



# **basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **Curriculum and Assessment Policy Statement: Technical Occupational**

**Year 1 – 4**

**LIFE SKILLS:**

**PHYSICAL EDUCATION**

PUBLIC COMMENT

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## SECTION 1:

### INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT: TECHNICAL OCCUPATIONAL

#### 1.1 Background

The South African Constitution, Act 108 of 1996, enshrines the right of every child to access quality basic education without there being any form of discrimination. There are learners participating in the General Education and Training Band who have an interest and talent in applied knowledge and in technical and vocational skills subjects which are currently not available in the National Curriculum Statement, Grades R to 12 (2011). This cohort of learners should be given an opportunity to achieve a formal qualification or recognition of achievement towards a qualification that is related to any vocational and occupational learning within their area of interest and aptitude.

This Subject Statement has been developed to respond more effectively to the needs of these learners who have been identified and assessed through the protocols approved by the Department of Basic Education and who will benefit from curriculum content that is aligned to the Senior Phase of the National Curriculum Statement at a more applied and functional level in accordance with their interest and aptitude.

It is critical, that through differentiated methodologies, the learners enrolled for this qualification will be able to progress with regard to applied competencies, even where they might not be able to attain the minimum theoretical requirements of the respective grades of the senior phase. There should always be high expectations for all learners and the necessary scaffolding and learning support to master foundational competencies (language and numeracy) relevant to the specific subject, so that they are in a position to demonstrate the practical competencies that they have mastered which will make it possible for them to progress to further education and training pathways.

The learning programme will be structured in such a way that it would adequately prepare learners to progress onto the academic, technical vocational or technical occupational pathways of the Further Education and Training Band, albeit with endorsement. It will also enable learners across the range of competencies and aptitudes to obtain a recognised and accredited qualification or certificate of attainment.

The programme aims at contributing to the ideal of education to produce learners who will function **meaningfully** and **effectively** in the society, be able to enter future **careers** and be equipped to meet the requirements of the **economy** (local and global).

## 1.2 Overview

Through the policy document the Minister of Basic Education will be able to prescribe the minimum norms and standards for technical occupational education in the General Education and Training band.

The following legal framework will be adhered to:

- (i) National Curriculum Statement, Grades R to 12 (2011) together with the National Protocol for Assessment and the National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement, Grades R to 12;
- (ii) Draft Technical Vocational Subject Statements listed in the Draft General Certificate of Education: Technical Occupational, a Qualification at Level 1 on the National Qualification Framework;
- (iii) General and Further Education and Training Quality Assurance Act, 2001 (Act No.58 of 2001); the General and Further Education and Training Amendment Act, 2008 (Act No 50 of 2008); the NQF Act, 2008 (Act no 67 of 2008) and the Continuing Education and Training Act, 2006 as amended by Act No 3 of 2012 and Act No 1 of 2013;
- (iv) The General and Further Education and Training Qualifications Sub- Framework (August 2013);
- (v) Standards and quality assurance for General and Further Education and Training (June 2008, Revised April 2013);
- (vi) Policy and regulations pertaining to the conduct, administration and management of assessment for the General Education and Training Certificate in Skills and Vocational Training: A qualification at Level 1 on the National Qualification Framework (NQF);
- (vii) Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);

- (viii) The United Nations Convention on the Rights of Persons with Disabilities adopted by the United Nations General Assembly on 13 December 2006 and ratified by the South African parliament on 5 June 2007;
- (ix) The White Paper on the Rights of Persons with Disabilities, 2015;
- (x) Section 11 of the Children's Act (2007);
- (xi) Chapter 5, section 76 of the Children's Act as amended (2007);
- (xii) Umalusi's Quality Assurance of Assessment: Directives, Guidelines and Requirements;
- (xiii) Skills Development Act, 1998 (Act 97 of 1998); and
- (xiv) Assessment Policy for Qualifications and Part Qualifications on the Occupational Qualifications Sub-Framework (OQSF), 2014 of the QCTO.

### **1.3. General Aims of the Technical Occupational Curriculum**

- (a) The National Curriculum Statement, Grades R to 9 gives expression to the knowledge, skills and values worth learning in South African schools. The Technical Occupational Curriculum aims to ensure that learners, irrespective of their abilities, have the opportunity to develop competences for meeting challenges and taking up opportunities in the fast changing 21st century and are also guided to apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives, including the demands of the fourth industrial revolution. Sustaining development-relevance in the face of constant and rapid change requires curricula to be lifelong learning systems in their own right, capable of constant self-renewal and innovation.
- (b) The curriculum 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;
  - Promoting critical thinking, creativity and innovation, communication, collaboration, information, media and ICT literacies, flexibility and adaptability, initiative and self-direction, social and cross-cultural, productivity and accountability, leadership and responsibility and life-long learning;
  - Facilitating the transition of learners from education institutions to the workplace;

- Providing employers with a sufficient profile of a learner's competences.
  - Being sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, 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.
- (c) The curriculum 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 the 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 set high, achievable standards in all subjects;
  - Progression: content and context of each grade shows progression from simple to complex; and
  - Human rights, inclusivity, environmental, gender and social justice and equality: infusing the principles and practices of social justice and human rights as defined in the Constitution of the Republic of South Africa as well as the greening of the economy.
- (d) 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. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, School-based Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Responding to Learner Diversity in the Classroom (2011), as well as the Standard Operating Procedures for Accommodations in Assessment (2016).

### 1.3.1. The aims of the General Certificate of Education: Technical Occupational

The specific aims of the qualification are to:

- Give recognition to learners who would meet the requirements and achieve the competencies as specified in the Exit Level Outcomes and associated Assessment Criteria as set out in the GFETQSF along differentiated pathways;
- Provide a foundation of quality, standardised general education which will suit the needs of these learners and help prepare them for life after school and enable them to access particular employment or occupational workplace-based learning. It may also enable the learners to access a vocational qualification at a Technical and Vocational Education Training College;
- Promote Lifelong learning to enable learners to continue with further learning and skills development in the workplace;
- Prepare learners to function better in a fully inclusive society and workplace; and
- Provide employers with a profile of the learner's competence.

Learners successfully completing the qualification will be able to:

- Identify, select, understand and apply knowledge to the intended purpose and identify solutions to problems in the field of study;
- Demonstrate the necessary applied knowledge and skills identified for competence in a subject, as specified in the subject statement;
- Demonstrate knowledge and skills gained for purpose of formal communication and basic numerical operations;
- Have the ability to apply knowledge and skills in changing contexts;
- Reflect on their learning in order to promote an interest in learning and further study; and
- Demonstrate basic entrepreneurial skills that will enable them to create their own work and business opportunities in the contexts in which they live.



#### 1.4. Subjects and Time Allocation

Instructional Time for the Technical Occupational Learning Programmes is 27½ hours in a five-day cycle

Subjects		Time	
<b>General Education</b>			
<b>Languages</b> (Home Language and First Additional Language)		3 Hours for Home Language	
All 11 official languages (Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Siswati, Sesotho, Setswana, Sepedi, Tshivenda, Xitsonga)		2 hours for First Additional Language	
<b>Mathematics</b>		3 hours	
<b>Life Skills</b>	Personal and Social Well-being (including aspects of Life Orientation, Social Sciences and Economic and Management Sciences)	2½ hours	6 hours
	Physical Education	1 hour	
	Creative Arts	1 hour	
	Natural Sciences	1½ hours from year 2 onwards  This time to be used in year 1 to support Languages and Mathematics	
<b>Information Communication Technology</b>			
ICT is a compulsory subject for all learners. It can be offered either as a stand-alone or integrated across various subjects. If offered as a stand-alone a school may use time allocated to the Technical Occupational programme. ICT does not count towards the qualification but is a necessary life-long skill. ICT is not to be confused with the Technical Occupational Subject "Office Administration" which is an elective.			



The table below proposes the learner progression across the years at a School of Skills.

Year 1 Minimum of 1 year of orientation	Year 2	Year 3	Year 4
<p><b>Base Line Assessment for Language and Mathematics</b></p> <p>➤ <b>Intervention (ISP)</b></p> <p><b>General Education:</b></p> <ul style="list-style-type: none"> <li>• Home Language</li> <li>• FAL</li> <li>• Mathematics</li> <li>• Life Skills:               <ul style="list-style-type: none"> <li>✓ Personal Social Wellbeing</li> <li>✓ Physical Education</li> <li>✓ Creative Arts</li> </ul> </li> </ul> <p>➤ <u>ICT Enrichment</u></p> <p><b>Technical Occupational</b> Minimum 2 x SKILLS Across the year</p> <p><b>Post Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Analyse results</b></li> </ul> <p>Progress to Year 2 with appropriate support for Languages and Mathematics</p>	<p><b>General Education:</b></p> <ul style="list-style-type: none"> <li>• Home Language</li> <li>• FAL</li> <li>• Mathematics</li> <li>• Life Skills:               <ul style="list-style-type: none"> <li>✓ Personal Social Wellbeing</li> <li>✓ Physical Education</li> <li>✓ Creative Arts</li> <li>✓ Natural Sciences</li> </ul> </li> </ul> <p>➤ <u>ICT Enrichment</u></p> <p><b>Technical Occupational</b> Minimum of 1 Skill</p>	<p><b>General Education:</b></p> <ul style="list-style-type: none"> <li>• Home Language</li> <li>• FAL</li> <li>• Mathematics</li> <li>• Life Skills:               <ul style="list-style-type: none"> <li>✓ Personal Social Wellbeing</li> <li>✓ Physical Education</li> <li>✓ Creative Arts</li> <li>✓ Natural Sciences</li> </ul> </li> </ul> <p>➤ <u>ICT Enrichment</u></p> <p><b>Technical Occupational</b> Minimum of 1 Skill</p>	<p><b>General Education:</b></p> <ul style="list-style-type: none"> <li>• Home Language</li> <li>• FAL</li> <li>• Mathematics</li> <li>• Life Skills:               <ul style="list-style-type: none"> <li>✓ Personal Social Wellbeing</li> <li>✓ Physical Education</li> <li>✓ Creative Arts</li> <li>✓ Natural Sciences</li> </ul> </li> </ul> <p>➤ <u>ICT Enrichment</u></p> <p><b>Technical Occupational</b> Minimum of 1 Skill</p> <p>GCE: TO Qualification Or Certificate of Achievement</p> <p>(External exam- results verified / moderated)</p>

**Note:**

*Year One is an orientation year and learners must be exposed to a minimum of two occupational skills so that they can select a skill with which they will continue from Year Two. Schools that offer more than the minimum two skills in Year One may adapt the Annual Teaching Plan for Year One to accommodate their rotation system to expose learners to more skills e.g. schools may offer a skill per term for Terms 1, 2 and 3 and learners then select the skill they will specialise in and start it in Term 4. It is important that learners in Year One experience the core competencies of the skills so that an informed choice can be made.*

*Years Two, Three and Four are the critical years for learners. It is important that learners are exposed to all the Topics and Specific Aims per selected Occupational skill, acknowledging that not all learners will be successful in all of these.*

## SECTION 2:

### INTRODUCTION TO PHYSICAL EDUCATION

#### 2.1 What is Physical Education?

Physical Education is part of a selection of study areas that make up the Life Skills Learning Programme as specified for the GCE Technical Occupational qualification. It develops learners' physical well-being and knowledge of movement and safety. It encourages learners to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. During engagement in this study area, learners will develop motor skills and participate in a variety of physical activities.

#### 2.2 The focus of assessment within the PET falls into two broad categories: **participation** and **movement performance**. (See assessment section)

#### 2.3 Specific Aims:

The Physical Education (PE) component aims to develop learners' physical wellbeing and knowledge of movement and safety. 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.

#### 2.4 Requirements for Physical Education as a subject

##### 2.4.1 Time Allocation

The total number of hours allocated for Physical Education as part of the Life Skills Learning Programme is 1 hour in a five-day cycle.

The table below provides the time allocated and mark weighting for the different study areas.

Study Areas	Time allocation per week	Time allocation per year and % weighting			
		Year 1	Year 2	Year 3	Year 4
Personal Well-being	2½ hours	100 hours 60%	100 hours 50%	100 hours 50%	75 hours 50%
<b>Physical Education</b>	<b>1 hour</b>	<b>40 hours 20%</b>	<b>40 hours 15%</b>	<b>40 hours 15%</b>	<b>30 hours 15%</b>
Creative Arts	1 hour	40 hours 20%	40 hours 15%	40 hours 15%	30 hours 15%
Natural Sciences	1½ hours	x	60 hours 20%	60 hours 20%	45 hours 20%
Total	4 ½ hours Y1 6 hours Y2-4	180 hours	240 hours	240 hours	180 hours
Weeks		40	40	40	30- No new work in term 4

The Physical Education Task (PET) is administered across all four school terms in Years 1-3 and terms 1 - 3 for year 4. Learners are expected to participate in a Physical Education period once a week, which is timetabled to take place in a fixed period, labeled **Physical Education** on the school timetable. Learner participation and movement performance in the Physical Education task (PET) will be assessed and reported in each term.

#### 2.4.2 Resources

- Substitute facilities mentioned with available resources or facilities to address the content at an appropriate level.
- Caps Gr. R – 9
- Magazines and Newspapers
- ICT
- Basic First Aid kit

- Policies
- Human Resources
- Physical Resources
- Other
- Different equipment e.g. balls, hurdles, bean bags, etc.

#### 2.4.3 Infrastructure, equipment and finances

Schools must ensure that teachers have the necessary infra-structure, equipment and financial resources for quality teaching and learning.

#### **Finances:**

##### Budget and inventory

A budget must be allocated for the subject. The amount will be determined by the number of learners taking the subject across all the years and the nature of the practical work required as stipulated in the curriculum. The budget needs to be revised annually and must consider all resources needed per year. The funding must make provision for maintenance of equipment and the replacement over the years.

A stock inventory must be maintained by the teacher and verified annually by a Senior Management Team member.

#### 2.5 Career opportunities

The subject aims to prepare all learners for the world of work by developing social skills and sportsmanship

### SECTION 3:

#### OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

##### 3.1 Content overview

Years 1-2	Year 3 - 4
<ul style="list-style-type: none"><li>• Different ways to loco mote, rotate, elevate and balance, using various parts of the body with control</li><li>• A variety of modified invasion games</li><li>• Rhythmic movements with focus on posture</li><li>• Basic track and field athletics and swimming activities</li><li>• Safety measures</li></ul>	<ul style="list-style-type: none"><li>• Physical fitness programme to develop particular aspects of fitness</li><li>• A variety of striking and fielding games</li><li>• Rhythmic patterns of movement with coordination and control</li><li>• Refined sequences emphasizing changes of shape, speed and direction through gymnastic actions</li><li>• Safety measures</li></ul>



The table provides examples of possible physical education activities that can be presented across years 1-4

<b>Field and track</b>	<b>Invasion and target</b>	<b>Movement sequences</b>	<b>Safety measures</b>
<ul style="list-style-type: none"> <li>Field athletics: adapted shot put, discus, javelin, long jump, high jump</li> <li>Track athletics: sprints, middle and long distances and relays.</li> </ul>	<ul style="list-style-type: none"> <li>Netball/basketball</li> <li>Soccer</li> <li>Rugby</li> <li>Hockey</li> <li>Tennis</li> <li>Indigenous or community games</li> </ul>	<ul style="list-style-type: none"> <li>Gymnastic sequences which combine two or more of the following movements: running, walking, jumping, hopping, skipping</li> </ul>	<ul style="list-style-type: none"> <li>Clothing and footwear</li> <li>Surface of the play</li> <li>Use and condition of apparatus</li> <li>Warm up and cool down</li> <li>Basic First-aid</li> <li>Water safety</li> <li>Spacing of learners during activities</li> <li>Following instructions</li> </ul>
<p><b>Fitness activities and aspects of fitness</b></p> <ul style="list-style-type: none"> <li>Aerobics: aquatics, stepping, spinning</li> <li>Walking/ running/ swimming/ cycling programmes</li> <li>Flexibility, power, speed, endurance</li> </ul>	<p><b>Striking and fielding Games</b></p> <ul style="list-style-type: none"> <li>Modified: cricket, baseball, volleyball</li> <li>Indigenous or community games</li> </ul>	<p><b>Rhythmic movements</b></p> <ul style="list-style-type: none"> <li>Aerobics</li> <li>Rhythmic gymnastics with or without hand apparatus.</li> <li>Traditional dance patterns</li> </ul>	

**IMPORTANT:** Schools may choose any activities that suits them given their context. Teachers can adapt and add their own activities.

### 3.2 Content outline per term

#### Year 1 and 2 Term 1

WEEK	TOPIC	CONTENT <b>The learner is able to:</b>	<b>Techniques, activities, resources and process notes</b>
1 - 3	Fitness Sport Games	Demonstrate the following: <ul style="list-style-type: none"> <li>• Fitness:               <ul style="list-style-type: none"> <li>• Athletics – Crouch start- Starting command: On your marks...get set...go! 50 m sprint; running in lanes.</li> <li>• Cardio vascular fitness - Rounders</li> </ul> </li> <li>• Sport:               <ul style="list-style-type: none"> <li>○ Cricket – Batting</li> <li>○ Tennis- Forehand and backhand shots</li> <li>○ Swimming- Confidence exercises, breathing, kicking, gliding, buoyancy.</li> </ul> </li> <li>• Games:               <ul style="list-style-type: none"> <li>•Athletic games, such as relay games (loco motor) jumps and throws</li> <li>•Games that include rotation, elevation and balance. (Individual)</li> <li>•Water activities that promote confidence</li> <li>•Mini cricket</li> <li>•Tennis set</li> </ul> </li> </ul>	Textbooks  Resources on sport and games  Athletic- and swimming-, tennis-, cricket, water techniques

4 - 5	Fitness Sport Games	Demonstrate the following: <ul style="list-style-type: none"> <li>• Fitness:             <ul style="list-style-type: none"> <li>○ Athletics – Relay running, long jump, high jump.</li> <li>○ Cardiovascular fitness: Paarlaf</li> </ul> </li> <li>• Sport:             <ul style="list-style-type: none"> <li>○ Tennis - Serve and follow-through; volley</li> <li>○ Swimming- Arm strokes: Free style and backstroke</li> <li>○ Cricket - Fielding and bowling</li> </ul> </li> <li>• Games:             <ul style="list-style-type: none"> <li>○ Athletic games- relay running</li> <li>○ Games that include rotation, elevation and balance. (Partners)</li> <li>○ Water activities that promote confidence</li> <li>○ Mini cricket; circle dodge ball</li> <li>○ Tennis set</li> </ul> </li> </ul>	Textbooks Resources on sport and games Athletic- and swimming-, tennis-, cricket, water techniques
6 - 8	Fitness Sport Games	Demonstrate the following: <ul style="list-style-type: none"> <li>• Fitness:             <ul style="list-style-type: none"> <li>○ Athletics – Middle distance running, cross country, running</li> </ul> </li> <li>• Sport:             <ul style="list-style-type: none"> <li>○ Cricket - Wicket keeper and field placing</li> <li>○ Tennis - Serve and follow-through; volley</li> </ul> </li> </ul>	Textbooks Resources on sport and games Athletic-, cricket and netball techniques

		<ul style="list-style-type: none"> <li>○ Swimming – Races</li> <li>○ Netball – catching and passing</li> <li>○ Basketball - dribble</li> <li>○ Games: <ul style="list-style-type: none"> <li>○ Athletic games</li> <li>○ Games that include rotation, elevation and balance. (Groups)</li> <li>○ Water activities – giant steps, dive to fetch colour disks, ring-a-ring-a-Rosie</li> <li>○ Mini cricket – relay running</li> <li>○ Tennis Set</li> <li>○ Obstacle course (elements of locomotion, rotation, balance, elevation)</li> <li>○ Circle dodge ball: relay races, free tag, catch your partner, shuttle relay</li> </ul> </li> </ul>
9 - 10	Formal Assessment	<p><b>Criterion 1:</b> Frequency of participation during Physical Education periods: 20 marks</p> <p><b>Criterion 2:</b> Outcome of movement, performance: 10 marks (see Assessment Tool for Physical Education)</p>

**Year 1 and 2 Term 2**

WEEK	TOPIC	CONTENT <b>The learner is able to:</b>	<b>Techniques, activities, resources and process notes</b>
1 - 3	Fitness Sport Games	Demonstrate the following: <ul style="list-style-type: none"> <li>• Fitness:               <ul style="list-style-type: none"> <li>○ Running; agility; speed; power, strength and flexibility</li> </ul> </li> <li>• Sport:               <ul style="list-style-type: none"> <li>○ Netball - Catching and passing</li> <li>○ Hockey- Grip and dribble</li> <li>○ Soccer - passing</li> <li>○ Basketball - Dribble and dodging</li> <li>○ Rugby- Passing Games</li> </ul> </li> <li>• Obstacle course</li> <li>• Jockeys and horses;               <ul style="list-style-type: none"> <li>○ Potato relay.</li> </ul> </li> </ul>	Textbooks Resources on safety, sport and games Athletic-, swimming-, tennis-, cricket, water techniques Obstacle course
4 - 5	Fitness Sport Games	Practise the following: <ul style="list-style-type: none"> <li>• Fitness:               <ul style="list-style-type: none"> <li>○ Running- jogging; agility- running zigzag; speed- 50 sprint; power-running on the spot, strength- squad jumps, press-ups, etc.; and flexibility – stretching all body regions</li> </ul> </li> </ul>	Textbooks Resources on sport and games Athletic-, swimming-, tennis-, cricket, water techniques

		<ul style="list-style-type: none"> <li>• Sport: <ul style="list-style-type: none"> <li>○ Netball-shooting</li> <li>○ Hockey- Passing</li> <li>○ Soccer- Trapping</li> <li>○ Basketball- Passing</li> <li>○ Rugby- Kicking</li> <li>○ Volleyball- Passing Games</li> </ul> </li> <li>• Obstacle course</li> <li>• Cranes and crows, keep the basket full, Mr Wolf, traditional games etc.</li> </ul>	
6 - 8	<p>Fitness</p> <p>Sport</p> <p>Games</p>	<p>Demonstrate the following:</p> <ul style="list-style-type: none"> <li>• Fitness: <ul style="list-style-type: none"> <li>○ Running- jogging; agility- running zigzag; speed- 50 sprint; power-running on the spot, strength- squad jumps, press-ups, etc.; and flexibility – stretching all body parts</li> </ul> </li> <li>• Sport: <ul style="list-style-type: none"> <li>○ Netball - Positions and tactics</li> <li>○ Hockey - Striking at goal, Grip and dribble</li> <li>○ Soccer - stop of the ball, dribble and passing</li> <li>○ Basketball – Shooting, Lay-up</li> <li>○ Rugby - Punting</li> </ul> </li> <li>○ Obstacle course</li> </ul>	<p>Textbooks</p> <p>Resources on sport and games</p> <p>Netball-, Hockey-, Soccer- and Rugby Techniques</p>

		<ul style="list-style-type: none"> <li>○ Games <ul style="list-style-type: none"> <li>○ Mini soccer, mini basketball, mini hockey, touch rugby, mini netball (Open skill application)</li> <li>○ Catch the tigers tail; horse and cart, chase your partner, cops and robbers etc.</li> </ul> </li> </ul>
9 - 10	Assessment	<p>Criterion 1:</p> <p>Frequency of participation during Physical Education periods: 20 marks</p> <p>Criterion 2:</p> <p>Outcome of movement, performance: 10 marks</p> <p>(see Assessment Tool for Physical Education)</p>

**Year 1 and 2 Term 3**

WEEK	TOPIC	CONTENT <b>The learner is able to:</b>	<b>Techniques, activities, resources and process notes</b>
1 - 3	Fitness  Sport	Demonstrate the following: <ul style="list-style-type: none"> <li>• Fitness:                             <ul style="list-style-type: none"> <li>○ Running- Cardiovascular fitness-lap running</li> </ul> </li> <li>• Sport:                             <ul style="list-style-type: none"> <li>○ Netball - Running into spaces</li> <li>○ Hockey- Striking</li> <li>○ Soccer- Heading</li> <li>○ Basketball- tactics</li> <li>○ Rugby- Scrumming/ line-out</li> <li>○ Gymnastics- floor movements</li> </ul> </li> </ul>	Textbook  Resources on safety  Rhythmic
4 - 5	Fitness  Sport	Demonstrate and apply the following: <ul style="list-style-type: none"> <li>• Fitness:                             <ul style="list-style-type: none"> <li>○ Running- jogging; agility- running zigzag; speed- 50 sprint; power-running on the spot, strength- squad jumps, press-ups, etc.; and flexibility – stretching all body regions</li> </ul> </li> <li>• Sport:</li> </ul>	Textbook  Resources on safety  Rhythmic



		<ul style="list-style-type: none"> <li>○ Netball - Catching and passing</li> <li>○ Hockey- Grip and dribble</li> <li>○ Soccer- dribble and passing</li> </ul>	
6 - 8	<p>Fitness:</p> <p>Sport</p> <p>Games</p>	<p>Demonstrate the following:</p> <ul style="list-style-type: none"> <li>• Fitness: <ul style="list-style-type: none"> <li>○ Circuit training</li> </ul> </li> <li>○ Sport: <ul style="list-style-type: none"> <li>○ Netball – Catching and passing</li> <li>○ Hockey- Grip and dribble</li> <li>○ Soccer- dribble... passing</li> <li>○ Basketball- Lay-up</li> <li>○ Rugby- Punting, Passing and kicking</li> <li>○ Gymnastics- vaulting, pyramids - skipping</li> </ul> </li> <li>○ Games: <ul style="list-style-type: none"> <li>○ Obstacle course</li> <li>○ Mini soccer, mini basketball, mini hockey, touch rugby, mini netball</li> <li>○ Rotten egg</li> <li>○ Follow the leader, rope skipping games</li> </ul> </li> </ul>	<p>Textbook</p> <p>Resources on safety</p> <p>Rhythmic</p>

9 - 10	Formal Assessment	<p><b>Criterion 1:</b> Frequency of participation during Physical Education periods: 20 marks</p> <p><b>Criterion 2:</b> Outcome of movement, performance: 10 marks (see Assessment Tool for Physical Education)</p>
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Year 1 and 2 Term 4

WEEK	TOPIC	CONTENT <b>The learner is able to:</b>	Techniques, activities, resources and process notes
1 - 3	Fitness Sport Games	<p>Demonstrate and practise the following:</p> <ul style="list-style-type: none"> <li>• Fitness:               <ul style="list-style-type: none"> <li>○ Athletics – Crouch start- Starting command: On your marks...get set...go! 50 m sprint; running in lanes.</li> <li>○ Cardio vascular fitness- circuit training</li> </ul> </li> <li>○ Sport:               <ul style="list-style-type: none"> <li>○ Cricket - Batting- forward defensive; backward defensive</li> <li>○ Tennis</li> <li>○ Volley ball</li> <li>○ Swimming - Arm and leg actions with various swimming styles, i.e. free style, backstroke etc.</li> </ul> </li> <li>• Games:               <ul style="list-style-type: none"> <li>○ Bull in the ring</li> <li>○ Athletic games</li> <li>○ Mini cricket</li> </ul> </li> </ul>	Textbook Resources on safety Athletic activities

		<ul style="list-style-type: none"> <li>⊖ Tennis set; tunnel crawls</li> </ul>	
4 - 5	Fitness Sport Games	Demonstrate and practise the following: <ul style="list-style-type: none"> <li>• Fitness:               <ul style="list-style-type: none"> <li>○ Athletics – Relay running, long jump, high jump.</li> <li>○ Cardiovascular fitness: Paarlauf</li> </ul> </li> <li>• Sport:               <ul style="list-style-type: none"> <li>○ Cricket - Fielding and bowling</li> <li>○ Gymnastics - Rhythmic with hand apparatus</li> <li>○ Tennis - Serve and follow-through; volley</li> <li>○ Swimming - Arm strokes: Free style and backstroke</li> </ul> </li> <li>• Games:               <ul style="list-style-type: none"> <li>○ Water activities that promote confidence</li> <li>○ Athletic games - relay running</li> <li>○ Mini cricket</li> <li>⊖ Tennis set</li> </ul> </li> </ul>	Textbook Resources on safety Athletic activities
6 - 8	Fitness	Demonstrate and participate in the following: <ul style="list-style-type: none"> <li>• Fitness:</li> </ul>	Textbook

	<p>Sport</p> <p>Games</p>	<ul style="list-style-type: none"> <li>○ Athletics – Middle distance running, cross country running.</li> <li>• Sport: <ul style="list-style-type: none"> <li>○ Cricket - Wicket keeper and field placing</li> <li>○ Gymnastics: Agility, floor exercise</li> <li>○ Tennis - Serve and follow-through;</li> <li>○ Volley ball</li> <li>○ Swimming – Races, treading</li> </ul> </li> <li>• Games: Athletic games <ul style="list-style-type: none"> <li>○ Water activities- giant steps, dive to fetch colour disks; ring-a- ring- a-Rosie</li> <li>○ Mini cricket</li> <li>○ Tennis set; catch the dragon's tail</li> <li>○ Obstacle course</li> <li>○ Circle dodge ball, relay races, free tag, catch your partner, shuttle relay</li> </ul> </li> </ul>	<p>Resources on safety</p> <p>Athletic activities</p>
9 - 10	Formal Assessment	<p><b>Criterion 1:</b></p> <p>Frequency of participation during Physical Education periods: 20 marks</p> <p><b>Criterion 2:</b></p> <p>Outcome of movement, performance: 10 marks</p> <p>(see Assessment Tool for Physical Education)</p>	

Year 3 - 4 Term 1

WEEK	TOPIC	CONTENT <b>The learner is able to:</b>	Techniques, activities, resources and process notes
1 - 3	Fitness Sport Games	Demonstrate the following: <ul style="list-style-type: none"> <li>• Fitness:               <ul style="list-style-type: none"> <li>○ Athletics – Sprinting- crouch start; relay running- overhand take over of relay baton</li> <li>○ Cardio vascular fitness- Lap running, time trials; shuttle relay; rope skipping</li> </ul> </li> <li>• Sport:               <ul style="list-style-type: none"> <li>○ Cricket - Batting and bowling; fielding; field placing</li> <li>○ Tennis- Forehand and backhand shots: Grip and foot positions</li> <li>○ Swimming- Breaststroke, arms and legs action</li> </ul> </li> <li>• Games:               <ul style="list-style-type: none"> <li>○ Athletic games</li> <li>○ Water safety and rescues principles</li> <li>○ Mini cricket</li> <li>○ Tennis set</li> </ul> </li> </ul>	Textbook Resources on safety Resources on athletic activities
4 - 5	Fitness Sport Games	Practise the following: <ul style="list-style-type: none"> <li>• Fitness: (First Aid theory)               <ul style="list-style-type: none"> <li>○ Athletics – Sprinting 80 m: relay running- (1) fastest starter (2) bend runner (3)</li> </ul> </li> </ul>	Textbook Resources on safety Resources on movement sequences

		<p>back straight (4) fastest finisher.</p> <ul style="list-style-type: none"> <li>○ Circuit training in station</li> <li>• Sport: <ul style="list-style-type: none"> <li>○ Cricket – Fielding, Wicket keeping and bowling</li> <li>○ Tennis - Foot positions for forehand and backhand respectively</li> <li>○ Swimming - Backstroke – arms and leg action</li> </ul> </li> <li>• Games: <ul style="list-style-type: none"> <li>○ Athletic games</li> <li>○ Water activities: Relays: Medley.</li> <li>○ Mini cricket</li> <li>○ Tennis set</li> <li>○ Traditional games</li> </ul> </li> </ul>	
6 - 8	<p>Fitness</p> <p>Sport</p> <p>Games</p>	<p>Demonstrate the following:</p> <ul style="list-style-type: none"> <li>• Fitness: (First aid Practical's) <ul style="list-style-type: none"> <li>○ Running- jogging; agility- running zigzag; speed- 50 sprint; power-running on the spot, strength- squad jumps, press-ups, etc.; and flexibility – stretching all body regions; rope skipping</li> <li>○ Athletics – Field items: Long jump; high jump</li> <li>○ Cardio vascular fitness- Shuttle relay</li> </ul> </li> <li>• Sport: <ul style="list-style-type: none"> <li>○ Cricket - Catching a high ball</li> <li>○ Gymnastics: Rhythmic with/ without hand apparatus</li> </ul> </li> </ul>	<p>Textbook</p> <p>Resources on safety</p> <p>Resources on movement sequences</p>

		<ul style="list-style-type: none"> <li>○ Tennis- Forehand and backhand shots</li> <li>○ Swimming- Butterfly stroke arm action and dolphin kick; Water activities- safety</li> <li>○ Mini cricket</li> <li>○ Rhythmic Gymnastics</li> </ul>
9 - 10	Assessment	<p><b>Criterion 1:</b></p> <p>Frequency of participation during Physical Education periods: 20 marks</p> <p><b>Criterion 2:</b></p> <p>Outcome of movement, performance: 10 marks</p> <p>(see Assessment Tool for Physical Education)</p>



Year 3 - 4 Term 2

WEEK	TOPIC	CONTENT <b>The learner is able to:</b>	Techniques, activities, resources and process notes
1 - 3	Fitness Sport Games	Demonstrate and participate in the following: <ul style="list-style-type: none"> <li>• Fitness:               <ul style="list-style-type: none"> <li>○ Running- Jogging; agility- shuttle relay; speed- 50m sprints; power-squad jumps, strength- press-ups and flexibility- sit and reach</li> </ul> </li> <li>• Sport:               <ul style="list-style-type: none"> <li>○ Netball- Catching and passing</li> <li>○ Hockey- Grip and dribble</li> <li>○ Soccer- passing</li> <li>○ Basketball- Dribble and dodging</li> <li>○ Rugby- Passing</li> <li>○ Gymnastics: Floor Sequences</li> </ul> </li> <li>• Games:               <ul style="list-style-type: none"> <li>○ Obstacle course</li> <li>○ Chase your partner, cops and robbers etc.</li> </ul> </li> </ul>	Textbook Resources on safety, games and sport
4 - 5	Fitness Sport	Demonstrate the following: <ul style="list-style-type: none"> <li>• Fitness:</li> </ul>	Textbook Resources on safety, games and sport

	Games	<ul style="list-style-type: none"> <li>○ Running- jogging; agility- running zigzag; speed- 50 sprint; power-running on the spot, strength- squad jumps, press-ups, etc.; and flexibility – stretching all body regions</li> <li>• Sport: <ul style="list-style-type: none"> <li>○ Netball -Tactics</li> <li>○ Hockey- corner</li> <li>○ Soccer- Trapping</li> <li>○ Basketball- Passing</li> <li>○ Rugby- scrum and line-out</li> <li>○ Volleyball- Passing</li> </ul> </li> <li>• Games: <ul style="list-style-type: none"> <li>○ Gymnastics- Agility</li> <li>○ Obstacle course</li> <li>○ Cranes and crows, keep the basket full, Mr. Wolf, traditional games etc.</li> </ul> </li> </ul>	Resources on movement sequences
6 - 8	Fitness Sport Games	<p>Demonstrate the following:</p> <ul style="list-style-type: none"> <li>• Fitness: <ul style="list-style-type: none"> <li>○ Circuit training: stations, running into backline, sit ups, squad jumps, press ups, burpees</li> </ul> </li> <li>• Sport: <ul style="list-style-type: none"> <li>○ Netball- Positions and tactics, catching and passing</li> <li>○ Hockey- Striking at goal</li> <li>○ Soccer- Goal keeping/ Striking, grip and dribble</li> <li>○ Basketball- Shooting, lay-up</li> </ul> </li> </ul>	Textbook Resources on safety, games and sport Resources on movement sequences

		<ul style="list-style-type: none"> <li>○ Rugby- Punting , passing and kicking</li> <li>○ Gymnastics- Forward/backward roll, rhythmic</li> <li>● Games: <ul style="list-style-type: none"> <li>○ Obstacle course</li> <li>○ Mini soccer; mini basketball; mini hockey, touch rugby, mini netball (Open skill application)</li> <li>○ Cops and robbers</li> </ul> </li> </ul>
9 - 10	Assessment	<p>Criterion 1:</p> <p>Frequency of participation during Physical Education periods: 20 marks</p> <p>Criterion 2:</p> <p>Outcome of movement, performance: 10 marks</p> <p>(see Assessment Tool for Physical Education)</p>

Year 3 - 4 Term 3

WEEK	TOPIC	CONTENT <b>The learner is able to:</b>	Techniques, activities, resources and process notes
1 - 3	Fitness Sport Games	Demonstrate the following: <ul style="list-style-type: none"> <li>• Fitness:               <ul style="list-style-type: none"> <li>○ Running- Cardiovascular fitness- lap running; Paarlauf; shuttle relay</li> </ul> </li> <li>• Sport:               <ul style="list-style-type: none"> <li>○ Netball - Defence</li> <li>○ Hockey- Goal keeping</li> <li>○ Soccer- Heading/ trapping</li> <li>○ Basketball- Passing</li> <li>○ Rugby- Scrumming/ line-out</li> <li>○ Gymnastics- Rhythmic</li> </ul> </li> <li>• Games:               <ul style="list-style-type: none"> <li>○ Shuttle relay games</li> <li>○ Mini netball, mini-hockey; mini soccer; touch rugby; mini-basketball etc. as open skill application</li> <li>○ Indigenous games; volleyball; softball etc.</li> </ul> </li> </ul>	Textbook Resources on safety, games and sport Resources on movement sequences
4 - 5	Fitness Sport	Demonstrate and participate in the following: <ul style="list-style-type: none"> <li>• Fitness</li> </ul>	Textbook Resources on safety

	Games	<ul style="list-style-type: none"> <li>○ Athletics – Sprinting 80 m: relay running- (1) fastest starter (2) bend runner (3) back straight (4) fastest finisher.</li> <li>○ Cardio vascular fitness- Lap running- time trials</li> <li>• Sport: <ul style="list-style-type: none"> <li>○ Cricket - Fielding- defensive and attacking</li> <li>○ Tennis- Foot positions for forehand and backhand respectively</li> <li>○ Swimming- Strokes- arm and leg actions</li> </ul> </li> <li>• Games: <ul style="list-style-type: none"> <li>○ Athletic games</li> <li>○ Games that include rotation, elevation and balance. (partners)</li> <li>○ Water activities that promote confidence</li> <li>○ Mini cricket</li> <li>○ Tennis sets</li> <li>○ Traditional games</li> </ul> </li> </ul>	Resources on movement sequences
6 - 8	Fitness Sport Games	<p>Demonstrate and participate in the following:</p> <ul style="list-style-type: none"> <li>• Fitness: <ul style="list-style-type: none"> <li>○ Circuit training</li> </ul> </li> <li>• Sport: <ul style="list-style-type: none"> <li>○ Netball- Catching and passing</li> <li>○ Hockey- Grip and dribble</li> <li>○ Soccer- dribble... passing</li> <li>○ Basketball- Lay-up</li> <li>○ Rugby- Passing and kicking</li> </ul> </li> </ul>	Textbook Resources on safety Resources on movement sequences Video of traditional dances

		<ul style="list-style-type: none"> <li>○ Gymnastics- Agility/ rhythmic, floor sequence</li> <li>• Games: <ul style="list-style-type: none"> <li>○ Obstacle course</li> <li>○ Mini netball, mini-hockey; mini soccer; touch rugby; mini-basketball etc. as open skill application</li> <li>○ Gymnastics: Pyramids, traditional dance</li> </ul> </li> </ul>
9 - 10	Assessment	<p>Criterion 1:</p> <p>Frequency of participation during Physical Education periods: 20 marks</p> <p>Criterion 2:</p> <p>Outcome of movement, performance: 10 marks</p> <p>(see Assessment Tool for Physical Education)</p>

**Year 3 Term 4 (No PE in Year 4 Term 4. These periods will be used for REVISION of External Examination subjects)**

WEEK	TOPIC	CONTENT <b>The learner is able to:</b>	Techniques, activities, resources and process notes
1 - 3	Fitness Sport Games	Demonstrate the following: <ul style="list-style-type: none"> <li>• Fitness:               <ul style="list-style-type: none"> <li>○ Athletics – Crouch start- Starting command: On your marks...get set...go! 80 m sprint.</li> <li>○ Cardio vascular fitness- circuit training</li> </ul> </li> <li>• Sport:               <ul style="list-style-type: none"> <li>○ Cricket-Batting</li> <li>○ Gymnastics: Safety and support/assistance</li> <li>○ Tennis-Ground shots hand ball</li> <li>○ Swimming - Safety precautions</li> </ul> </li> <li>• Games:               <ul style="list-style-type: none"> <li>○ Water activities that promotes water safety</li> <li>○ Athletic games</li> <li>○ Mini cricket</li> <li>○ Tennis set, T. Ball.</li> </ul> </li> </ul>	Textbook Resources on safety Resources on athletic activities

4 - 5	Fitness Sport Games	Practise the following:  Fitness: <ul style="list-style-type: none"> <li>○ Athletics – Relay running, long jump, high jump. Cardiovascular fitness: Paarlauflauf</li> </ul> <ul style="list-style-type: none"> <li>• Sport:             <ul style="list-style-type: none"> <li>○ Cricket - Field placing</li> <li>○ Gymnastics: Agility</li> <li>○ Tennis-Serve and follow-through; volley</li> <li>○ Swimming-Front crawl and backstroke and other swimming strokes</li> </ul> </li> <li>• Games             <ul style="list-style-type: none"> <li>○ Athletic games- relay running</li> <li>○ Water activities that promote confidence</li> <li>○ Mini cricket</li> <li>○ Tennis set</li> </ul> </li> </ul>	Textbook Resources on safety Resources on athletic activities
6 - 8	Fitness Sport Games	Practise and demonstrate the following:  <ul style="list-style-type: none"> <li>• Fitness:             <ul style="list-style-type: none"> <li>○ Athletics – Middle distance running, cross country running.</li> </ul> </li> <li>• Sport:             <ul style="list-style-type: none"> <li>○ Cricket - Wicket keeper and field placing</li> <li>○ Gymnastics: Agility, hand stand, head stand</li> <li>○ Tennis- Serve and follow-through;</li> <li>○ Volley ball, volleying and digging</li> </ul> </li> </ul>	Textbook Resources on safety Resources on athletic activities



		<ul style="list-style-type: none"> <li>○ Swimming- Races</li> <li>○ Netball – catching and passing</li> <li>○ Hockey – grip and dribble</li> <li>○ Soccer – dribble and passing</li> <li>○ Basketball – lay up</li> <li>○ Rugby – passing and kicking</li> <li>● Games: <ul style="list-style-type: none"> <li>○ Athletic games</li> <li>○ Water activities- giant steps, dive to fetch colour disks; ring-a- ring- Rosie</li> <li>○ Mini cricket</li> <li>○ Tennis set: Dwarf</li> </ul> </li> </ul>
9 - 10	Formal Assessment	<p><b>Criterion 1:</b> Frequency of participation during Physical Education periods: 20 marks</p> <p><b>Criterion 2:</b> Outcome of movement, performance: 10 marks (see Assessment Tool for Physical Education)</p>

Year 4 Term 4

WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
1-4		Use time to do revision on External Examination subjects	
5-10		<b>Learners write External Examination in other subjects.</b>	

## SECTION 4

### ASSESSMENT

#### 4.1 Introduction

This section on assessment *standardises* the recording and reporting processes for the Technical Occupational Curriculum and Assessment Policy Statement that is offered in schools that offer this learning programme. It also provides a policy framework for the management of school-based assessment and school assessment records.

It is critically required of teachers to offer all measures of differentiated assessment as outlined in Chapter 9 of the National Protocol for Assessment. Especially learners in special schools who follow the Technical Occupational Curriculum over a period of four years have diverse learning styles and support needs. Since a learner or learners may be functioning on different levels, the assessment / recording / reporting system must make provision to reflect the level(s) of each learner. Each learner, regardless of his/her number of years in the school, must have access to the standard of assessment best suited to his/her needs. The learner's *abilities* determine what will be expected of him/her and the *pacing* of instruction must accommodate each individual learner within a framework of high expectations (See Chapter 9 of the National Protocol for Assessment).

Learners are also eligible for Accommodations and Concessions as outlined in the Standard Operating Procedures for the Assessment of Learners who Experience Barriers to Assessment from Grade R to 12 (2017).

All decisions related to differentiated assessment are made through completing the protocols as outlined in the Policy on Screening, Identification, Assessment and Support (2014) and recorded and tracked through the Individual Support Plans of learners.

#### 4.2 Assessment Principles

##### 4.2.1 Definition

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment is a process that measures individual learners' attainment of knowledge (content and concepts) and skills by collecting, analysing and interpreting the data and information obtained from this process to:

- Enable the teacher to judge a learner's progress in a reliable way;
- Inform learners of their strengths, weaknesses and progress; and
- Assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of learners.

Assessment should be mapped against the content, skills, intended aims and topics specified in the learning programme. In both informal and formal assessments, it is important to ensure that in the course of a school year:

- All of the topics and content are covered;
- The full range of skills is included; and
- A variety of different forms of assessment are used.

#### **4.2.2 Informal Assessment or Daily Assessment**

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can assess their performance in the tasks. Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. **The results of daily, informal assessment tasks are not taken into account for progression, promotion and certification purposes.**

Informal, on-going assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to the formal tasks in the Programmes of Assessment.

### 4.2.3 Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal Assessment Tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment Tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained. Formal assessment tasks form part of a year-long formal Programme of Assessment.

#### a. Why use a Formal Assessment task?

“**Formal Assessment Task (assessment of learning)**” – is a systematic way of assessment used by teachers to determine how well learners are progressing in a level and in a particular subject.

#### b. What is a Formal Assessment Task?

It is a set of questions and or instructions that learners need to respond to. A task may consist of a range of activities. A formal task must be valid, fair and reliable and must cover sufficient knowledge and or skills to report on the learners' progress.

Teachers must ensure that assessment criteria are very clear to the learners before the assessment process commences. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses. Feedback should be provided to the learners after assessment and could take the form of whole-class discussion or teacher-learner interaction. Examples of formal assessments include projects, oral presentations, simulations, performances, tests, examinations, practical demonstrations, etc. The **forms of assessment** used should be appropriate to the age and the developmental level of the learners as well as the context of the subject or skills being assessed. The assessment tasks should be carefully designed to cover the topic, content and or skills of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed.

Practical Assessment Tasks allow for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed in a written format, e.g. test or examination.

### **Assessment in the General Certificate of Education: Technical Occupational (GCE: TO)**

Assessment in the GCE: TO is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the learner by addressing:
  - Social adjustment and responsibility;
  - Moral accountability and ethical work orientation;
  - Economic participation; and
  - Nation-building.

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international values and acquired competencies and skills so as to ensure the recognition of the qualification to be attained.

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving skills to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate learners' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.
- **Portability**

To enable learners to transfer parts of a qualification from one learning institution and/or employer to another institution or employer.
- **Articulation**

To allow for vertical and horizontal mobility in the education system when pre-requisites for accreditation have been successfully completed.
- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a learner possesses the capabilities specified in each skills area.
- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

  - Clearly stating the skill to be assessed;
  - Selecting the appropriate or suitable evidence;
  - Matching the evidence with a compatible or appropriate method of assessment; and
  - Selecting and constructing an instrument(s) of assessment.
- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.
- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any learner. The following could constitute unfairness in assessment:

  - Inequality of opportunities, resources or teaching and learning approaches;
  - Bias based on ethnicity, race, gender, age, disability or social class;
  - Lack of clarity regarding topic, content or skill being assessed; and

- Comparison of learner's work with that of other learners, based on learning styles and language.

- **Practicability and cost-effectiveness**

To integrate assessment practices within the teaching and learning process and strive for cost and time-effective assessment.

### 4.3 Managing Assessment

#### Assessor Requirements

Assessors must be subject specialists with adequate formal assessment experience. If the teacher conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments for the qualification.

#### Types of Assessment

Assessment benefits the learner and the teacher. It informs learners about their progress and helps teachers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

- **Baseline assessment:** At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that learners bring to the classroom. This knowledge assists teachers to plan learning programmes and learning activities.
- **Diagnostic assessment:** This assessment diagnoses the nature and causes of barriers to learning experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for learners requiring specialist help.
- **Formative assessment (Informal Assessment):** This assessment monitors and supports teaching and learning. It determines learners' strengths and weaknesses and provides feedback on progress. It determines if a learner is ready for summative assessment.
- **Summative assessment (Formal Assessment)** This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.



## Planning Assessment

An assessment plan should cover three main processes:

- **Collecting evidence:** The assessment plan indicates which learning programme topics, content and skills will be assessed, what assessment method or activity will be used and when this assessment will be conducted.
- **Recording:** The process of recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.
- **Reporting:** All the evidence is put together in a report to deliver a decision for the subject.

## Methods of Assessment

Methods of assessment refer to who carries out the assessment and includes teacher assessment, self-assessment, peer assessment and group assessment.

<b>TEACHER ASSESSMENT</b>	The Teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>SELF-ASSESSMENT</b>	Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
<b>PEER ASSESSMENT</b>	Learners assess another student or group of learners' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>GROUP ASSESSMENT</b>	Learners assess the individual performance of other learners within a group or the overall performance of a group of learners against given criteria.

**Task lists** and **checklists** show the learners what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the learner has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

**Rubrics** are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

### **Competence Descriptions**

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a learner must demonstrate to achieve each level of the rating scale. When teachers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a topic or skill. The relevant content must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

### **Strategies for Collecting Evidence**

A number of different assessment instruments may be used to collect and record evidence.

Examples of instruments that can be (adapted and) used in the classroom include:

**Record sheets:** The teacher observes learners working in a group. These observations are recorded in a summary table at the end of each task. The teacher can design a record sheet to observe learners' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

**Checklists:** Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

### **School Assessment Programme**

The **Programme of Assessment** is designed to spread formal assessment tasks in all subjects in a school across a term.

**The programme of assessment should be recorded in the Teacher's planning file (Portfolio of Assessment) for each subject.**

**The following should at least be included in the Teacher's File:**

- A contents page;

- The formal schedule of assessment;
- The requirements for each assessment task;
- The tools used for each assessment task;
- Recording instrument(s) for each assessment task; and
- A mark sheet and report for each assessment task.

**The learner's Evidence of Performance must at least include:**

- A contents page;
- The assessment tasks according to the assessment programme as indicated below;
- The assessment tools or instruments for the task; and
- A record of the marks (and comments) achieved for each task.

Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

## Formal Assessment Requirements

In the Formal Programme of Assessment for Physical Education record will be kept of the learners' participation per period (20 marks), and will be assessed on movement performance twice a term (2x5 marks). (See Assessment Tool for Physical Education)

**When recording and reporting on learner performance in Physical Education, Year 1 - 4 the following marks are applicable:**

Term	Year 1	Year 2	Year 3	Year 4	Marks per term	
					Recording	Reporting
1	Participation 20	Participation 20	Participation 20	Participation 20	<b>20</b>	<b>100</b>
	Movement 5 Movement 5	Movement 5 Movement 5	Movement 5 Movement 5	Movement 5 Movement 5	<b>10</b>	
2	Participation 20	Participation 20	Participation 20	Participation 20	20	<b>100</b>
	Movement 5 Movement 5	Movement 5 Movement 5	Movement 5 Movement 5	Movement 5 Movement 5	<b>10</b>	
3	Participation 20	Participation 20	Participation 20	Participation 20	20	<b>100</b>
	Movement 5 Movement 5	Movement 5 Movement 5	Movement 5 Movement 5	Movement 5 Movement 5	<b>10</b>	
4	Participation 20	Participation 20	Participation 20	Revision on External Examination	20	<b>100</b>
	Movement 5 Movement 5	Movement 5 Movement 5	Movement 5 Movement 5	Subjects	<b>10</b>	
<b>Total</b>						<b>400</b>

## Assessment Tool for Physical Education

The assessment tool for learner performance in the two criteria of the task:	Limited	Adequate	Proficient	Excellent
<p><b>CRITERION 1:</b></p> <p><b>Divide</b> number of times a learner participated by number of PE periods and multiply by 20.</p>				
<p><b>FREQUENCY OF PARTICIPATION DURING PHYSICAL EDUCATION PERIODS</b></p> <p><b>(20 marks)</b></p>				
<p><b>CRITERION 2:</b></p> <p>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.</p> <p>Allocate a mark out of five (5) for each of the two observations, total out of ten (10)</p>				
<p><b>OUTCOME OF MOVEMENT PERFORMANCE</b></p> <p><b>(10 marks)</b></p>	<p>Very clumsy and/or ineffective – movements do not produce the desired outcome at all</p> <p>(0 -1 mark)</p>	<p>Requires further attention and refinement – lapses in movements which do not always produce the desired outcome</p> <p>(2 -3 marks)</p>	<p>Efficient, effective and appropriate – movements mostly produce the correct desired outcome</p> <p>(4 marks)</p>	<p>Exceptional level of skill – movements always produce the desired outcome</p> <p>(5 marks)</p>

Please note: The above instrument is used nationally but teachers can adapt it to suit the Schools' context.

## Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skill. Records of learner performance should provide evidence of the learner's progression. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- Learners' names;
- Dates of assessment;
- Name and description of the assessment activity;
- The results of assessment activities, according to Subject; and
- Comments for support purposes.

Teachers report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the table below. Recording is a process in which the teacher documents the level of a learner's performance. Teachers record the actual raw marks against the task using a record sheet. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

Note: The seven-point scale should have clear descriptions that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

## Codes and percentages for reporting

Rating code	Description of competence	Percentage	Nature of support provided to learners
7	Outstanding achievement	80 – 100	Independent
6	Meritorious achievement	70 – 79	Independent, verbal cues needed
5	Substantial achievement	60 – 69	Minimum support
4	Adequate achievement	50 – 59	Moderate support
3	Moderate achievement	40 – 49	Maximum support (Physical / Verbal)
2	Elementary achievement	30 – 39	Goals to be revisited – Change of direction required.
1	Not achieved	0 – 29	Little / no interest shown in the activity despite maximum support

All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process. The school assessment policy determines the details of how record books must be completed. Schools are required to provide quarterly feedback to parents on the Programme of Assessment, using a formal reporting tool, such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.

### NOTE:

Criterion referencing is best used to describe learner's performance in a skill. Teachers must make use of suitable analytical rubrics when assessing a learner's competence for a specific skill using practical demonstrations.

### Progression and Promotion:

Learners will progress with age cohort in this Phase (Year 1-4). Where a learner does not meet the minimum requirements to be promoted to the next year then a learner may spend one extra year in the phase (Year 1-4) to strengthen their ability to achieve the qualification.

## **4.4 Moderation of Assessment**

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation must be implemented at school, district, and provincial levels as required. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. The Formal School Based Assessment and the practical assessment tasks must be moderated by the relevant subject specialists at the district and, if required, provincial levels in consultation with the moderators at school.

Moderation serves five purposes:

1. It must ascertain whether subject content and skills have been sufficiently covered.
2. The moderator must ensure that the correct balance of cognitive demands are reflected in the assessments.
3. The assessments and marking are of an acceptable standard and consistency.
4. The moderator must make judgements about the comparability of learner performance across schools; whilst recognising that teachers teach in different ways.
5. The subject specialist/moderator must identify areas in which a teacher may need development and support and must ensure that this support is provided.

### **4.4.1 Internal moderation**

Assessment must be moderated according to the internal moderation policy of the School, Provincial and National Departments. Moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of topics and skills and maintains these across the learning programmes.

### **4.4.2 External moderation**

External moderation is conducted by the Districts and or Provincial offices, Department of Basic Education, Umalusi and, where relevant, the QCTO. The external moderator:

- Monitors and evaluates the standard of all summative assessments;
- Maintains standards by exercising appropriate influence and control over assessors;
- Ensures proper procedures are followed;
- Ensures summative integrated assessments are correctly administered;



- Observes a minimum sample of 12 summative assessments in total;
- Gives written feedback to the relevant quality assessor; and
- Moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

Moderation is therefore an on-going process and not a once-off end-of-year event.

#### **4.5 General**

This document should be read in conjunction with:

- White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*; and (NPPPPR) (2011);
- *National Protocol for Assessment Grades R – 12. (NPA) (2011)*;
- *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011)*;
- *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013)*;
- *Policy on Screening, Identification, Assessment and Support (2014)*;
- *Guidelines for Full-service/Inclusive Schools (2010)*; and
- *Standard Operating Procedures for Assessment of Learners who Experience Barriers to Assessment (2016)*.