



## **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:**

## **PERSONAL AND SOCIAL WELLBEING**

PUBLIC COMMENT

## **CONTENT**

### **SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT: TECHNICAL OCCUPATIONAL**

- 1.1 Background
- 1.2 Overview
- 1.3 General aims of the Technical Occupational Curriculum
- 1.4 Subjects and Time allocation

### **SECTION 2: INTRODUCTION TO LIFE SKILLS**

- 2.1 What is Life Skills?
- 2.2 Topics to be studied in Life Skills
- 2.3 Specific Aims:
- 2.4 Requirements for Life Skills as a subject
  - 2.4.1 Time Allocation
  - 2.4.2 Resources
  - 2.4.3 Infrastructure, equipment and finances
- 2.5 Career opportunities

### **SECTION 3: OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS**

- 3.1 Content overview per Year
- 3.2 Content outline per term (Annual Teaching Plan)

### **SECTION 4: ASSESSMENT IN LIFE SKILLS**

- 4.1 Introduction
- 4.2 Assessment Principles
- 4.3 Managing Assessment
- 4.4 Moderation of Assessment
- 4.5 General

## **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	
General Education			
<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.			

Subjects	Time
<b>Technical Occupational: Electives</b>	
Agricultural Studies Art and Crafts Civil Technology: Bricklaying and Plastering Civil Technology: Plumbing Civil Technology: Woodworking and Timber Consumer Studies: Food Production Consumer Studies: Sewing Early Childhood Development Electrical Technology: Electrical Hospitality Studies Mechanical Technology: Body Works: Panel Beating and or Spray Painting Mechanical Technology: Motor Mechanics Mechanical Technology: Sheet Metal Work Mechanical Technology: Welding Mechanical Technology: Maintenance Office Administration Personal Care: Ancillary Health Care Personal Care: Beauty and Nail Technology Personal Care: Hairdressing Service Technology: Upholstery Wholesale and Retail	13½ hours
Total: General and Occupational	27½

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 LIFE SKILLS

#### 2.1 What is Life Skills?

**Personal and Social Well-being** is part of a selection of study areas that make up the Life Skills Learning Programme as specified for the GCE: Technical Occupational qualification. Life Skills deals with the holistic development of the learner. It equips learners with knowledge, skills and values that assist them to achieve their full physical, intellectual, personal, emotional and social potential. The subject encourages learners to acquire and practise life skills that will assist them to become independent and effective in responding to life's challenges and to play an active and responsible role in society. The subject aims to develop learners through four different, but interrelated study areas, that is, **Personal and Social Well-being**, Physical Education, Creative Arts and Natural Sciences. This subject guides and prepares learners for life and its possibilities and equips them for meaningful and successful living in a rapidly changing and transforming society.

#### 2.2 Topics to be studied in Life Skills: Personal and Social Well-being,

The Life Skills curriculum contains the following subjects and related topics in Year 1 - 4:

##### 1) Personal and Social Well-being

- 1.1) Development of the self in society
- 1.2) Health, social and environmental responsibility
- 1.3) Constitutional rights and responsibilities
- 1.4) World of work

##### 2) Economic and Management Sciences

- 2.1) The economy
- 2.2) Financial Literacy
- 2.3) Entrepreneurship

##### 3) Social Sciences

- 3.1) History
  - 3.1.1) Democracy and citizenship in South Africa
  - 3.1.2) The History of South Africa
- 3.2) Geography

3.2.1) People and places

3.2.2) Human Settlement(s)

3.2.3) Human Activities

The material dealt within the subject is related to the issues covered within the other four study areas of the subject. Owing to the interrelated and holistic nature of the subject, the four study areas of Life Skills function interdependently and are considered to be of equal importance. The time spent on each subject area will vary and should not be used as a measure of the importance of the subject.

## 2.3 Specific Aims:

The subject Life Skills aims to:

- 1) guide learners to achieve their full physical, intellectual, personal, emotional and social potential;
- 2) teach learners to exercise their constitutional rights and responsibilities and to respect the rights of others;
- 3) guide learners to make informed and responsible decisions about their health and environment;
- 4) develop creative, expressive and innovative individuals;
- 5) develop skills such as self-awareness, problem-solving, interpersonal relations, leadership, decision-making, and effective communication;
- 6) allow learners to enjoy the health benefits of exercise and develop social skills through participation in Physical Education;
- 7) develop learners to have an interest in and enjoyment of the study of the past;
- 8) develop learners who are curious about the world they live in;
- 9) assist learners to identify resources to satisfy needs and wants through entrepreneurial activities; and
- 10) equip learners with real life skills which contribute to personal development and economic growth.

## 2.4 Requirements for Life Skills as a subject

### 2.4.1 Time Allocation

The total number of hours allocated for **Personal and Social Well-being** as part of the Life Skills Learning Programme is 2½ hours 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
<b>Personal Well-being</b>	<b>2½ hours</b>	<b>100 hours</b> <b>60%</b>	<b>100 hours</b> <b>50%</b>	<b>100 hours</b> <b>50%</b>	<b>75 hours</b> <b>50%</b>
Physical Education	1 hour	40 hours 20%	40 hours 15%	40 hours 15%	30 hours 15%
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

#### 2.4.2 Resources

- Textbooks
- Magazines and Newspapers
- ICT
- Basic First Aid kit
- Constitution of SA
- Policies
- Human Resources
- Physical Resources
- Other

### 2.4.3 Infrastructure, equipment and finances

Schools must ensure that teachers have the necessary infrastructure, 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 assessment required as stipulated in the curriculum. The budget needs to be revised annually and must consider all resources needed per year.

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.

### SECTION 3:

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

##### 3.1 Content overview

Topic	Year 1	Year 2	Year 3	Year 4
<b>DEVELOPMENT OF THE SELF</b>	<ul style="list-style-type: none"> <li>• Positive Self Esteem: Body Image</li> <li>• Abilities, interest and potential</li> <li>• Peer pressure and bullying: what is it?</li> <li>• Respect for own and others' bodies</li> </ul>	<ul style="list-style-type: none"> <li>• Concept: Self Image</li> <li>• Changes in boys and girls: puberty</li> <li>• Peer pressure and bullying: managing peer pressure and bullying</li> <li>• Personal diet and nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• Concept: Sexuality</li> <li>• Relationships and friendships</li> <li>• Problem and solving skills in conflict situation</li> <li>• Self management</li> <li>• Self-concept formation and self motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Goal setting and lifestyle choices</li> <li>• Informed, responsible decision-making about health and safety: HIV and AIDS</li> <li>• Challenging situations: how to deal with depression, grief, loss, trauma and crisis.</li> </ul>

<b>HEALTH, SOCIAL AND ENVIRONMENTAL RESPONSIBILITIES</b>	<ul style="list-style-type: none"> <li>• Basic first aid in different situations</li> <li>• Communicable diseases</li> <li>• Food hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Substance abuse: what it is</li> <li>• Social factors that contribute to substance abuse</li> <li>• Environmental Health</li> </ul>	<ul style="list-style-type: none"> <li>• Common diseases (teacher to discuss diseases in context)</li> <li>• Concept: Volunteerism</li> <li>• Environmental health issues</li> </ul>	<ul style="list-style-type: none"> <li>• Decision-making about health and safety: HIV and AIDS</li> <li>• HIV and AIDS education</li> <li>• Health and safety issues related to violence</li> </ul>
<b>CONSTITUTIONAL RIGHTS AND RESPONSIBILITIES</b>	<ul style="list-style-type: none"> <li>• Children's rights and responsibility</li> <li>• Nation-building and cultural heritage</li> <li>• Dealing with violent situations</li> </ul>	<ul style="list-style-type: none"> <li>• Human rights as stipulated in the SA constitution</li> <li>• People and places</li> <li>• Dealing with abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Basic services and needs in the community</li> <li>• Different cultures in South Africa</li> <li>• Concept: Gender equity</li> </ul>	<ul style="list-style-type: none"> <li>• Constitutional values as stated in the SA Constitution</li> <li>• Population – why people live where they do (South Africa)</li> <li>• Issues relating to citizen's rights and responsibility</li> </ul>

<b>WORLD OF WORK</b>	<ul style="list-style-type: none"> <li>• Importance of reading and studying</li> <li>• Career fields</li> <li>• Different learning styles (garner's theory) and strategies</li> <li>• History of money</li> <li>• Needs and wants</li> <li>• Income and expenditure</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship between performance in school (skills), their interest and abilities</li> <li>• Who is the employer?</li> <li>• Different learning styles (garner's theory) and strategies</li> <li>• Savings</li> <li>• Goods and services</li> <li>• Entrepreneur</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the world of work</li> <li>• Decision-making process</li> <li>• Careers and subject choices</li> <li>• Types of businesses</li> <li>• Functions of a business</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for own life-long learning</li> <li>• Time-management skills</li> <li>• Careers and subject choices</li> <li>• Business plan</li> <li>• Business Records: Cash receipts and cash payments</li> </ul>
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### 3.2 Content outline per term

#### Year 1 Term 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 2	<b>Development of self</b> <ul style="list-style-type: none"> <li>Positive Self Esteem: Body Image</li> </ul>	<ul style="list-style-type: none"> <li>Explain “Who am I” as a person</li> <li>Understand and respect physical body changes</li> <li>Understand other influences on body image: media and society</li> <li>Accept the self</li> </ul>	<b>Techniques:</b> Build confidence: Role-play, Question and Answer Active learning  <b>Activities</b> Collage of self on different ages/position in family. Focus on own uniqueness e.g. Fingerprints, ID number.  <b>Resources:</b> Textbooks, Magazines, Posters, Mirror
3 - 4	<b>Health, social and environmental responsibilities</b> <ul style="list-style-type: none"> <li>Food hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Understand and explain the importance of food hygiene</li> <li>Understand the importance of proper food storage and preparation</li> <li>Understand and identify safe and harmful ingredients in food preparation</li> </ul>	<b>Techniques:</b> Question and answer, Demonstration, Active learning  <b>Activities</b> Reading labels on food packages and tins.  <b>Resources:</b> Methods of food preservation – drying, boiling, pickled, freezing etc. and Textbooks, Magazines

5 - 6	<b>Constitutional rights and responsibilities</b> <ul style="list-style-type: none"><li>Nation-building and cultural heritage</li></ul>	<ul style="list-style-type: none"><li>Explain how cultural heritage unifies the nation: national symbols, national days</li><li>Have knowledge and understanding of national symbols such as flag, anthem, coat of arms, etc.</li><li>Understand the importance of the listed national days: Human Rights Day (21 March), Freedom Day (27 April), Heritage Day (24 September), Reconciliation Day (16 December), Women’s Day (9 August), Africa Day (May), Mandela Day (18 July) , Youth Day (16 June) etc.</li></ul>	<b>Techniques:</b> List, Observation, Research, <b>Activities</b> Teachers and learners celebrate these days accordingly. <b>Resource:</b> Map of South Africa that shows heritage sites (own province other provinces), Textbooks, Newspaper articles, Pictures of National symbols, Calendar
7 – 8	<b>World of work</b> <ul style="list-style-type: none"><li>History of money</li></ul>	<ul style="list-style-type: none"><li>Show an understanding of the history of money</li><li>Point out traditional societies, promissory notes, coins, paper money, electronic banking</li><li>Explain the role of money in everyday living and give examples of what it is used for</li></ul>	<b>Techniques:</b> Lecture, Observe, Demonstration, Comparison, <b>Activities</b> Compare money (past and present) Time line of money <b>Resource:</b> Textbooks, Examples of coins and notes, Examples of debit and credit cards
9-10	<b>Formal assessment</b>	The weeks allocated for formal assessment are integrated across the term.	
Activity 1			
Assignment: Design and make a poster			

Year 1 Term 2

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 2	<b>Development of self</b> <ul style="list-style-type: none"> <li>Abilities, interest and potential</li> </ul>	<ul style="list-style-type: none"> <li>Understand the differences between abilities, interests and potential.</li> <li>Identify own abilities, interests and potential</li> <li>Explain the relationship between abilities, interests and potential</li> </ul>	<p><b>Techniques:</b> Observation, Listening, Questions and answers</p> <p><b>Activities</b></p> <p>Answer questions</p> <p>Writing: List abilities, interests</p> <p>Compare list of interests to other learners in class.</p> <p>Learners cut pictures from magazine to show his/her interest.</p> <p><b>Resource:</b> Magazines and Newspaper articles, Notes, Posters, Textbooks, Role-model in community, Video clips on internet</p>
3 – 4	<b>Health, social and environmental responsibilities</b> <ul style="list-style-type: none"> <li>Basic first aid in</li> </ul>	<ul style="list-style-type: none"> <li>Understand the concept first aid</li> <li>Have knowledge of the basic first aid: safety</li> <li>Identify and differentiate between cuts and grazes, burns, scalds and sunburn, stings and bites, bruises, poisoning,</li> </ul>	<p><b>Techniques:</b> Observe, Analyse, Comparison, Role play</p> <p>Watch video clips on First Aid.</p> <p><b>Activities</b></p> <p>Demonstrates the usage of the First Aid Kit.</p>

	different situations	bleeding and choking	<p>Choose the correct object from the First Aid Kit for certain injury.</p> <p><b>Resource:</b> First Aid Kit, Ambulance Services, Textbooks</p> <p>Video Clips on First Aid</p>
5 – 6	<p><b>World of work</b></p> <ul style="list-style-type: none"> <li>Importance of reading and studying</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of reading and studying</li> <li>Understand and have a knowledge of the basic reading and study skills</li> <li>Apply skills to develop memory; ability to recall</li> </ul>	<p><b>Techniques:</b> Questions and Answers, Reading from pamphlets, books, brochures, advertisements.</p> <p><b>Activities</b></p> <p>Reading different labels on food e.g. Bottles, tins.</p> <p>Using a dictionary.</p> <p>Exercises/games to develop the ability to recall.</p> <p>Practise skills to develop memory.</p> <p><b>Resource:</b> Resources on study skills, Reading books</p> <p>Dictionary, Textbooks</p>
7 – 8	<p><b>World of work</b></p> <ul style="list-style-type: none"> <li>Needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between needs and wants</li> <li>Explain and list basic needs of individuals and families</li> </ul>	<p><b>Techniques:</b> Explanation, Questions and Answers, Demonstration</p> <p><b>Activities</b></p> <p>Ask learners to explain the difference between needs and</p>

			<p>wants to establish their own understanding in terms of individuals and families. (As a baseline assessment).</p> <p>Teacher draws two columns on board and asks learners to cut out pictures and paste it in the correct column.</p> <p>Watch video clips on needs and wants.</p> <p>Explain the difference between needs and wants.</p> <p><b>Resource:</b> Video Clips, Pictures from magazine, Poster</p>
9-10	Formal assessment		
Activity 1			
Controlled test (must include all topics covered in Term 1 and 2)			

Year 1 Term 3

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 2	<b>Development of self</b> <ul style="list-style-type: none"> <li>Peer pressure and bullying: what it is</li> </ul>	<ul style="list-style-type: none"> <li>Explain and understand the concept peer pressure in context</li> <li>Explain and understand the concept bullying in context</li> <li>Give examples of peer pressure in different situations: home, school and community</li> <li>Respond appropriately to peer pressure in different situations</li> <li>Give examples of bullying</li> <li>Respond appropriately to bullying in different situations</li> <li>Know where to get help if they are experiencing peer pressure of being bullied</li> </ul>	<p><b>Techniques:</b> Role-play, Case Studies and Scenarios, Oral presentations, Observation</p> <p><b>Activities</b></p> <p>Role-play to explain bullies</p> <p>Case Studies and Scenarios</p> <p>Oral presentations – talk about bullies at school.</p> <p>Observation – identify behaviour of bullies.</p> <p>Write a letter to a bully and explain what it feels like to be bullied.</p> <p><b>Resource:</b> Textbooks, Life Skill books: Bullying, Newspapers, Magazines</p>

3 – 4	<b>Constitutional rights and responsibilities</b> <ul style="list-style-type: none"> <li>Children's rights and responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Explain "Children's Rights" as stipulated in the Constitution of South Africa</li> <li>Explain and understand the meaning of "Responsibilities" as a child/youth</li> <li>Differentiate between Children's rights and responsibilities in home and school</li> </ul>	<b>Techniques:</b> Questions and Answers, Demonstration, Differentiate between rights and responsibilities <b>Activities</b> Demonstrate responsibilities according to the rights of children/youth. Group activity: writing of class rules. <b>Resource:</b> Constitution of South Africa, Charter on Children's rights and responsibilities, Posters for the school
5 – 6	<b>World of work</b> <ul style="list-style-type: none"> <li>Career fields</li> </ul>	<ul style="list-style-type: none"> <li>Have knowledge and understanding of the different career opportunities available</li> <li>Identify basic requirements for particular careers</li> <li>List school subject related to particular career fields</li> </ul>	<b>Techniques:</b> Discussions, Demonstration, Research, Comparison <b>Activities</b> Dress up for different careers. Do research on requirements for particular career fields. Invitation to different people in the world of work. Make posters on different careers. <b>Resource:</b> Magazines, Career Dress-up day, Posters

7 – 8	<b>World of work</b> <ul style="list-style-type: none"><li>Financial Literacy: Income and expenditure</li></ul>	<ul style="list-style-type: none"><li>Explain income and expenditure</li><li>List expenses and income in their own lives</li></ul>	<b>Techniques:</b> Questions and Answers, Listing, Case study/scenario  <b>Activities</b> Ask learners to list their own income and expenses for the previous month.  Case study/scenario – learners imagine that they are doing shopping.  <b>Resource:</b> List of income and expenses, EMS Textbooks
9-10	<b>Formal assessment</b>	The weeks allocated for formal assessment are integrated across the term.	
Activity 1  Assignment: Project on Career fields			

Year 1 Term 4

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 2	<b>Development of self</b> <ul style="list-style-type: none"> <li>Respect for own and others' bodies</li> </ul>	<ul style="list-style-type: none"> <li>Understand and explain respect for self and others bodies</li> <li>Understand and explain how to respect others' bodies</li> <li>Understand the importance respecting own and others' bodies</li> </ul>	<p><b>Techniques:</b> Reading a story, Explanation, Questions and Answers, Scenarios</p> <p><b>Activities</b></p> <p>Use instances and scenarios of both positive and negative self-esteem.</p> <p>Action plan to improve own abilities.</p> <p><b>Resource:</b> Story of "The Ugly Duckling", Textbooks</p>
3 - 4	<b>Health, social and environmental responsibilities</b> <ul style="list-style-type: none"> <li>Communicable diseases such as mumps, tuberculosis, common colds, chickenpox,</li> </ul>	<ul style="list-style-type: none"> <li>Understand and explain the concept communicable diseases</li> <li>Give examples of communicable diseases</li> <li>List and explain causes of communicable diseases</li> <li>Identify signs and symptoms of communicable diseases</li> <li>Know where to find available treatment for communicable diseases</li> </ul>	<p><b>Techniques:</b> Questions and Answers, Listing research</p> <p><b>Activities</b></p> <p>List communicable diseases.</p> <p>Identifying symptoms of communicable diseases.</p> <p><b>Resource:</b> Health Magazines, Textbooks, Posters</p>

	athletes foot etc.		
5 - 6	<b>Constitutional rights and responsibilities</b> <ul style="list-style-type: none"><li>Dealing with violent situations</li></ul>	<ul style="list-style-type: none"><li>Explain what a violent situation is</li><li>Identify potential violent situations at home, school, community</li><li>Identify ways to avoid and protect oneself from violent situations and where to find help</li></ul>	<b>Techniques:</b> Discussion, Scenario's, Collecting data <b>Activities</b> Search for newspaper articles on violent situations. <b>Resource:</b> Books on violent situations, Textbook, Newspaper
7	<b>World of work</b> <ul style="list-style-type: none"><li>Different learning styles: visual, aural, kinaesthetic, reading and writing</li></ul>	<ul style="list-style-type: none"><li>Explain what a learning style is</li><li>Understand and explain the different learning styles</li><li>Identify their own learning style</li></ul>	<b>Techniques:</b> Questions and Answers, Discussion, Role play <b>Activities</b> Role play about learners with specific learning styles e.g. kinaesthetic, visual, aural, logical. Identify different learning styles. <b>Resource:</b> Internet, Textbooks
8--10	<b>Formal assessment</b>		
Activity 1			
End-of-year examination (must include all topics covered in Term 3 and 4)			

WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
1-2	<b>Development of self</b> <ul style="list-style-type: none"> <li>• Concept: self image</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>• Understand and explain the concept: self-image</li> <li>• Identify and reflect on positive personal qualities: relationship with self, family, friends</li> <li>• Identify and use strategies to enhance self-image through positive actions: respect for self</li> <li>• Use strategies to enhance others' self-image through positive actions: respect for others and respect for diversity</li> </ul>	<p><b>Techniques:</b> Questions and Answers, Analysing, Group work, Reflection, Role-play</p> <p><b>Activities</b></p> <p>Identify and reflect on positive personal qualities e.g. Interests, abilities, values, personality.</p> <p>Reflect on relationships with: self, family, and friends.</p> <p>Collage of self at different ages/position in family.</p> <p>Focus on own uniqueness.</p> <p>Build confidence: Role-play.</p> <p>Photos of self at different ages.</p> <p>Draw picture of family.</p> <p><b>Resource:</b> Textbooks, Magazines, Posters, Positive Acronyms of learner's names</p>

3-4	<b>Health, social and environmental responsibilities</b> <ul style="list-style-type: none"> <li>Substance abuse</li> </ul>	<ul style="list-style-type: none"> <li>Explain the concept substance abuse</li> <li>Identify and list the types of substance abuse</li> <li>Identify the symptoms and explain its effects</li> <li>Discuss preventative measures</li> </ul>	<p><b>Techniques:</b> Questions and Answers, Discussion, Pair work</p> <p><b>Activities</b></p> <p>Identify types of substance abuse.</p> <p>Make a poster of substance abuse and symptoms.</p> <p>Write a paragraph: "Say no to drugs".</p> <p>Tip for teacher: important phone numbers on class wall.</p> <p><b>Resource:</b> Textbooks, Magazines, Health magazines</p>
5 - 6	<b>Constitutional rights and responsibilities</b> <ul style="list-style-type: none"> <li>Human rights as stipulated in the SA Constitution</li> </ul>	<ul style="list-style-type: none"> <li>Understand and explain what human rights is as stipulated in the South African Constitution</li> <li>Identify human rights principles in different context</li> </ul>	<p><b>Techniques:</b> Discussion, Group work, Summary, Scenarios</p> <p><b>Activities</b></p> <p>Design a poster that displays and illustrates one right in SA Bill of Rights (One per group).</p> <p>Summarise the Bill of Rights.</p> <p>Dictionary work</p> <p><b>Resource:</b> Textbook, Newspaper articles, Bill of Rights, South African Constitution, Dictionary</p>

7 – 8	<b>World of work</b> <ul style="list-style-type: none"><li>Relationship between performance in school subjects and interest and abilities</li></ul>	<ul style="list-style-type: none"><li>Explain the relationships between performance in school subjects, interests and abilities</li><li>Make an informed decision of the performance in the subject in accordance to their interest, abilities, aptitude and potential</li><li>Understand the demands of each subject: thinking and learning skills required</li></ul>	<b>Techniques:</b> Discussion, Explanation, Designing <b>Activities</b> Refer to collage of self (Term 2 Week 1-2). Learner lists all the things that are important to him/her. Table with “important and not important” work qualities. Adjust list (make changes). Create a discussion on performance. <b>Resource:</b> Textbook, Report cards
9-10	<b>Formal assessment</b>	The weeks allocated for formal assessment are integrated across the term.	
Activity 1  Case Study and questions related to work on Term 1			

Year 2 Term 2

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 2	<b>Development of self</b> <ul style="list-style-type: none"> <li>Changes in boys and girls: puberty and gender constructs</li> </ul>	<ul style="list-style-type: none"> <li>Understand physical and emotional changes that take place in boys and girls</li> <li>Understand the changes and how these impact on relationships</li> <li>Respect own and others' body changes and emotions</li> <li>Appreciate and accept oneself and others</li> </ul>	<p><b>Techniques:</b> Compare, Observe, Describe, List</p> <p><b>Activities</b></p> <p>Discuss physical changes in boys and girls.</p> <p>Compare physical changes between boys and girls during puberty (Venn Diagram).</p> <p>Chart – changes in boys and girls.</p> <p>Class activity: Write down at least 2 questions about the physical or emotional changes in boys and girls.</p> <p><b>Resource:</b> Notes, Posters, Textbooks, Magazines, Picture, Mirror</p>

3 – 4	<b>Health, social and environmental responsibilities</b> <ul style="list-style-type: none"> <li>Social factors that contribute to substance abuse</li> </ul>	<ul style="list-style-type: none"> <li>Understand social factors that contribute to substance abuse including community and media</li> <li>Learn appropriate behaviour to stop and avoid substance abuse: refusal and decision-making skills</li> <li>Understand and explain the long and short-term consequences of substance abuse: link to crime, violence and educational outcomes</li> <li>Identify and discuss rehabilitation options: where to find help, care and support</li> </ul>	<p><b>Techniques:</b> Collect Data, Role-play, Interpretation. Research</p> <p><b>Activities</b></p> <p>Role-play in pairs – speak to a friend who is suspected of substance abuse.</p> <p>Written exercises.</p> <p>Cut out pictures from different magazines relating to consequences of substance abuse.</p> <p>Internet research on rehabilitation centres.</p> <p>Motivational presentation/talk – person from community.</p> <p><b>Resource:</b> Textbook, Newspaper articles, Health magazines</p>
5 – 6	<b>World of work</b> <ul style="list-style-type: none"> <li>Different learning styles (Garner's theory) and strategies</li> </ul>	<ul style="list-style-type: none"> <li>Discuss different learning styles: visual, aural/auditory, kinesthetic, logical learning style</li> </ul>	<p><b>Techniques:</b> Define, Compare, Listing, Questions and Answers</p> <p><b>Activities</b></p> <p>Discuss pictures – different learning styles.</p> <p>Write definitions of each learning style.</p>

			<p>Draw a diagram on strengths and weaknesses of the different learning styles.</p> <p>Resources on careers and study skills.</p> <p><b>Resource:</b> Textbook, Refer to GARNER</p>
7 – 8	<p><b>World of work</b></p> <ul style="list-style-type: none"><li>Who is the employer?</li></ul>	<ul style="list-style-type: none"><li>Understand the work environment and activities in each career field</li><li>Identify challenges within each career field</li><li>Understand the rights and responsibilities of the employer and employee</li><li>Understand the importance of ethics in the work environment</li></ul>	<p><b>Techniques:</b> Demonstration, Role-play, Observe,</p> <p><b>Activities</b></p> <p>Role-play – rights, responsibilities in the workplace.</p> <p>Listening to managers from the workplace.</p> <p><b>Resource:</b> Textbooks, Managers from the workplace, Policies of different companies</p>
9-10	<p><b>Formal assessment</b></p>		
<p><b>Activity 1</b></p> <p>Controlled test (must include all topics covered in Term 1 and 2)</p>			

Year 2 Term 3

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 2	<b>Development of self</b> <ul style="list-style-type: none"> <li>Peer pressure: effects of peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>Understand and explain the concept peer pressure</li> <li>Explain how peer pressure may influence an individual: use of substances, crime, unhealthy sexual behaviour, bullying and rebellious behaviour</li> <li>Learn appropriate responses to pressure: assertiveness and coping skills and where to find help</li> <li>Develop negotiation skills: ability to disagree in constructive ways</li> </ul>	<b>Techniques:</b> Discuss, Debating, Negotiate <b>Activities</b> Comic strips on effects of peer pressure. Group discussion on negative behaviour. Do research on support organisations. <b>Resource:</b> Textbooks, Life Skill books: Bullying, Newspapers, Magazines, Case Studies and Scenarios Internet
3 – 4	<b>Constitutional rights and responsibilities</b> <ul style="list-style-type: none"> <li>People and places</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss places where people live</li> <li>List the basic services needed in a community</li> <li>Landmarks, roads and footpaths</li> </ul>	<b>Techniques:</b> Discussing, Questions and Answers <b>Activities</b> Learners draw map from their home to school, nearest shop or church. Learners draw a school plan. <b>Resource:</b> Charter on Children's rights and responsibilities, Posters with pictures, Examples

			of services needed: food, water, shelter, healthcare, energy, Magazines, Map of local area, Textbook
5 – 6	<b>Development of self</b> <ul style="list-style-type: none"> <li>Personal diet and nutrition</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain factors that influence choice of personal diet: social, economic, cultural</li> <li>Develop a healthy personal diet plan</li> </ul>	<b>Techniques:</b> Evaluate, Group work, Discussion <b>Activities</b> Evaluate own diet Make notes on cultural and social factors. Investigate places where food can be bought e.g. Tuck shop, spaza shops, take-aways and restaurants. Home-grown food. Bring and share food. Discuss factors that influence personal diet. <b>Resource:</b> Magazines, Textbook, Nutrition and health magazines, Nutrition brochures, Food pyramid

7 – 8	<b>World of work</b> <ul style="list-style-type: none"><li>Savings</li></ul>	<ul style="list-style-type: none"><li>Define personal savings</li><li>Differentiate between inputs and outputs and its relation to saving</li><li>Discuss the purpose of savings</li></ul>	<b>Techniques:</b> Questions and answers, Observation, Role-play, Simulation. <b>Activities</b> Identifying business people in the community. Discussion: learners explain their understanding of <ul style="list-style-type: none"><li>– concept of savings and give examples;</li><li>- why they think savings is important.</li></ul> <b>Resource:</b> Magazines, Newspapers
9-10	<b>Formal assessment</b>	The weeks allocated for formal assessment are integrated across the term.	
<b>Activity 1</b> Design and make – poster that describes your own personal diet			

Year 2 Term 4

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 2	<b>World of work</b> <ul style="list-style-type: none"> <li>The Economy: Goods and services</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between goods and services</li> <li>List examples of goods and services</li> <li>Know how to recycle and re-use goods to satisfy needs and wants</li> </ul>	<b>Techniques:</b> Research, Questions and Answers, Group work <b>Activities</b> Groups - Action plan to recycle. <b>Resource:</b> Textbooks, Magazines, Internet
3 - 4	<b>Health, social and environmental responsibilities</b> <ul style="list-style-type: none"> <li>Environmental Health</li> </ul>	<ul style="list-style-type: none"> <li>Explain and understand the concept environmental health</li> <li>Understand and explain local environmental health problems</li> <li>Develop problem-solving skills and strategies to address environmental health problems</li> </ul>	<b>Techniques:</b> Observe: Discussion, Questions and Answers, Group work <b>Activities</b> Groups – create strategies to address environmental health problem. <b>Resource:</b> Magazines, Textbooks, Posters, Internet, Photos of environmental health problem

5 - 6	<b>Constitutional rights and responsibilities</b> <ul style="list-style-type: none"><li>Dealing with abuse in different contexts: between adults and children and between peers</li></ul>	<ul style="list-style-type: none"><li>Identify threatening and risky situations</li><li>Identify ways to protect oneself from abuse</li><li>Have knowledge of places of protection for safety: where to find help</li></ul>	<b>Techniques:</b> Questions and answers, Discussion, Role-play, Scenario's  <b>Activities</b> List names of places of Safety; Role-play, Written task - scenario  <b>Resource:</b> Textbook, Posters on violent situations, Books on violent situations, Police-station, welfare, social services
7	<b>World of work</b> <ul style="list-style-type: none"><li>Entrepreneurship</li></ul>	<ul style="list-style-type: none"><li>Know the definition of an entrepreneur</li><li>Identify characteristics of an entrepreneur</li><li>Identify skills of an entrepreneur</li></ul>	<b>Techniques</b>  Through questioning during the role-play, the characteristics and skills of an entrepreneur can be explained.  <b>Activities</b>  Do a play simulation of “shop-shop”. Identifying business people in the community.  <b>Resource:</b> Magazines, Newspapers
8-10	<b>Formal assessment</b>		
<b>Activity 1</b>  End-of-year examination (must include all topics covered in Term 3 and 4)			

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 2	<b>Development of self</b> <ul style="list-style-type: none"> <li>Concept: sexuality</li> </ul>	<ul style="list-style-type: none"> <li>Understand one's sexuality: personal feelings that impact on sexuality</li> <li>discuss the influence of friends and peers on one's sexuality</li> <li>Have knowledge and understand family and community norms that impact on sexuality</li> <li>Understand cultural values that impact on sexuality</li> <li>Explain social pressures including media that impact on sexuality</li> </ul>	<b>Techniques:</b> Role-play, Question and answer, Active learning <b>Activities</b> Role-play: understand cultural values that impact on sexuality. Photos of self at different ages. <b>Resource:</b> Textbooks, Magazines, Posters, Photos
3 - 4	<b>Health, social and environmental responsibilities</b> <ul style="list-style-type: none"> <li>Environmental health issues</li> </ul>	<ul style="list-style-type: none"> <li>Understand and explain laws and policies to protect environmental health issues</li> <li>Design and make a collage on environmental health problems</li> <li>Understand the importance of earth day and the preservation of the environment</li> <li>Explain the importance of recycling</li> </ul>	<b>Techniques:</b> Discussion, Research <b>Activities</b> Discuss laws and policies to protect environmental health issues. Discuss the importance of recycling, give benefits of recycling <b>Resource:</b> Textbooks, Magazines, Resources on environmental health, Internet

5 - 6	<b>Constitutional rights and responsibilities</b> <ul style="list-style-type: none"><li>Basic services and needs in the community</li></ul>	<ul style="list-style-type: none"><li>Identify basic wants and needs</li><li>Identify basic needs of individuals, families, communities and countries</li><li>Differentiate between primary needs and secondary needs</li><li>Discuss limited resources to satisfy needs and wants</li></ul>	<b>Techniques:</b> Questions and Answers, explaining difference between needs and wants <b>Activities</b> Make a poster with 2 columns – needs and wants <b>Resource:</b> Textbooks, Newspaper articles, Magazines
7 – 8	<b>World of work</b> <ul style="list-style-type: none"><li>Knowledge of the world of work</li></ul>	<ul style="list-style-type: none"><li>Have knowledge and understanding of the world of work</li><li>Understand the rights and responsibilities of the employer and employee</li><li>Discuss and apply the rights, responsibilities and opportunities at the workplace.</li></ul>	<b>Techniques:</b> Demonstration, Role-play, Observe <b>Activities</b> Role-play – rights, responsibilities in the workplace. Listening to managers from the workplace. <b>Resource:</b> Textbooks, Managers from the workplace, Policies of different companies
9-10	<b>Formal assessment</b>	The weeks allocated for formal assessment are integrated across the term.	
<b>Activity 1</b> Design and make a collage on environmental health problems.			

Year 3 Term 2

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 2	<b>Development of self</b> <ul style="list-style-type: none"> <li>Relationships and friendships</li> </ul>	<ul style="list-style-type: none"> <li>Explain and identify relationships and friendships: relationships at home, school and in the community</li> <li>Understand and explain the appropriate ways to initiate and sustain a relationship</li> <li>Develop communication skills: ability to disagree in constructive ways and appropriate ways to end a relationship</li> </ul>	<b>Techniques:</b> Explaining, Scenario's, Discussion, <b>Activities</b> Demonstrate through role-play. <b>Resource:</b> Magazines, Newspaper articles, Textbooks, Video clips
3 - 4	<b>Health, social and environmental responsibilities</b> <ul style="list-style-type: none"> <li>Common diseases (teacher to discuss diseases in context)</li> </ul>	<ul style="list-style-type: none"> <li>Understand and have knowledge of the different common diseases e.g. Tuberculosis, diabetes, epilepsy, obesity, anorexia, HIV and AIDS</li> <li>Discuss the causes of diseases: social, economic and environmental</li> <li>Discuss how alcohol, tobacco, poor eating habits and physical inactivity impacts on the well-being</li> <li>Understand treatment options, care and support</li> <li>Identify places of support to treat the common disease</li> </ul>	<b>Techniques:</b> Discussions, Collect Data, Identify <b>Activities</b> Make up fact sheet on TB, HIV or AIDS. Use dictionary to look up new vocabulary. Discuss information on infectious diseases. Research websites, 14 November – Diabetes Day, Case Study <b>Resource:</b> Health Magazines, Brochures from clinic/hospitals, Textbooks, Newspapers, Dictionary

5 – 6	<b>World of work</b> <ul style="list-style-type: none"> <li>Decision-making process</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to make appropriate decisions</li> <li>Take responsibility for the decisions they make</li> </ul>	<p><b>Techniques:</b> Questions and Answers, Listing, Oral presentation, Reading</p> <p><b>Activities</b></p> <p>Identify steps in the decision-making process.</p> <p>Refer to interests and abilities.</p> <p>Refer to learning style.</p> <p><b>Resource:</b> Textbooks, Life skill books on decision making techniques</p>
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7 – 8	<b>Constitutional rights and responsibilities</b> <ul style="list-style-type: none"><li>Different cultures in South Africa</li></ul>	<ul style="list-style-type: none"><li>Explain the concept cultural diversity</li><li>Have knowledge and understand cultural diversity in South Africa</li><li>Respect differences</li><li>Contribute to social development</li></ul>	<b>Techniques:</b> Collage, Dictionary skills, Discussion <b>Activities</b> Learners make collage about own culture. Class discussion on cultural traditions others might disagree with. Pairs discuss sections of Bill of Rights concerning cultural diversity. Groups research how to say phrases in different languages. Role-play as if in Parliament. <b>Resource:</b> Video Clips (1994 elections), Textbooks, Constitution of South Africa, Class Rules, School Rules, Pictures
9-10	<b>Formal assessment</b>		
<b>Activity 1</b> Controlled test (must include all topics covered in Term 1 and 2)			

Year 3 Term 3

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 2	<b>Development of self</b> <ul style="list-style-type: none"> <li>Problem and solving skills in conflict situations</li> </ul>	<ul style="list-style-type: none"> <li>Understand and explain problem solving skills in conflict situations</li> <li>Understand and explain how to keep safe and protect self and others</li> <li>Explain the use of mediation skills to solve problems</li> <li>Develop peace-keeping skills to solve problems, show respect for others, co-operate with others, take responsibility for own actions and listen attentively to others</li> </ul>	<b>Techniques:</b> Role-play, Group work, Scenario <b>Activities</b> Role-play Groups use ideal problem-solving skills to find a solution to a scenario. Individual reflection on ending a relationship. <b>Resource:</b> Textbooks, Life Skill books: Problem solving, Newspapers, Magazines, Case Studies and Scenarios
3 – 4	<b>Health, social and environmental responsibilities</b> <ul style="list-style-type: none"> <li>Concept: Volunteerism</li> </ul>	<ul style="list-style-type: none"> <li>Explain and define the concept: volunteerism</li> <li>Understand and have knowledge of different types of volunteer organisations within a community</li> <li>Discuss different types of volunteer activities in which they can become involved</li> </ul>	<b>Techniques:</b> Group work, Discussion, Reading, Questions and Answers <b>Activities</b> Groups discuss issues relating to individual and community responsibility and report back their ideas. Learners learn about different community-based and non-profit organisations. Learners discuss people who help and the ways in which

			<p>they help those less privileged.</p> <p>Answer questions related to the text.</p> <p><b>Resource:</b> Textbook, Newspaper articles, Resources on volunteerism, Magazines</p>
5 – 6	<p><b>Constitutional rights and responsibilities</b></p> <ul style="list-style-type: none"> <li>• Concept: Gender equity</li> </ul>	<ul style="list-style-type: none"> <li>• Define the concept: gender equity</li> <li>• Discuss gender-based violence</li> <li>• Understand emotional, health and social impact of gender-based violence</li> <li>• Understand and explain the prevention of violence against women and laws on sexual offences</li> <li>• Discuss sources of help for victims: safety for girls and women</li> </ul>	<p><b>Techniques:</b> Group work, Questions and Answers</p> <p><b>Activities</b></p> <p>Groups answer questions about gender equity.</p> <p>Groups brainstorm to improve gender equity in sports in their school.</p> <p><b>Resource:</b> Textbook, Newspaper articles, Bill of Rights, South African Constitution</p>
7 – 8	<p><b>World of work</b></p> <ul style="list-style-type: none"> <li>• Careers and subject choices</li> </ul>	<ul style="list-style-type: none"> <li>• Have knowledge and understanding of careers and career choices</li> <li>• Compare interests and abilities related to each career category</li> </ul>	<p><b>Techniques:</b> Discussion, Listing</p> <p><b>Activities</b></p> <p>Identifying business people in the community.</p> <p>Make a diagram about interests and abilities. Learners link interests and abilities with school subjects.</p> <p><b>Resource:</b> Newspapers, Textbook, Resources on careers and career guidance and counseling</p>

9-10	<b>Formal assessment</b>	The weeks allocated for formal assessment are integrated across the term
<b>Activity 1</b> Written Task: Case study and questions on Term 1, 2 and 3 work		

Year 3 Term 4

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 2	<b>Development of self</b> <ul style="list-style-type: none"> <li>Self-concept formation and self motivation</li> </ul>	<ul style="list-style-type: none"> <li>Define the concept “self-concept formation” and “self-motivation”</li> <li>Investigate factors that influence self-concept formation and self-motivation</li> <li>Explain how the media, environment, friends and peers, family, culture, religion and community influences the development of self- concept</li> </ul>	<p><b>Techniques:</b> Scenarios, Action plan, Questions and Answers</p> <p><b>Activities</b></p> <p>Use instances and scenarios of both positive and negative self-esteem.</p> <p>Action plan to improve own abilities.</p> <p><b>Resource:</b> Textbooks</p>
3 - 4	<b>World of work</b> <ul style="list-style-type: none"> <li>Types of businesses</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give examples of types of businesses: formal and informal businesses trading, manufacturing and services businesses</li> </ul>	<p><b>Techniques:</b> Demonstration, Discussion</p> <p><b>Activities</b></p> <p>Discussion about types of businesses.</p> <p>Collage on different types of businesses.</p> <p>Learners list the names of businesses in their community on the blackboard.</p> <p>Learners classify these listed businesses in their books – formal and informal businesses.</p> <p><b>Resource:</b> Newspapers, Textbooks, Magazines, Internet</p>

5 - 6	<b>Development of self</b> <ul style="list-style-type: none"> <li>Self management</li> </ul>	<ul style="list-style-type: none"> <li>Understand responsibilities at school and home</li> <li>Prioritise responsibilities</li> <li>Develop an activity plan: homework, house chores and playing time</li> </ul>	<p><b>Techniques:</b> Discussion, Explaining, Questions and answers, Group work</p> <p><b>Activities</b></p> <p>Developing an activity plan: homework, house chores and playing time</p> <p>Reading skills: reading with understanding and fluency</p> <p>Reading about self management skills: interpret/explain and relate what has been studied</p> <p><b>Resource:</b> Textbook, Magazines, Internet</p>
7	<b>World of work</b> <ul style="list-style-type: none"> <li>Entrepreneurship: Function of a business</li> </ul>	<ul style="list-style-type: none"> <li>List the eight functions of a business</li> <li>Understand the following functions of a business: administration, purchasing, marketing, finances, public relations, human resources, production, general management</li> <li>Identify characteristics of the business functions</li> <li>Explain the role and importance of the business functions</li> </ul>	<p><b>Techniques:</b> Explaining, Demonstrating, Questions and answers</p> <p><b>Activities</b></p> <p>Written task on characteristics of business functions.</p> <p>Visit a business in your area, point different business functions out to learners. Learners report back by answering questions.</p> <p><b>Resource:</b> Internet, Textbooks, Business in the community</p>

8-10	<b>Formal assessment</b>
<b>Activity 1</b> End-of-year examination (must include all topics covered) in Term 3 and 4)	

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 2	<b>Development of self</b> <ul style="list-style-type: none"> <li>Goal setting and lifestyle choices</li> </ul>	<ul style="list-style-type: none"> <li>Explain what goal setting is</li> <li>Understand and explain what SMART goals are.</li> <li>Explain how to set goals using the SMART principles</li> </ul>	<p><b>Techniques:</b> Explaining, Discussion, Questions and answer, Designing</p> <p><b>Activities</b></p> <p>Learners make their own mind map of personal goals.</p> <p>Design a poster depicting a personal short or medium-term goal tested against SMART criteria.</p> <p><b>Resource:</b> Paper, coloured pens and pencils, old newspapers and magazines, Pair of scissors and glue</p>
3 - 4	<b>Health, social and environmental responsibilities</b> <ul style="list-style-type: none"> <li>Decision-making about health and safety: HIV and AIDS</li> </ul>	<ul style="list-style-type: none"> <li>Make informed decisions regarding health and safety</li> <li>Explain what is HIV and AIDS</li> <li>Discuss management with medication, diet, healthy living and positive attitude</li> <li>Have knowledge of prevention and safety issues relating to HIV and AIDS</li> <li>Care for people living with HIV and AIDS</li> </ul>	<p><b>Techniques:</b> Discussion, Questions and Answers</p> <p><b>Activities</b></p> <p>Class discussion on information about management of living with HIV and AIDS.</p> <p>Answer questions.</p> <p>Make a list of prevention and safety issues.</p> <p><b>Resource:</b> Information on HIV and AIDS, Health magazines, Textbooks, Resources on health and safety</p>

5 - 6	<b>Constitutional rights and responsibilities</b> <ul style="list-style-type: none"> <li>Constitution values as stated in the SA Constitution</li> </ul>	<ul style="list-style-type: none"> <li>Identify the core values of the Constitution of South Africa.</li> <li>Discuss the values of equality, freedom, non-racialism and non-sexism</li> <li>Identify positive and negative role models</li> <li>Identify role models for upholding constitutional values: parents and leaders in the community/society</li> <li>Apply these values in daily life</li> </ul>	<b>Techniques:</b> Research <b>Activities</b> Discuss a case study on gender and racial integration of a chosen sport (rugby, cricket, soccer, Olympic team). Poster of role model. <b>Resource:</b> Textbooks, Magazine, South African Constitution
7 – 8	<b>World of work</b> <ul style="list-style-type: none"> <li>Plan for own life-long learning</li> </ul>	<ul style="list-style-type: none"> <li>Plan his/her own life-long learning</li> <li>Investigate suggested courses in life-long learning</li> <li>Set his/her own goals for life-long learning</li> </ul>	<b>Techniques:</b> Research, Questions and Answers <b>Activities</b> Learners research the cost of a course they would like to study at an institution of their choice. Learners answer questions on a case study regarding life-long learning. Learners research lifelong learning study options. Learners set their own goals for lifelong learning. <b>Resource:</b> Internet, Brochures, Newspapers, Magazines

9-10	<b>Formal assessment</b>	The weeks allocated for formal assessment are integrated across the term.
<b>Activity 1</b> Design and make: Design a poster which reflects your goals in relation to your personal lifestyle and future career.		

Year 4 Term 2

WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
1 - 2	<b>World of work</b> <ul style="list-style-type: none"> <li>Time-management skills:</li> </ul> Accountability in carrying out responsibilities	The learner is able to: <ul style="list-style-type: none"> <li>Discuss and explain time management relating to a task</li> <li>Prioritise tasks and activities</li> </ul>	<b>Techniques:</b> Discussion, Scenario, Case study  <b>Activities</b>  Role play to practice skills of assertiveness, confidence etc.  Discussion on value of time-management and strategies.  Learners suggest improvements for time-management in response to a given scenario.  Discussion on effective and efficient use of time.  Draw up a personal daily and weekly timetable with regards to a case study.  <b>Resource</b> Textbook, Scenario, Case study

3 – 4	<b>Development of self</b> <ul style="list-style-type: none"> <li>Sexual health</li> </ul>	<ul style="list-style-type: none"> <li>Discuss sexual behaviour and sexual health</li> <li>Understand and explain risk factors leading to unhealthy sexual behaviour</li> <li>Discuss unwanted pregnancy as results of unhealthy sexual behaviour, sexually transmitted infections (STIs), HIV and AIDS</li> </ul>	<p><b>Techniques:</b> Group discussion, Group work, Questions and Answers</p> <p><b>Activities</b></p> <p>Learners answer statements pertaining to their own sexual health.</p> <p>Group discussion about unhealthy sexual behaviour and the possible reasons behind it.</p> <p>Discussion on the risk factors and results of unhealthy sexual behaviour.</p> <p>Group activity to work out strategies to deal with unhealthy sexual behaviour with regard to given scenarios.</p> <p><b>Resource:</b> Textbooks, Life Skills books, Magazines, Newspapers</p>
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5 – 6	<b>Health, social and environmental responsibilities</b> <ul style="list-style-type: none"> <li>HIV and AIDS education</li> </ul>	<ul style="list-style-type: none"> <li>Take responsibility for own decisions</li> <li>Manage peer pressure</li> <li>Adverse consequences and implications of teenage pregnancy for teenage parent(s) and the children born to teenagers</li> <li>Know the children's rights i.e. Sexual offences Act</li> </ul>	<p><b>Techniques</b> Demonstration, Explaining, Questions and Answers</p> <p><b>Activities</b></p> <p>Learners discuss questions on the adverse consequences and implications of teenage pregnancy.</p> <p>Discussion on where to find help for teenage pregnancy.</p> <p>Completion of a table of community structures in their area that offer help.</p> <p>Know the constitutional rights in term of sexuality.</p> <p><b>Resource:</b> SA Constitution, Textbook</p>
7 – 8	<b>World of work</b> <ul style="list-style-type: none"> <li>Entrepreneurship: Starting a business</li> </ul>	<ul style="list-style-type: none"> <li>Explain the SWOT Analysis (Strengths, weaknesses, opportunities and threats)</li> <li>Prepare a simple SWOT Analysis</li> <li>Explain what a business plan is and list the components of a business plan</li> <li>Develop and implement a simple business plan for a trading or service business that could be operated from home</li> </ul>	<p><b>Techniques:</b> Analysis, Role-play</p> <p><b>Activities</b></p> <p>Analysis of self on a blank page – paste pictures which show strengths, weaknesses, opportunities and threats.</p> <p>Role-play/scenario of a banker and entrepreneur where he/she presents a business plan.</p> <p><b>Resource:</b> Magazines, Textbook</p>

9-10	<b>Formal assessment</b>
<b>Activity 1</b> Controlled test (must include all topics covered in Term 1 and 2)	

Year 4 Term 3

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 2	<b>Development of self</b> <ul style="list-style-type: none"> <li>Challenging situations: how to deal with depression, grief, loss, trauma and crisis</li> </ul>	<ul style="list-style-type: none"> <li>Explain how to deal with challenging situations e.g. Depression, grief, loss, trauma and crisis</li> <li>Know and understand depression and its causes and symptoms.</li> <li>Understand the grieving process</li> <li>Have knowledge of the 5 stages of the grieving process</li> </ul>	<b>Techniques:</b> Case study, Observing <b>Activities</b> Case studies Write a helpful response to a letter about grieving. Stages: Denial, Anger, Bargaining, Depression, acceptance (DABDA) <b>Resource:</b> Textbooks, Magazines
3 – 4	<b>Health, social and environmental responsibilities</b> <ul style="list-style-type: none"> <li>Health and safety issues related to violence</li> </ul>	<ul style="list-style-type: none"> <li>Understand health and safety issues related to violence</li> <li>Discuss the common acts of violence</li> <li>Know the impact of violence on individual and community health and safety</li> </ul>	<b>Techniques:</b> Discussion, Questions and Answers <b>Activities</b> Discuss common acts of violence related to the text as well as those they have witnessed. Discussion of a newspaper article. Discussion of the impact of violence. <b>Resource:</b> Newspapers, Textbooks, Magazines, Internet, Video Clips

5 – 6	<b>Constitutional rights and responsibilities</b> <ul style="list-style-type: none"> <li>Population – why do people live where they do (South Africa)</li> </ul>	<ul style="list-style-type: none"> <li>Understand population</li> <li>Know why people live where they do in South Africa (climate, rainfall, job opportunities)</li> <li>Define rural and urban settlements</li> <li>Explain economic activities in rural and urban settlement(s)</li> </ul>	<b>Techniques:</b> Discussion, Questions and Answers, Statistics <b>Activities</b> Discussion on the definition of population. Defining of rural and urban settlements. Discussion on economic activities in rural and urban settlement(s). <b>Resource:</b> Pictures, Magazines, Newspaper articles, Social Sciences Textbooks, Atlas
7 – 8	<b>World of work</b> <ul style="list-style-type: none"> <li>Financial Literacy: Source Documents</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of recording business transactions</li> <li>Explain the concept: Cash Receipts and the relevant source documents used when an entrepreneur of business receives cash for selling its goods and services.</li> <li>Record Cash Receipts in a Cash Receipt Journal (CRJ)</li> <li>Explain the concept of Cash Payments and the relevant source documents used by and entrepreneur of business when it pays for the foods and services</li> <li>Record Cash payments in a Cash Payments Journal (CPJ)</li> <li>*Please note that it is very important for learners to be able to record at least 3 to 4 very simple cash transactions in terms of payments and receipts</li> </ul>	<b>Techniques:</b> Demonstration <b>Activities</b> Explain the importance of keeping records in a business. Paste examples of till slips and receipts in books. <b>Resource:</b> Textbooks, Magazines, Receipt books, Examples of till slips and receipts, invoice examples, cash purchase slips

9-10	<b>Formal assessment</b>	The weeks allocated for formal assessment are integrated across the term.
<b>Activity 1</b> Written Task: Write two paragraphs and design and make a poster on two different careers.		

Year 4 Term 4

WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
1 - 2	<b>Constitutional rights and responsibilities</b> <ul style="list-style-type: none"> <li>Issues relating to citizen's rights and responsibilities</li> </ul>	<p>Informal discussion in preparation for the world of work:</p> <ul style="list-style-type: none"> <li>Respect others' rights: people living with different disabilities</li> <li>Respect others' rights: the employee in the World of Work</li> </ul>	<p><b>Techniques:</b> Discussion</p> <p><b>Activities</b></p> <p>Discuss how the rights of people with disabilities are violated.</p> <p>Learners discuss how the lives of people with different disabilities are affected by their disability and how schools are equipped for people with disabilities.</p> <p>Explain the rights and responsibilities of an employee in the World of Work.</p> <p><b>Resource:</b> Textbooks, Magazines, Internet, Basic working Conditions act.</p>
3 - 4	<b>World of work</b> <ul style="list-style-type: none"> <li>Careers and future study opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Have knowledge and understanding of careers and career choices and discuss the impact on career path</li> <li>Compare interests and abilities related to each career category</li> <li>Identify subjects that are related to each career category</li> </ul>	<p><b>Techniques:</b> Discussion, Listing</p> <p><b>Activities</b></p> <p>Identifying business people in the community</p> <p>Make a diagram about interests and abilities. Learners link interests and abilities with subjects.</p>

			Learners study a table of careers. They identify which careers they are interested in; what subjects are related to the career and whether their choice of career would suit their ability.
5-10	External examination	External moderation of school-based assessment over terms 1, 2 and 3 = 100% of qualification	

## 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.
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**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

Each of the Life Skills 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 four study areas and assessed through formal or informal assessment for Life Skills. 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 four study areas.

In the Formal Programme of Assessment for Life Skills learners are expected to complete four tasks per year. The forms of assessment used should be age and developmental level appropriate. Formal assessment in Life Skills catering for a range of cognitive levels and abilities of learners is as follows:

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

**The formal assessment requirements for Personal and Social Well-being are as follows:**

Year	Term	Forms of Assessment	Content	Marks
1	1	Design and make	Poster on: Who am I?	30
	2	Class Test	Cover Term 1 and 2 work	30
	3	Project	Explore different careers	30
	4	End-of-year examination	Cover Term 3 and 4 work	50
2	1	Written Task	Case Study and questions related to work on Term 1	30
	2	Class Test	Cover Term 1 and 2 work	30
	3	Design and make	Poster that describes your own personal diet	30
	4	End-of-year examination	Cover Term 3 and 4 work	50
3	1	Project	Design and make a collage on environmental health problems	30
	2	Class Test	Cover Term 1 and 2 work	30
	3	Written Task	Case Study and questions related to work on Term 1, 2 and 3	30
	4	End-of-year examination	Cover Term 3 and 4 work	50
4	1	Design and make	Design a poster which reflects your goals in relation to your personal lifestyle and future career.	30
	2	Class Test	Cover Term 1 and 2 work	30
	3	Written Task	Write two paragraphs and design and make a poster on two different careers.	30
	4	School Based Assessment for the qualification covers work from Term 1-3		100%

## ➤ Examples of Projects for Life Skills

### 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 synthesizing of the findings into a written product that may be reported, modeled or performed by the learners. Learners will collect data/ resources/information outside of contact time to perform the task. The completion of the project will be facilitated by the teacher in class time to ensure the authenticity of the product. The topic and nature of the project will be determined by the content covered according to the annual teaching plan. Learners should be given enough time to complete the project. They need adequate guidance at the outset of the project and progress should be monitored throughout. All assessment criteria applicable to the project must be discussed with the learners prior to the commencement of the project. Learners should be given a project before the end of the second term for submission during the third term.

### Written tasks: design and making, case study, assignment and test

The list provides forms of assessment that will serve as **written task** in Year 1, 2, 3 and 4. Teachers must ensure that learners are exposed to do a variety of these forms of assessment across the four years so that learners do not repeat the same form of assessment across the years.

#### (i) 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. Learners will be required to design, make and write a descriptive paragraph(s) on the task. Learners are required to show an understanding of knowledge gained and application of knowledge and skills. The focus will be determined by the content covered according to the annual teaching plan. The teacher will provide learners with resources and information required to deliver the task. All assessment criteria applicable to the task must be discussed with the learners prior to the commencement of the task.

Examples:

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

## **(ii) Assignment**

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

## **(iii) Case study**

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

#### **(iv) Test**

Tests usually consist of a range of questions. Learners are required to respond within a specified time. Questions are useful to assess knowledge recall and test understanding and comprehension. If questions are correctly phrased, they can also test application of knowledge. Since they are generally easy to mark reliably this is a good way to conduct summative assessment, it can also be a very useful formative tool.

#### **(v) Examinations**

Examinations of at least 60 minutes each will be administered at the end of year 1 - 3 as part of the internal examination timetable of the school/district/province, The examinations will comprehensively address the knowledge and skills covered according to the annual teaching plan for Life Skills. More than one type of question will be incorporated and the focus will be on the *application of knowledge* in an integrated manner.

#### **Outline for examinations**

The outline below will be followed when setting the Years 1 - 4 Personal and Social Well-being examination and test papers. The Year 1 – 3 examinations and tests will consist of two sections.

Year 4: School Based Assessment for the qualification covers work from Term 1-3

Total for examination: **50 Marks**

Section A: 25 marks	Section B: 25 marks
<p>All questions are compulsory.</p> <ul style="list-style-type: none"><li>• The questions must be matching columns and fill in/ complete sentences or list.</li><li>• They will test understanding and factual knowledge.</li></ul>	<p>All questions are compulsory.</p> <ul style="list-style-type: none"><li>• Case study may be used.</li><li>• The questions must be a combination of three or more types of questions, ranging from state, explain, discuss and describe.</li><li>• They will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Well-being class.</li><li>• Learners must provide direct responses and full sentences in point form.</li><li>• One question will focus on the application of knowledge and skills and responses will either be full sentences in a point form or a short paragraph.</li><li>• Learners will solve problems, make decisions and give advice. They will provide few direct responses.</li></ul>
<p>Note. Information provided in the case studies must be current, up-to-date, age-appropriate and learner-friendly.</p>	

**NB.** A marking memorandum or guideline suitable to each of the tasks above must be used to assess learner performance. The nature of the task and the knowledge, skills and values that are to be assessed will provide guidance on the type of the assessment tool. Provision must be made in the marking memorandum or guideline for the learner's own interpretation of the questions.

### Programme of assessment

Assessment across the four years

**Please note the time allocation for Life Skills: Six (6) hours per week is allocated for Life Skills in all years.**

The programme of assessment is designed to spread formal assessment tasks throughout the school year. In Life Skills learners in year 1-3 are expected to complete a total of four

formal assessment tasks per year. The four formal tasks make up 100% of the total mark for the subject for each year. Year 4 learners will complete 3 formal assessment tasks.

Year 1	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none"> <li>Design a poster that describes you best.</li> <li>Use pictures, photos and drawings which reflect your body image.</li> <li>Write brief notes at each picture.</li> <li>Write a paragraph on how to respect your own body.</li> </ul>	<ul style="list-style-type: none"> <li>Test: must cover term 1 and 2 work done.</li> <li>Mark: 30</li> <li>Time allocation: 25 minutes</li> <li>2 Sections</li> </ul>	<ul style="list-style-type: none"> <li>Project: Collect, explore and give information on any career field.</li> <li>Must be applicable to their ability.</li> <li>Introduces during 2<sup>nd</sup> term for submitting during 3<sup>rd</sup> term.</li> <li>Requires research from a variety of media sources as well as interviewing.</li> <li>Requires submission in written format using a given style.</li> </ul>	<ul style="list-style-type: none"> <li>End-of-year examination on Terms 3 and 4.</li> <li>Mark: 50</li> <li>Time allocation: 60 minutes</li> <li>2 Sections</li> </ul>
	Dates: Week 1	Dates: Week 9 - 10	Dates: Week 5	Dates: Week 9 - 10
Term Report	100%	100%	100%	25%
End of Year	SBA 75%			25%

Year 2	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none"> <li>Written Task – case study and questions related to work on Term 1.</li> </ul>	<ul style="list-style-type: none"> <li>Test: must cover term 1 and 2 work done.</li> <li>Mark: 30</li> <li>Time allocation: 25 minutes</li> <li>2 Sections</li> </ul>	<ul style="list-style-type: none"> <li>Make a poster that describes your own personal diet with reference to your dietary habits and nutritional value.</li> <li>Write one paragraph describing how to improve bad habits or sustain good habits.</li> <li>Introduces during 2<sup>nd</sup> term for submitting during 3rd term.</li> <li>Requires submission in written format using a given style.</li> </ul>	<ul style="list-style-type: none"> <li>End-of-year examination on Terms 3 and 4.</li> <li>Mark: 50</li> <li>Time allocation: 60 minutes</li> <li>2 Sections</li> </ul>
	Dates: Week 9 - 10	Dates: Week 9 - 10	Dates: Week 6	Dates: Week 9 - 10
Term Report	100%	100%	100%	25%
End of Year	SBA 75%			25%

Year 3	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none"> <li>Design and make a collage on environmental health problems.</li> <li>Introduced during the first week for submission during the 3<sup>rd</sup> week of the term.</li> <li>Requires research from a variety of media sources.</li> <li>Requires submission in written format using a given style.</li> </ul>	<ul style="list-style-type: none"> <li>Test: must cover term 1 and 2 work done.</li> <li>Mark: 30</li> <li>Time allocation: 25 minutes</li> <li>2 Sections</li> </ul>	<ul style="list-style-type: none"> <li>Written task</li> <li>Case study and questions related to work on Term 1, 2 and 3</li> <li>Development of self</li> <li>Health, social and environmental responsibilities</li> <li>Constitutional rights and responsibilities</li> <li>World of work</li> </ul>	<ul style="list-style-type: none"> <li>End-of-year examination on Terms 3 and 4.</li> <li>Mark: 50</li> <li>Time allocation: 60 minutes</li> <li>2 Sections</li> </ul>
	Dates: Week 1	Dates: Week 9 - 10	Dates: Week 9 - 10	Dates: Week 9 - 10
Term Report	100%	100%	100%	25%
End of Year	SBA 75%			25%

Year 4	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none"> <li>Written task: Design a poster using pictures, photos and drawings which reflects your goals in relation to your personal lifestyle and future career.</li> <li>Write brief notes and provide a plan on how to achieve your goals.</li> <li>Introduced during the first week for submission during the 2<sup>nd</sup> week of the term.</li> </ul>	<ul style="list-style-type: none"> <li>Test: must cover term 1 and 2 work done.</li> <li>Mark: 30</li> <li>Time allocation: 25 minutes</li> <li>3 Sections</li> </ul>	<ul style="list-style-type: none"> <li>Written task</li> <li>Design and make a poster and write two paragraphs on two different careers</li> <li>Must be applicable to their ability.</li> <li>Introduces during 2<sup>nd</sup> term for submitting during 3<sup>rd</sup> term.</li> <li>Requires research from a variety of media sources as well as interviewing.</li> <li>Requires submission in written format using a given style.</li> <li>World of work</li> </ul>	<ul style="list-style-type: none"> <li>School Based Assessment for the qualification covers work from Term 1-3</li> </ul>
	Dates: Week 2	Dates: Week 9 - 10	Dates: Week 9 - 10	
Term Report	100%	100%	100%	
End of Year	SBA 100%			

## Timing of formal assessment

YEAR 1					
Term	Content	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 1	<ul style="list-style-type: none"> <li>Development of self</li> </ul>	<ul style="list-style-type: none"> <li>Design a poster that describes you best.</li> <li>Use pictures, photos and drawings which reflect your body image.</li> <li>Write brief notes at each picture.</li> <li>Write a paragraph on how to respect your own body.</li> </ul>	Design and make Written task	100	FAT 1
Term 2	<ul style="list-style-type: none"> <li>Development of self</li> <li>Health, social and environmental responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Test: must cover term 1 and 2 work done.</li> <li>Mark: 30</li> <li>Time allocation: 25 minutes</li> <li>2 Sections</li> </ul>	Written task	100	FAT 1

Term 3	<ul style="list-style-type: none"> <li>World of work</li> </ul>	<ul style="list-style-type: none"> <li>Project – Choosing a career.</li> <li>Must be applicable to their ability.</li> <li>Introduces during 2<sup>nd</sup> term for submitting during 3<sup>rd</sup> term.</li> <li>Requires research from a variety of media sources as well as interviewing.</li> <li>Requires submission in written format using a given style.</li> </ul>	Project	100	FAT 1
Term 4	<ul style="list-style-type: none"> <li>Development of self</li> <li>Constitutional rights and responsibilities</li> <li>Health, social and environmental responsibilities</li> <li>World of work</li> </ul>	<ul style="list-style-type: none"> <li>End-of-year examination on Terms 3 and 4.</li> <li>Mark: 50</li> <li>Time allocation: 60 minutes</li> <li>2 Sections</li> </ul>	Examination	25	FAT 1

YEAR 2					
Term	Content	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 1	<ul style="list-style-type: none"> <li>Development of self</li> <li>Constitutional rights and responsibilities</li> <li>Health, social and environmental responsibilities</li> <li>World of work</li> </ul>	<ul style="list-style-type: none"> <li>Written Task – case study and questions related to work on Term 1</li> </ul>	Written task	100	FAT 1
Term 2	<ul style="list-style-type: none"> <li>Development of self</li> <li>Constitutional rights and responsibilities</li> <li>Health, social and environmental responsibilities</li> <li>World of work</li> </ul>	<ul style="list-style-type: none"> <li>Test: must cover term1 and 2 work done.</li> <li>Mark: 30</li> <li>Time allocation: 25 minutes</li> <li>2 Sections</li> </ul>	Written task	100	FAT 1

Term 3	<ul style="list-style-type: none"> <li>Development of self</li> </ul>	<ul style="list-style-type: none"> <li>Make a poster that describes your own personal diet with reference to your dietary habits and nutritional value.</li> <li>Write one paragraph describing how to improve bad habits or sustain good habits.</li> <li>Introduces during 2<sup>nd</sup> term for submitting during 3rd term.</li> <li>Requires submission in written format using a given style.</li> </ul>	Design and make	100	FAT 1
Term 4	<ul style="list-style-type: none"> <li>Development of self</li> <li>Constitutional rights and responsibilities</li> <li>Health, social and environmental responsibilities</li> <li>World of work</li> </ul>	<ul style="list-style-type: none"> <li>End-of-year examination on Terms 3 and 4.</li> <li>Mark: 50</li> <li>Time allocation: 60 minutes</li> <li>2 Sections</li> </ul>	Examination	25	FAT 1

YEAR 3					
Term	Content	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 1	<ul style="list-style-type: none"> <li>Health, social and environmental responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Design and make a collage on environmental health problems.</li> <li>Introduced during the first week for submission during the 3<sup>rd</sup> week of the term.</li> <li>Requires research from a variety of media sources.</li> <li>Requires submission in written format using a given style.</li> </ul>	Design and make Written task	100	FAT 1
Term 2	<ul style="list-style-type: none"> <li>Development of self</li> <li>Constitutional rights and responsibilities</li> <li>Health, social and environmental responsibilities</li> <li>World of work</li> </ul>	<ul style="list-style-type: none"> <li>Test: must cover term 1 and 2 work done.</li> <li>Mark: 30</li> <li>Time allocation: 25 minutes</li> <li>2 Sections</li> </ul>	Written task	100	FAT 1

Term 3	<ul style="list-style-type: none"> <li>• Development of self</li> <li>• Constitutional rights and responsibilities</li> <li>• Health, social and environmental responsibilities</li> <li>• World of work</li> </ul>	<ul style="list-style-type: none"> <li>• Written task</li> <li>• Case study and questions related to work on Term 1, 2 and 3.</li> </ul>	Written task	100	FAT 1
Term 4	<ul style="list-style-type: none"> <li>• Development of self</li> <li>• Constitutional rights and responsibilities</li> <li>• Health, social and environmental responsibilities</li> <li>• World of work</li> </ul>	<ul style="list-style-type: none"> <li>• End-of-year examination on Terms 3 and 4.</li> <li>• Mark: 50</li> <li>• Time allocation: 60 minutes</li> <li>• 2 Sections</li> </ul>	Examination	25	FAT 1

YEAR 4					
Term	Content	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 1	<ul style="list-style-type: none"> <li>World of work</li> </ul>	<ul style="list-style-type: none"> <li>Written task: Design a poster using pictures, photos and drawings which reflects your goals in relation to your personal lifestyle and future career.</li> <li>Write brief notes and provide a plan on how to achieve your goals.</li> <li>Introduced during the first week for submission during the 2<sup>nd</sup> week of the term.</li> </ul>	Written task	100	FAT 1
Term 2	<ul style="list-style-type: none"> <li>Development of self</li> <li>Constitutional rights and responsibilities</li> <li>Health, social and environmental responsibilities</li> <li>World of work</li> </ul>	<ul style="list-style-type: none"> <li>Test: must cover term 1 and 2 work done.</li> <li>Mark: 30</li> <li>Time allocation: 25 minutes</li> <li>2 Sections</li> </ul>	Written task	100	FAT 1

Term 3	<ul style="list-style-type: none"> <li>World of work</li> </ul>	<ul style="list-style-type: none"> <li>Project – Choosing a career.</li> <li>Must be applicable to their ability.</li> <li>Introduces during 2<sup>nd</sup> term for submitting during 3<sup>rd</sup> term.</li> <li>Requires research from a variety of media sources as well as interviewing.</li> <li>Requires submission in written format using a given style.</li> </ul>	Written task	100	FAT 1
Term 4	School Based Assessment for the qualification covers work from Term 1-3			100	

## 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).*