="list-style-type: none"> • Concept: sexuality - Understanding one's sexuality - Personal feelings that impact on sexuality - Community norms that impact on sexuality - Cultural values that impact on sexuality - Social pressures that impact on sexuality - Problem solving skills: identity formation and development 		
Physical Education	Three hours	Textbook; resources on target games
<ul style="list-style-type: none"> • Participation in target games 		
WEEKS 4 & 5		
Constitutional rights and responsibilities	Two hours	Textbooks; newspaper articles; Bill of Rights; South African Constitution
<ul style="list-style-type: none"> • Issues relating to citizens' rights and personal choices: <ul style="list-style-type: none"> - Celebrations of national and international days <ul style="list-style-type: none"> ○ Human rights, freedom, heritage, reconciliation, workers, women, Africa and Nelson Mandela - Respect for others' rights: <ul style="list-style-type: none"> ○ People with other illnesses and diseases: different disabilities and HIV and AIDS (infected and affected) 		
Physical Education	Two hours	Textbook; resources on target games
<ul style="list-style-type: none"> • Participation and movement performance in target games • Participation in target games 		
WEEKS 6 – 8		
World of work	Three hours	Textbook; resources on careers and career guidance and counselling
<ul style="list-style-type: none"> • Six career categories: investigative, enterprising, realistic, artistic and conventional - Interests and abilities related to each career category - Thinking and learning skills required by each career category - School subjects related to each career category 		
Physical Education	Three hours	Textbook; resources on target games
<ul style="list-style-type: none"> • Participation in target games • Participation and movement performance in target games 		
WEEK 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 8
WEEKS 1 – 3		Recommended resources
Development of the self in society	Three hours	Textbook; Life skills books
<ul style="list-style-type: none"> • Relationships or friendships: <ul style="list-style-type: none"> - Relationships at home, school and in the community - Appropriate ways to initiate a relationship - Appropriate ways to sustain a relationship - Problem-solving skills: appropriate behaviour in a relationship - Communication skills: appropriate ways to end a relationship 		
Physical Education	Three hours	Textbook; resources on athletics and sport
Participation in athletic and/ or sport activities		
WEEKS 4 & 5		
Social and environmental responsibility	Two hours	Textbook; newspaper articles; health magazines
<ul style="list-style-type: none"> • Factors that contribute to substance abuse: personal and social - Appropriate behaviour to stop and avoid substance abuse - Rehabilitation options 		
Physical Education	Two hours	Textbook; resources on athletics and sport
<ul style="list-style-type: none"> • Participation in athletic and/ or sport activities • Participation and movement performance in athletic and/ or sport activities 		
WEEKS 6 & 7		
Constitutional rights and responsibilities	Two hours	Textbook; newspaper articles; resources on religions and sport
<ul style="list-style-type: none"> • Oral traditions and scriptures in major religions in South Africa • Fair play in a variety of sport activities 		
Physical Education	Two hours	Textbook; resources on athletics and sport
<ul style="list-style-type: none"> • Participation in athletic and/ or sport activities 		
WEEKS 8 – 10		
World of work	Three hours	Textbook; resources on careers and career guidance and counselling
<ul style="list-style-type: none"> • Relationship between performance in school subjects and interests and abilities: <ul style="list-style-type: none"> - Types of learning activities related to different subjects: practical, theoretical, individual or group activities - Demands of each subject: thinking and learning skills required • Decision-making process: <ul style="list-style-type: none"> - Steps in choosing career category relating to individual strength, ability, interest and passion 		
Physical Education	Three hours	Textbook; resources on athletics and sport
<ul style="list-style-type: none"> • Participation in athletic and/ or sport activities • Participation and movement performance in athletic and/ or sport activities 		

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. Project	2. PET	

TOPIC	TERM 4	GRADE 8
WEEKS 1 & 2		Recommended resources
Development of the self in society	Two hours	Textbook; resources on nutrition
<ul style="list-style-type: none"> • Factors that influence choice of personal diet: ecological, social, economic, cultural and political 		
Physical Education	Two hours	Textbook; resources on recreational activities
<ul style="list-style-type: none"> • Participation in recreational outdoor activities 		
WEEKS 3 – 5		
Social and environmental responsibility	Three hours	Textbook; newspaper articles; health and safety books
<ul style="list-style-type: none"> • Health and safety issues related to violence: <ul style="list-style-type: none"> - Common acts of violence at home, school and in the community - Impact of violence on individual and community health and safety - Alternatives to violence: problem-solving skills – managing conflict - Protecting oneself and others from acts of violence – where to find help: <ul style="list-style-type: none"> ○ National health and/or safety promotion programmes ○ Importance of the programmes 		
Physical Education	Three hours	Textbook; resources on recreational activities
<ul style="list-style-type: none"> • Participation and movement performance in recreational outdoor activities • Participation in recreational outdoor activities 		
WEEKS 6 – 8		
Constitutional rights and responsibilities	Three hours	Textbook; newspaper articles
<ul style="list-style-type: none"> • Concept: nation building <ul style="list-style-type: none"> - Different ways to promote nation building - Contributions of women and men towards nation building: individuals and groups 		
Physical Education	Three hours	Textbook; resources on recreational activities
<ul style="list-style-type: none"> • Participation in recreational outdoor activities • Participation and movement performance in recreational outdoor 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. End-of-year examination	2. PET	

TOPIC	TERM 1	GRADE 9
WEEKS 1 – 4		Recommended resources
Development of the self in society	Four hours	Textbook; Life skills books
<ul style="list-style-type: none"> • Goal-setting skills: personal lifestyle choices - Influence of media, environment, friends and peers, family, culture, religion and community on personal lifestyle choices - Appropriate responses to influences on personal lifestyle choices: <ul style="list-style-type: none"> ○ Informed decision-making skills – choice between good and bad influences ○ Assertiveness skills – acting with confidence and firmly on the right decision 		
Physical Education	Four hours	Textbook; resources on physical fitness activities
<ul style="list-style-type: none"> • Participation in physical activities that promote components of fitness 		
WEEKS 5 – 7		
Constitutional rights and responsibilities	Three hours	Textbook; newspaper articles; South African Constitution
<ul style="list-style-type: none"> • Concept: constitutional values - Role models for upholding constitutional values: parents and leaders in the society - Applying these values in one's daily life 		
Physical Education	Three hours	Textbook; resources on physical fitness activities
<ul style="list-style-type: none"> • Participation and movement performance in physical activities that promote components of fitness • Participation in physical activities that promote components of fitness 		
WEEKS 8 – 10		
World of work	Three hours	Textbook; resources on study skills
<ul style="list-style-type: none"> • Time-management skills: accountability in carrying out responsibilities • Reading and writing for different purposes: <ul style="list-style-type: none"> - Keeping a journal; summarising and improving reading and writing skills 		
Physical Education	Three hours	Textbook; resources on physical fitness activities
<ul style="list-style-type: none"> • Participation in physical activities that promote components of fitness 		

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 9
WEEKS 1 – 4		Recommended resources
Development of the self in society	Four hours	Textbook; Life skills books
<ul style="list-style-type: none"> • Sexual behaviour and sexual health: <ul style="list-style-type: none"> - Factors that influence personal behaviour: media, social and economic - Unhealthy sexual behaviour - Unwanted results of unhealthy sexual behaviour: teenage pregnancy, sexually transmitted infections (STIs), HIV and AIDS, low self-image and emotional scars - Appropriate responses to influences on personal behaviour: <ul style="list-style-type: none"> ○ Abstinence ○ Change of behaviour 		
Physical Education	Four hours	Textbook; resources on sport
<ul style="list-style-type: none"> • Participation in individual or team sport • Participation and movement performance in individual or team sport 		
WEEKS 5 – 7		
Social and environmental responsibility	Three hours	Textbook; resources on environmental health
<ul style="list-style-type: none"> • Concept: environmental health <ul style="list-style-type: none"> - Laws and policies to protect environmental health - Earth Day <ul style="list-style-type: none"> ○ Honouring Earth Day – ways of being kinder to Earth 		
Physical Education	Three hours	Textbook; resources on sport
<ul style="list-style-type: none"> • Participation in individual or team sport 		
WEEK 8		
World of work	One hour	Textbook; resources on careers
<ul style="list-style-type: none"> • Options available after completing Grade 9 		
Physical Education	One hour	Textbook; resources on sport
<ul style="list-style-type: none"> • Participation and movement performance in individual or team sport 		
WEEKS 9 & 10		
EXAMINATIONS		

Formal Assessment:		
1. Mid-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 3	GRADE 9
WEEKS 1 – 4		Recommended resources
World of work	Four hours	Textbook; resources on careers and career guidance and counselling
<ul style="list-style-type: none"> • Career and subject choices: <ul style="list-style-type: none"> - NCS subjects in Grades 10, 11 and 12 - Careers related to different subjects - Qualities relating to different careers and subjects: strengths and weaknesses; interests and abilities - Decision-making skills: steps in choosing subjects relating to: <ul style="list-style-type: none"> ○ one's interests and abilities ○ one's career of interest 		
Physical Education	Four hours	Textbook; resources on indigenous games
<ul style="list-style-type: none"> • Participation in indigenous games that promote physical activity 		
WEEKS 5 – 8		
Social and environmental responsibility	Four hours	Textbook; newspaper articles; resources on volunteerism
<ul style="list-style-type: none"> • Concept: volunteerism - Individual and community responsibility: <ul style="list-style-type: none"> ○ Different types of volunteer activities: helping those less privileged; assisting those affected and infected by HIV and AIDS and other terminal illnesses - Different types of volunteer organisations <ul style="list-style-type: none"> ○ Contributions of community-based organisations to social health and development 		
Physical Education	Four hours	Textbook; resources on indigenous games
<ul style="list-style-type: none"> • Participation and movement performance in indigenous games that promote physical activity • Participation in indigenous games that promote physical activity 		
WEEKS 9 & 10		
Constitutional rights and responsibilities	Two hours	Textbook; newspaper articles; resources on religions and sport
<ul style="list-style-type: none"> • Central teachings of major religions in South Africa • Sport ethics 		
Physical Education	Two hours	Textbook; resources on indigenous games
<ul style="list-style-type: none"> • Participation in indigenous games that promote physical activity • Participation and movement performance in 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. Project	2. PET	

TOPIC	TERM 4	GRADE 9
WEEKS 1 – 3		Recommended resources
World of work	Three hours	Textbook; resources on careers
<ul style="list-style-type: none"> • Study and career funding providers • Plan for own lifelong learning: <ul style="list-style-type: none"> - Goal-setting for lifelong learning 		
Physical Education	Three hours	Textbook; resources on recreational activities
<ul style="list-style-type: none"> • Participation in recreational activities 		
WEEKS 4 – 6		
Constitutional rights and responsibilities	Three hours	Textbook; resources on different cultures; newspaper articles
<ul style="list-style-type: none"> • Concept: cultural diversity in South Africa <ul style="list-style-type: none"> - Diverse cultural norms and values in South Africa - Influence of cultural norms and values on individual behaviour; attitude and choices – cultural expectations, practices and traditions - Recognition of diverse cultures to enrich South African society - Respect difference: culture, religion and gender - Celebrate similarity 		
Physical Education	Three hours	Textbook; resources on recreational activities
<ul style="list-style-type: none"> • Participation and movement performance in recreational activities • Participation in recreational activities 		
WEEKS 7 & 8		
Development of the self in society	Two hours	Textbook; newspaper articles
<ul style="list-style-type: none"> • Challenging situations: trauma and crisis • Causes of trauma and crises • Problem-solving and decision-making skills: strategies to respond to emotions in challenging situations 		
Physical Education	Two hours	Textbook; resources on recreational activities
<ul style="list-style-type: none"> • Participation in recreational activities • Participation and movement performance in recreational 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. End-of-year examination	2. PET	

4. Assessment in Life Orientation

4.1 Guidelines for good assessment practices in Life Orientation

Assessment in Life Orientation is a continuous planned process of identifying, gathering and interpreting information about the learners' performance.

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

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

- a. Daily or informal assessment tasks
- b. Formal assessment 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. It is done during and after the teaching and learning process. The teacher may choose any of the following as a daily assessment task: a short class test, a discussion, a practical demonstration, a mind map, debate, role-play, an interview, design and make, short homework task, worksheets, group work, individual record keeping, oral and written presentation.

The teacher does not have to mark each of these performances, but can guide learners to assess their own performance or that of peers with relevant assessment tools such as a memorandum for tests, or a checklist for an observation exercise. The use of 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.

4.2 Number of formal assessment tasks per term and mark allocation

In the Formal Programme of Assessment for Life Orientation learners are expected to complete four internal tasks per grade. Each formal assessment task must be 100 marks per term, which will consist of 80 marks for written work and 20 marks for Physical Education. The four internal tasks make up 100% of the total mark out of 400 for each of Grades 7, 8 and 9.

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

Term	Grade 7 Tasks	Grade 8 Tasks	Grade 9 Tasks	Marks	
				For recording per term	For reporting per term
1	Other task	Other task	Other task	80	100
	PET	PET	PET	20	
2	Mid-year examination	Mid-year examination	Mid-year examination	80	100
	PET	PET	PET	20	
3	Project	Project	Project	80	100
	PET	PET	PET	20	
4	End-of-year examination	End-of-year examination	End-of-year examination	80	100
	PET	PET	PET	20	
	Total			400	400

4.3 Nature of internal tasks

4.3.1 Project

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

The topic and nature of the project will be determined by the content covered according to the annual teaching plan. Learners 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.

4.3.2 Design and making, case study, assignment and test

The list provides forms of assessment that will serve as **other task** in Grades 7, 8 and 9. 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 across the grades.

4.3.2.1 Design and making

Design and making involves the production of the actual product using creative processes to achieve a certain competency. *Making* is the end product of a design. The task will require of the learner to design, make and write. Learners are required to show an understanding of knowledge gained and the application of knowledge and skills. The focus will be determined by the content covered according to the annual teaching plan. The teacher will provide learners with resources and information required to deliver the task.

Examples:

- Make a collage or poster that describes your own personal diet: dietary habits and nutritional value.
- Describe yourself by using pictures, photos, drawings and text on your poster: goals relating to personal lifestyle and future career.

4.3.2.2 Assignment

The assignment will allow for a more holistic assessment of knowledge, skills and values and their application in different contexts. It will be a problem-solving exercise with clear guidelines of a specified length: it is less open-ended than the project. The task must be shorter than a project. The focus will be determined by the content covered according to the annual teaching plan. The teacher will provide learners with resources and information required to deliver the task.

4.3.2.3. Case study

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

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. They will incorporate more than one type of question and focus more on the *application of knowledge* in an integrated. The end-of-year examination will cover the work done throughout the year.

Outline for examinations

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

The paper will consist of three sections. Total for examination: **80 Marks**

Section A: 25 marks	Section B : 35 marks	Section C: 20 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, what, why, multiple choice, matching columns 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 10-mark questions will be set of which learners will be expected to answer TWO.</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 or examine an issue. • Each question will focus on the specific information 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
40%	lower order	Levels 1 & 2	What? Why? Who? List
40%	middle order	Levels 3 & 4	Discuss, Explain, Describe
20%	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/ project/ case study/ assignment/ design and make. The nature of the task and the knowledge, skills and values that are to be assessed will provide guidance on the type of marking memorandum. Provision must be made in the marking memorandum or guideline for the learner's own interpretation of the questions. Examples of assessment tools that are appropriate to assess learner performance in Life Orientation are the marking memorandum or guideline, criteria checklist, rubric or matrix.

4.3.5 Physical Education

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. It also aims to develop learners' confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation. These, together with the nurturing of positive values and attitudes in PE, provide a good foundation for learners' lifelong and life-wide learning.

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

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

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

Assessment Tool for Physical Education

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 15.				
FREQUENCY OF PARTICIPATION DURING PHYSICAL EDUCATION PERIODS (15 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-9% = 2 marks 10-15% = 3 marks	16-19% = 4 marks 20-25% = 5 marks 26-29% = 6 marks 30-35% = 7 marks	36-39% = 8 marks 40-45% = 9 marks 46-49% = 10 marks 50-59% = 11 marks	60-69% = 12 marks 70-79% = 13 marks 80-89% = 14 marks 90-100% = 15 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 two times 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 then divide by (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 15 for participation and a mark out of 5 for movement performance at the end of each term, that is, four lists for each of Grades 7, 8 and 9. The number of PE periods per term will depend on the Department of Basic Education school calendar for the year.

	TERM 1	1. Frequency of participation (15 marks) PE periods per term (P1= period 1)								2. Movement performance (5 marks)				TOTAL FOR TERM
		Learners' Names	P1	P2	P3	P4	P5	P6	%	Marks 15	1 st Observation	2 nd Observation	Total marks 10	
1.														
2.														
3.														
4.														
5.														
6.														