

LIFE ORIENTATION

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Dear Life Orientation Teachers

This portfolio guideline is designed to assist you in making classroom practice more manageable. It is highly recommended that you follow the structure and suggestions set out in this guideline. This guideline uses as its source of reference **all National and Provincial policy documents**. This document will assist you in ensuring that you meet the policy requirements. Note that Grade 12 portfolios will be moderated by Umalusi, National, Provincial, and district teams. All tasks will have to meet the criteria set according to National norms and standards.

In order to facilitate the process of benchmarking, guidelines are given for each formal assessment task. It is strongly recommended that you make use of the exemplars and wherever the need arises to adapt it to suit contextual factors. If you follow the guidelines you can be assured of meeting the requirements as stipulated in policy.

If there are unique problems that your school experiences, do not hesitate to seek help using the proper protocol channels. Remember that at all times the Gauteng Department of Education Life Orientation team is ready to assist in ensuring service delivery and meeting the needs of learners and teachers.

Introduction

The purpose of this document is to provide guidelines for the formal assessment tasks set in the life orientation subject assessment document. The document is divided into three sections:

Section A:

Section A outlines the requirements for the teacher's portfolio and the learner's portfolio. It also provides the requirements for the grade 12 annual assessment programme and all other requirements regarding assessments.

Section B:

This section provides examples of the formal assessment tasks, suggested in the subject assessment guideline. It also provides an exemplar of a test question paper.

Section C:

This section provides provincial templates and tools for moderation requirements.

SECTION A

Portfolio

What is a portfolio?

A portfolio is a collection of a learner's evidence of formal assessments tasks and is determined by the National Protocol on Assessment and the Subject Assessment Guidelines (SAG).

Teacher's Portfolio

According to the Government Gazette (2006:Vol. 498: P 16)

- All teachers are expected to keep a portfolio containing all documents related to assessments. It's the teacher's responsibility to ensure that the information in their assessment portfolios is kept up to date.
- A teacher assessment portfolio may be a file or a folder.
- Each teacher must have his or her own portfolio.
- Teacher's portfolio should be available on request at all times for moderation and accountability purposes.
- The teacher's portfolio should accompany the learner's portfolio when moderation takes place.
- The following information should be found in the teacher's portfolio:
 - A contents page;
 - The formal Programme of Assessment;
 - The requirements of each of the assessment tasks (physical education tasks (PET), 2 tests and two other tasks).
 - The assessments tools used for each assessment task (e.g. memorandums(for the tests) , checklists, rubrics)
 - Record sheets for each class (working mark sheets)
 - The front cover must have :
 - Name of school
 - Name of district
 - Name of teacher
 - Subject and Year
- The Portfolio must be compiled and subdivided exactly as the learner's portfolio.

Learner's portfolio

The learner portfolio should be well planned, organized and presented in a neat manner, for example, a file or exercise book. It should include the following:

- A contents page.
- The tests/examinations and assessment tasks each clearly separated from the next in accordance with the contents page.

Collection of learner evidence for Grade 12

Evidence of learner performance in the 5 internal tasks completed per grade must be kept for internal moderation purposes at the end of each grade. **In addition, all evidence of**

learner performance in Grades 10, 11 and 12 must be kept for external moderation in Grade 12.

It is suggested that each learner use either exercise books or files for the recording and collection of all written tasks across Grades 10, 11 and 12. Tasks that need to be completed in another format and cannot be placed or recorded in the exercise book, can be filed by the teacher for that particular class using the class list to organize the collection of evidence for the class. This means that a teacher only needs to have the set of exercise books or files available as evidence of learner performance for moderation.

NB. Portfolios for learners with barriers to learning should be clearly marked and special concessions should be made available to such learners.

Learners who are repeating grade 11 in 2007 will be exempt from submitting their grade 10 portfolios. These portfolios must be clearly marked Grade 11 Repeats on the cover.

Assessments in Grade 12

In Life Orientation, all assessments are internal and make up 100% of the final mark for promotion and certification (SAG, 2007).

In Grade 12 sixty minutes per week (30 hours in total, i.e. 50% of contact time) should be dedicated to Learning Outcome 3 (Recreation and Physical Well-being). The remaining 30 hours should be split among Learning Outcomes 1, 2 and 4.

The following time allocations are suggested for the four Learning Outcomes per grade:

Learning Outcomes	Grade 12 (60 hours)
1: Personal-Well Being	10
2: Citizenship	10
3: Recreation and Physical Well-being	30
4: Careers	10

Note: A fixed period should be dedicated to Physical Education per week and this period should be labelled Physical Education in the school timetable.

Approach to assessment in Life Orientation

As the focus of the Life Orientation curriculum falls strongly **on the application of knowledge**, the approach to assessment needs to be more practical where learners develop through experience, inquiry and performance the life skills and values necessary for living in a democratic and changing South African society. In tasks that are practical in nature, especially the movement activities in the

Physical Education, learners need to be assessed while participating in and performing the skill. Teachers will therefore have to observe learners and assess performance against the criteria set for such tasks. Learner progress in Life Orientation is monitored throughout the school year.

Annual Programme of Assessment (SAG 2007)

Annual Assessment Plan for Life Orientation Grade 12

TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
TASK 1: 75 PET : 25	TASK 2: 75 TASK 3: 75 PET: 50	TASK 4: 75 PET : 25		TASK1-4: 300 PET : 100
100	200	100		400/4 = 100

Number and Forms of Assessment Required for Grade 12

In the formal Programme of Assessment for Life Orientation learners are expected to complete five internal tasks per grade. This means that 15 assessment tasks will make up the Life Orientation collection of evidence to be presented at the end of Grade 12 for external moderation. The tasks completed during Grades 10 and 11 should be internally moderated at the end of each grade.

Of the five internal assessment tasks to be completed per grade, two should be tests/examinations, one an extended Physical Education task and the other two should be tasks that suit the nature of the subject Life Orientation. All five internal tasks must be set and assessed by the Life Orientation teacher. The annual assessment plan for Grades 12 should reflect all five internal tasks per grade. An example of an annual plan for Life Orientation is provided in Table below:

The Portfolio Comprises of:

TERM 1	TERM 2	TERM 3	TOTAL:TERM 1-3
Task 1 (75) Research Assignment TASK 5: PET (25) Physical Fitness Aerobics	Task 2 (Test 1) (75) Task 3 (75) Investigation TASK 5: PET (50) Attacking and defending sports and games	Task 4 (Test 2) (75) TASK 5: PET (25) Recreation and leisure sport - traditional dancing	Task 1: 75 Task 2: 75 Task 3: 75 Task 4: 75 TASK5:PET 100
100	200	100	400/4 = 100

Forms of Assessment tasks

There are many **different forms** of assessment tasks. These include:

- Tests
- Investigations
- Assignments
- Case Studies
- Demonstrations
- Design and Make
- Presentations
- Debates
- Interviews
- Role-Plays
- Projects,
- Simulations,
- Written reports,
- Exhibitions
- Research

You may incorporate as many of the above in the informal daily activities.

Formal Assessments Tasks

However, for the formal assessments at the grade 12 level you are required to engage in the higher order tasks as set in the exemplars.

These tasks are specified in the SAG document and it is further unpacked for you in this portfolio guideline. An exemplar is provided and you are encouraged to use this example.

At grade 12 level students are required to undertake a **research assignment or source based** (consisting mainly of **literature sources**). Here students will be required to consult **books** from the **library**, and make use of **other sources** such as the **internet**.

The other task is an **investigation** where students go out and **interview** people, **collect data, analyze the data, report on their findings** and make **conclusions and recommendations**. Both these types of research will prepare students for tertiary education.

Assessment Tools

The Life Orientation teacher can use an assessment tool such as the one listed below to assess internal tasks. The nature of the task and the skills, knowledge and values that are to be assessed in the task will determine the assessment tool to be used. The following are examples of assessment tools:

- Rubrics
- Rating scale
- Marking memoranda
- Checklists
- Observation sheets
- Marking matrix

SECTION B

Task 1

Examples of Tasks

Research Assignment: Source-Based

What does a research assignment entail?

The research involves a literature review of various sources. The complete written component is assessed as a research report.

Topic: Research job opportunities, the career paths and the availability of learnerships in your preferred field.

Purpose: To prepare the learners for the academic institutions and have an understanding of the realities of the South African job market. To ensure learners have an understanding of the opportunities offered by different SETAs.

Preamble

Choosing your career is a big issue that you will be dealing with. This research assignment will assist you in resolving some of those tough questions.

Grade 12 is a crucial year in your schooling career. At the end of this year you are expected to make important choices. This research assignment will assist you in some of the choices that you may need to make and the preparations for the world outside school.

Your career choice is a critical decision that you are about to embark on. This has academic and financial implications.

Therefore, it becomes pivotal that you engage in fully researching your career choices before embarking on the chosen career.

Research the job opportunities, the career paths and the availability of learnerships in your preferred field.

Question 1

Finding a job is not an easy task. We all know of the huge and tough competition out there. You need to get prepared!!

You are required to cut out 6 job advertisements from more than one newspaper related to your preferred field.

Use sources such as the newspapers, business times, business magazines, internet to comment on the availability of jobs in your preferred field. You are also required to critically comment on the current unemployment particularly amongst the youth.

Question 2

As a student who wishes to pursue the academic path. Explain which institutions you will wish to study at and why e.g. private college, FET college, University of Technology, University....

Will you study full or part-time?

Depending on the choice of your institution you wish to study make applications to three potential educational institutions and ask them to send you information on your preferred course, fees, financial aid, facilities, accommodation, admission requirements, and anything else that you may consider important to your field of study.

Question 3

Research the number of students that enroll at tertiary institutions annually and the percentage that pass. Examine the reasons why many students drop out or fail their first year at tertiary institutions. Make use of table or graph to show the statistics.

Scrutinize the male /female population at tertiary institutions and determine whether there are any correlations between course selection and gender. Comment critically if there are any correlations of career and career choices based on:

- Disability
- Gender
- Race

Question 4

4.1 Does the Sector Education and Training Authorities or SETAs that have been set up by Government help to develop skills and improve education. Explain by substantiating your claims.

4.2 Provide contact details for 3 SETAs related to your preferred field and comment on the services that they provide.

4.3 Write a letter to the preferred SETA for a learnership opportunity.

Report

When writing your report includes the following:

1. Cover page:
 - Topic
 - Name
 - Create an interesting design for your cover page relevant to the topic.
 - You can include an appropriate picture, illustration or suitable photograph relevant to the topic.
2. Table of contents
3. Topic
4. Purpose
5. Introduction : describe what the report was all about

6. Visual support material, graphs, drawings, tables will enhance the quality of the research.
7. Findings (your findings should be a minimum of 2 to 5 paragraphs) the body of the report should answer the questions set on the topic.
8. Recommendation: It is important for the learner to feel empowered and make recommendations on the issue.
9. Conclusion: the concluding paragraph summarizes all the findings and gives one's own conclusion
10. Acknowledgments- whoever had been part of the process in being a helping hand in the research should be acknowledged e.g. Mr. Msisi the librarian at Killarney for all the support he had given in assisting me with accessing information from the internet.
11. Bibliography- proper reference technique must be followed. A list of literature and other media sources must be referenced and included in the report.

Criteria for assessment

Criteria	Limited (0- 29%) 0-5	Adequate (30-49%) 6-10	Proficient (50-79%) 11-15	Well done (80 -100% (16-20)-
Findings 20	No coherence –does not answer the issues.	Addresses some of the issues	Addresses the issues well without references	Addresses the core issues using reference to substantiate
Visual support material / References 20	No support material /references	Very limited	Some variety	Excellent variety.
Conclusion/ Recommendation 20	Little understanding of how to conclude a report.	Mere summary of report but no personal views.	Some personal responses with no references.	Able to demonstrate personal views citing other sources.
Acknowledgements /Bibliography/ design layout 15	0-4 Poor lay out and no acknowledgments	5-8 Some creativity in lay out and design	9-13 Some demonstrations of acknowledgements/	14- 15 Comprehensive / excellent demonstrations of acknowledgements/ innovative and creative lay out

**TASKS 2 and 3
TEST**

SUGGESTED OUTLINE FOR TESTS/INTERNAL EXAMINATIONS

Cognitive Levels and Weighting

1. 40% = lower order questions [What? Why? Who?]
(Levels 1&2 of Bloom's Taxonomy)
2. 30% = middle order questions [Discuss, Explain, Describe]
(Levels 3&4 of Bloom's Taxonomy)
3. 30% = higher order questions [Evaluate, Synthesize, Critically evaluate, Examine]
(Levels 5&6 of Bloom's Taxonomy)

SUGGESTED FORMAT: (Total marks [75]; Time allocation: 60-90 minutes)

SECTION A [Multiple choice (10) & Case Study (20) = 30]

• **Multiple Choice – 10 marks**

1. This section must try to incorporate all the LOs.
2. These questions must test factual knowledge.
3. Questions must vary from simple to complex and cater for the different levels of learner.

• **Case Study/ Source Based – 20 marks**

1. LOs can be tested in an integrated manner.
2. An extract will be used. Learners will be expected to read, understand, interpret and apply what is illustrated, based on LOs and ASs.
3. Information should be current, up-to-date, age-appropriate, learner-friendly and culturally sensitive. Learners must be able to relate to the case, e.g. 2010 World Cup.

SECTION B

• **Short open-ended questions- 15 marks (5x3=15)**

1. Yes/no and learner's reason or motivation, e.g. should teachers who are HIV positive be allowed to teach?
2. Purpose is to test if the learner has the ability to handle life skills in the real world.
3. The terminology used in phrasing questions must allow learners the scope to express their own views.
4. Marking is subjective and teachers will evaluate learner's ability to handle/respond/react/cope with real life situations.

SECTION C

There is a choice between a scenario or cartoon.

- **Scenario- 20 marks**

1. Sketch a short situation and ask learners how they would respond.
2. Learners have to place themselves in someone else's shoes, e.g. your father is an alcoholic and sexually abuses your 5 year old sister. Your mother is aware of this but does nothing about it as she is unemployed and cannot afford to leave your father. What should you do?

OR

- **Cartoon- 20 marks**

1. Often wit and humour are obtained through exaggeration and making matters seem worse than what they actually are.
2. The intention behind a cartoon is to convey a serious message about the characters or situation portrayed by often making use of humour.
3. The cartoon must be based on the truth. The readers should be able to recognize the situation or the characters.
4. All cartoons should have a moral purpose and should inform readers about a moral issue. Critical thought processes should also be encouraged.
5. Learners should be expected to be able to answer the following:
 - Identify the subject and explain the situation.
 - Explain the caption in the event of there being one.
 - Describe the possible stereotypes that are being portrayed.
 - How do the stereotypes contribute to the purpose of the cartoon?
 - Explain the use and function.
 - Is the learner able to interpret the message that the cartoonist had intended and appreciate the humour and exaggeration?
 - Learners could also be asked to identify and assess the cartoonist's personal opinion.

**BRIGHT SPARK HIGH SCHOOL
LIFE ORIENTATION**

Grade 12

Test Exemplar

June 2008

Examiner: Ms Einstein

Moderator: Mr. Thomas Edison

Marks: 75

Instructions

1. Work neatly
2. Read the questions carefully.
3. Use the allocated time effectively.

SECTION A

Answer all questions in section A

Question 1: Multiple Choice [10 Marks]

- 1.1. An example of negative stress is
- A. when one starts to tremble.
 - B. when one experiences an adrenaline rush.
 - C. when one feels productive and in control.
 - D. being inspired to achieve and perform. (1)
- 1.2. Choose the **incorrect** answer.
Examples of endurance exercises to increase physical fitness are:
- A. cardio-respiratory exercises.
 - B. muscle-strengthening exercises.
 - C. flexibility exercises.
 - D. mental attitude exercises. (1)
- 1.3. Which of the following options is **NOT** a barrier to cross-cultural communication?
- A. stereotyping
 - B. open-mindedness
 - C. prejudice
 - D. ethnocentricity (1)
- 1.4. The following is **NOT** an example of sexual harassment:
- A. comments and questions of a sexual nature.
 - B. whistling and rude or suggestive gestures.
 - C. having a different sexual orientation than the norm.
 - D. someone staring at your body in an offensive way. (1)

1.5. Choose the **correct** answer:

Gender refers to

- A. the biological differences that exist between males and females.
- B. the socially constructed definition of relationships between sexes.
- C. customs and rituals and sexual activities of all societies.
- D. appropriate behaviour for boys and girls.

(1)

1.6. According to the United Nations Convention on the Rights of the Child, the following is **NOT** a form of discrimination:

- A. female infanticide and prenatal sex selection.
- B. female genital mutilation.
- C. engaging in sexual activity below the age of 16.
- D. giving boys more food than girls on purpose.

(1)

1.7. The labour relations act (Basic Conditions of Employment Act) applies to

- A. government employees other than the ones listed below.
- B. members of the National Defence Force.
- C. members of the National Intelligence Agency.
- D. members of the South African Secret Service.

(1)

1.8. Which newspaper headline is **NOT** sensationalist, opinionated and subjective?

- A. Paris Hilton the sexiest jailbird of 2007!
- B. Soap-star stud reveals more.
- C. Racist farmer has his day in court.
- D. Fatal airline flight.

(1)

1.9. Choose the option which is **NOT** an example of freedom of expression:

- A. the freedom of artistic creativity.
- B. the freedom to receive or impart information or ideas.
- C. academic freedom and freedom of scientific research.
- D. spreading propaganda to encourage the use of violence.

(1)

1.10. Choose the **incorrect** answer:

You can protect yourself against HIV by

- A. taking a bath or shower after having had sexual intercourse.
- B. abstaining and not having sexual intercourse at all.
- C. being faithful to a faithful partner who has tested negative for HIV.
- D. always wearing an unused condom when having sexual intercourse.

(1)

[10]

Total = [10]

Question 2 Short Questions [15]

Answer Any 3 of the Following Questions

- 2.1. Take time to reflect on your life thus far and identify ways in which you have been either advantaged or disadvantaged by gender stereotypes. (5)
- 2.2. When you enter into a contract with an employer, which four aspects should be considered most important? (5)
- 2.3. Unisa is a well-known distance education university. Mention advantages or disadvantages of distance education. (5)
- 2.3. Mention two examples of how you can contribute to our democratic society under each of the following sub-headings:
- Volunteerism
 - Elections

(5)
Any 3 x 5 = [15]

SECTION B: (30 MARKS)

Question 3: Scenario

You have been secretly admiring a dashing 18 year old boy/girl for the past month or so. He or she has invited to a party. You gladly accept the invitation. Your parents allow you to attend the party providing you return home by 23h30. The party is at a friend's home about 2 km away from where you live. At the party you noticed that he/she had 4 beers during the course of the evening and is becoming very friendly and starts kissing and touching you. It is now 23h15 and you must be home at 23h30.

1. What would you do if your friend's behaviour makes you feel uncomfortable? Substantiate (3)
2. Should grade 12 learners be given a curfew (cut off time by parents)? Motivate your answer. (3)
3. Explain some of the consequences to teenagers attending a party where alcohol or drugs are being used? Explain two things. (4)
4. How can parents take responsibility to ensure that a teenage party is safe? (2)
5. Mention three effects of substance abuse. (3)

Total = 15

QUESTION 4: CASE STUDY

Read the following article carefully and answer the questions that follow.

Article adapted from the YOU Magazine
19 July 2007- 134 – www .you.co.za

CHILDREN'S LAW TO SAVE SA's kids

The new act has horrified
many parents but experts
say it's vital

By Marinda Louw van Riet

It's noisy around the braai. She knows they're drinking – and when her mom laughs like that it means her boyfriend is here. The girl trembles and feels nauseous. It doesn't matter how loudly she screams or cries; it doesn't help. He clamps a hand over mouth. She hears the door open and smells alcohol, cigarettes and his cheap aftershave. Will he hurt her like he did the last time?

Her mother won't help because she's afraid of him – and he pays the rent and buys the food. ...

That's why from this month kids as young as 12 may obtain contraceptives without written permission from their parents.

They can also ask to be tested for HIV /Aids without their parents knowing or being informed of the results.

And although many people may not be aware of it, for the past 10 years a girl aged 12 or younger has been able to have an abortion without her parents agreeing to it.

"The provision is there to protect children who are being abused"

Questions

1. Express your views on the mother's lifestyle. (2)
2. What decisions can the mother make so that her daughter will no longer endure molestation? (2)
3. What decision can the child make so that she no longer endures molestation? (2)
4. Do you agree with the new Child Act where a child as young as 12 may be given contraceptives without the written permission from the parents. Express your views and motivate your arguments. (4)
5. Explain how the new "Child Act" could "horrify" parents whilst at the same time it could be viewed by the experts as a vital need in the community. (3)
6. Explain whether parents are always the best people with whom you could talk difficult issues? (2)

Total = 15

SECTION C: (20 MARKS)

Choose question 5 or 6

Either Essay type Questions or Cartoon

QUESTION 5: ESSAY TYPE QUESTIONS (CHOOSE ANY TWO)

- 5.1. Is society constructed to give greater power to men? Express your view citing concrete examples. (10)
- 5.2. What are some of the contributing factors to gender related violence? Why do you think this is prevalent in society? (10)
- 5.3. Explain what are some of the main contributing factors to the major lifestyle diseases such as diabetes, heart disease and hypertension . (10)

OR

Question 6: Cartoon

The following cartoon by ZAPIRO was published in the Sunday Times Newspaper of 1/07/98. **CARTOON A.**



Question 6- Cartoon A

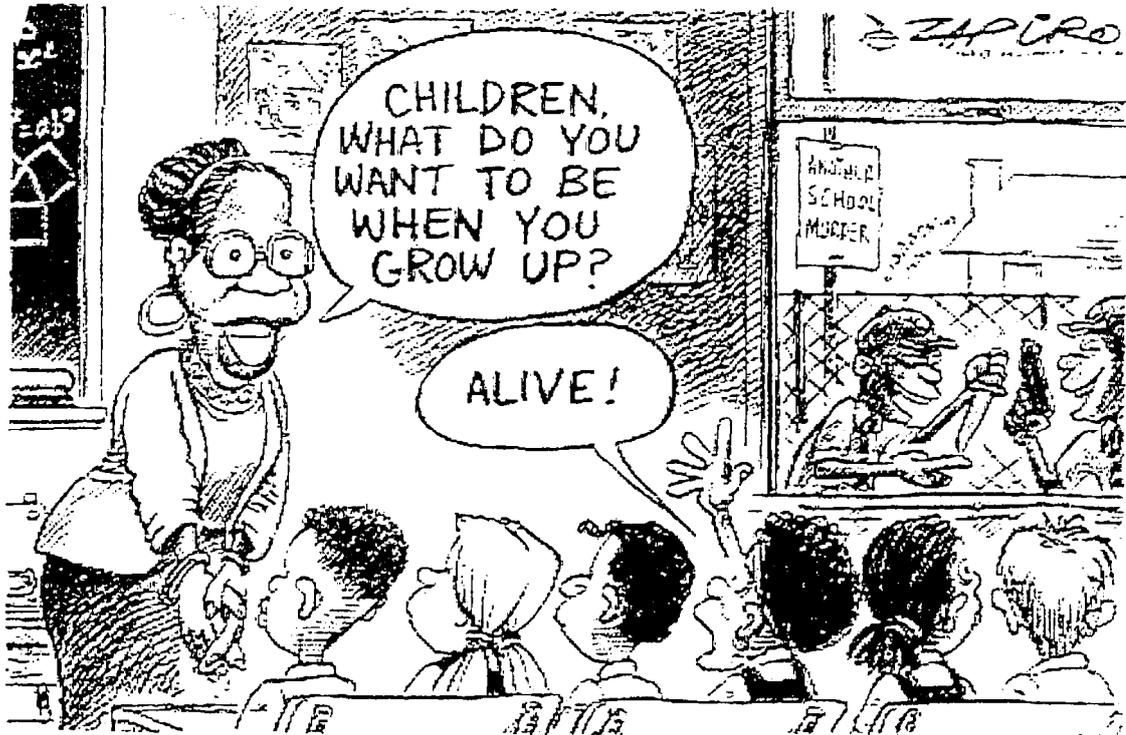
6.1 From the teacher's comments in Cartoon A do you think having too many goals can confuse a student. Explain. (3)

6.2 Do you think that the socio economic factors necessarily stop you from achieving your goals. Motivate your answer with reference to Cartoon A. (3)

6.3 Explain the importance of goal setting and how it can impact in your life. (3)

LIFE ORIENTATION GRADE 12 LEARNERS' PORTFOLIO GUIDELINES

The second cartoon of ZAPIRO was printed in the Sunday Times Newspaper in October 2006. **CARTOON B.**



Questions 6 Cartoon B

- 6.4 What environmental conditions have motivated the student to give such an answer to the teacher in cartoon B .(2)
- 6.4 Should body searches be allowed in school? Provide arguments for and against body searches- you can make reference to cartoon B.(4)
- 6.5 Do you think environmental stress can impact on teaching and learning? Make reference to cartoon B to support your argument. (3)
- 6.6 The cartoonist is trying to bring across a message in a humorous manner in both cartoons. If one compares the behavior of some of the learners in Cartoon A with those in Cartoon B, how has discipline declined at schools from 1998 till 2006? Look at the illustrations and explain your answer . (2)

Total : 20

Total :[75]

TASK 4

Investigation

Choose one topic from the following themes:

- Lifestyle choices with reference to physical fitness or sexual behaviour, substance abuse , eating disorder,

What is an investigation task?

There are different types of research. For example one could research the causes of motor accidents by analyzing the literature on accidents. Another example of research is conducting an experiment on the effects of smoking on people or conducting a case study of a person who smokes about twenty cigarettes a day. An investigation is a type of research that attempts to find out the truth about or cause of something, such as the effects of pollution in the local community, the prevalence of crime in the area. An investigation is thus a systematic search or examination to discover truths, facts, opinions, etc.

TOPIC

Investigate the perceptions of youth life style choices with reference to one of the following:

- Sexual behaviour
- Substance abuse
- Physical fitness and nutrition

Purpose: To create an awareness of the consequences of risky life style choices that some teenagers make.

Instructions to Learners:

1. Work in groups of five.
2. Gather information on the topic from literature, media, internet and other sources.
3. Draw up a short questionnaire to find out from Grade 11 and 12 learners their lifestyle choices with reference to any one of the following (minimum of 10 questions)
 - Sexual behaviour
 - Substance abuse
 - Physical fitness and nutrition
4. Each person in your group is to interview at least 5 people.
5. You can conduct interviews during breaks or after school.
6. Let the interviewees understand that the information they provide will be confidential.
7. Write down their responses to your questionnaire and analyze the data (information) individually, and then collate all the data and make a group analysis.
8. Use the information from your literature and other sources to make sense of the data or to explain certain findings.
9. Prepare a group presentation to report on your findings to the rest of the class.
10. Keep a copy of the presentation in your Portfolio of Evidence File.

NB. The following are examples of questions that one can ask.

Questionnaire on Exercise and Nutrition

1. Do you engage in exercise?
If yes how many times a week?
2. What types of exercises do you engage in?
3. Do you enjoy physical activity? Explain
4. Do you participate in school sporting activities?
5. If yes what sporting activities do you participate in at school?
6. Do you participate in sports outside school hours e.g. in a local club?
7. List three benefits of physical activities?
8. What are some of the consequences of not doing any physical activity? List two.

Nutrition

9. How many glasses of water do drink a day?
10. Does your meals often include the following (by often we mean at least twice a week)
 - Fried foods ...
 - Crisps
 - Fissy drinks
 - Pastries / sweets / chocolates...
11. How often do you have vegetables and fruit in your diet?

Questionnaire Sexual behaviour

1. Do you think that some teenagers your age are sexually active?
2. If yes to the above question what percentage do you think are sexually active?
3. What are the consequences of teenagers being sexually active?
4. Do you know of teenagers who have fallen pregnant?
5. If yes to the above question how many that you know of?

6. What are some of the consequences of teenagers falling pregnant?
7. Do you know of any teenagers /s that have /have contracted HIV or any other sexually transmitted diseases?
8. What would you say is the main reason for the spread of HIV or any other sexually transmitted diseases among the teenagers?
9. Name one treatment for those infected with HIV.
10. In your view how can the spread of HIV and other opportunistic diseases be prevented? List two ways that it can be prevented.
11. How are people who are infected with HIV and other sexually contracted disease treated in your community?
12. Explain the impact on the quality of life for those suffering from HIV and other opportunistic diseases.

Questionnaire Substance Abuse

1. Approximately what percentage of teenagers engage in substance abuse in today's society?
2. What would you consider are some of the major contributing factors to substance abuse?
3. What are the consequences that teenagers undergo during substance abuse?
4. How many teenagers were you aware of engaging substance abuse?
5. What types of substance abuse is most prevalent amongst teenagers?
6. What support systems are provided in the school /community for those who are engaging in substance abuse?
7. How do you think teenagers are able to sustain this habit financially?
8. How do they cope with habit emotionally and physically?
9. How is this habit affecting the school/ community?
10. Do you think the youth can play a role in combating substance abuse? Explain.

Conduct Interviews

- Choose people that you want to interview
- Ask them if they are willing to be interviewed
- Set a date and time for the interview

- Conduct the interview
- Make notes as the interviewee speaks to you or fill in the questionnaire for the interviewee.

Prepare a presentation with your group

- Share your findings with your group
- Decide how you would like to present information to the rest of the class
- Prepare your presentation
 - Provide evidence to show you collected information from interviewees
 - Include dates, times and verbatim notes / extracts from the interview
 - Show your interview schedules
 - Include observations you made during the interview

Report

When writing your report includes the following:

1. Cover page:
 - Topic
 - Your name as researcher (and other team members)
 - Create an interesting design for your cover page
 - You can include an appropriate hand drawn picture / illustration / photograph relevant to the topic.
2. Table of contents:
 - Topic
 - Purpose
 - Introduction
 - Findings (your findings should be a minimum of 2 to 5 paragraphs)
 - Recommendations
 - Conclusion
 - Acknowledgments
 - Bibliography

Example of assessment criteria for the Investigation

LEVEL	Limited 0-5 (0-29%)	Adequate 6-9 (30-49%)	Proficient 10-14 (50-79%)	Excellent 15-20 (80-100%)
CRITERIA 1: Individual evidence of planning (20) (20 marks)	0-5 Little or no evidence shown in planning or preparation	6-10 Satisfactory evidence of planning and preparation	11-15 Good evidence of planning and preparation	16-20 Excellent evidence of planning and preparation
CRITERIA 2: Analysis of data (20 marks)	0-5 Analysis showed little or no understanding of the responses to questions and lacked logical order.	6-10 Analysis showed some understanding of responses. Evidence of logical inferences or deductions from data.	11-15 Analysis showed a good understanding of responses. Method of analysis was good. Evidence of logical and insightful deductions and inferences from the data.	16-20 Analysis showed depth of insight, logical reasoning and made use of literature sources to back up arguments. Method of analysis showed insight.
Criteria 3: Investigation Report (20)	0-5 Report was haphazard and lacked coherence. Little thought and effort put into the formulation of report.	6-10 Report was adequate in length, form and neatness but there were lapses in coherence. Style and form need attention.	11-15 Report was neat, followed logical order and followed a good style. Report was well documented with all the relevant information.	16-20 Report was coherent, excellently documented with headings and table of contents. Style and form was excellent.
Teamwork and presentation (5)	(0-1) Lacked organisation and teamwork. Little or no evidence of planning as a group.	(2) Evidence of teamwork but tasks showed unequal division of labour. Some evidence of organisation and planning.	(3) There is evidence of planning as a group. Individuals allocated tasks. Each member brought in quota of data.	(4-5) The group worked cohesively. Excellent division of labour. Good planning.
Sources consulted (10)	(0-2) Little or no sources consulted.	(2) Some evidence of sources consulted.	(5-7) Adequate number of sources consulted and referenced appropriately.	(8-10) Large number of sources consulted and referenced appropriately. Sources used skilfully to substantiate arguments.

Example of Assessment Tool during the Planning and Preparation

Group Assessment

Use the following list of questions to assess the group

1. Did the group interview the relevant people for the project	Yes	No
2. Did the group show proof of the interviews conducted?	Yes	No
3. Did the group include dates, time and notes from those interviewed?	Yes	No
4. Did the team show evidence of team effort	Yes	No
5. Did the group complete the report with all the relevant information?	Yes	No
6. Did the group share their findings with the team to be able to analyze data adequately?	Yes	No

TASK 5

PHYSICAL EDUCATION TASK (PET)

1. INTRODUCTION

The Physical Education Task (PET) constitutes the fifth task and is administered across three school terms in Grade 12. Learner participation and performance in the PET is, therefore, to be assessed and reported on in each term. The marks obtained per learner per term are added up to give a total mark out of 100 for the PET at the end of the year. The mark allocation for the PET (Task 5) is 25% of the total mark out of 400 for Life Orientation, i.e. 100 marks.

2. DESCRIPTION OF THE TASK

The Physical Education Task focuses solely on the Physical Education component (Learning Outcome 3) which comprises three different movement sections: 1) Fitness, 2) Games and Sport and 3) Recreation.

Learners are expected to participate in a Physical Education period once a week which is timetabled to take place in a fixed period labelled Physical Education on the school timetable. The activities that the learners engage in should cover the physical activities relevant to the three movement sections. In the main, the activities presented in a period should be practical in nature where learners engage in and perform movement activities.

The following table provides a list of suggested physical activities that can be presented per movement section:

Fitness	Games and Sport	Recreation
<ul style="list-style-type: none"> • Aerobics – aqua (water), dance, kickboxing, stepping • Circuit training • Walking/ Running programme 	<ul style="list-style-type: none"> • Attacking and defending games and sport • Batting and fielding games and sport • Contact games • Dribbling games • Indoor and outdoor games • Invasion games • Kicking games • Net/ Wall games and sport • Racquet games and sport • Target games • Swimming games and water sports, including synchronised swimming • Traditional games • Throwing games 	<ul style="list-style-type: none"> • Athletics • Dancing – social (ballroom, folk), traditional, creative, rhythmical with hand apparatus • Gymnastics – group activities • Hiking • Lifesaving • Orienteering • Self defence

The order in which the three movement sections are presented is not prescribed, but is determined by how the sections are sequenced in the grade-specific Work Schedules of a school. For example, the Grade 10 learners could start the year with the games and sport section, then move onto the fitness section and end off with the recreation section, while Grade 11 learners could start off with the fitness section and then engage in recreation before wrapping up the year with games and sport. Grade 12 learners could follow a different sequence or mirror that of another grade.

The games and sports movement section should be allocated more time (up to 40% of Physical Education contact time) than the other two movement sections as it contains the type of functional movements that most closely resemble the motor patterns people engage in on a daily basis. The most obvious of these being include walking and running. Furthermore, the types of games and sporting activities presented in the Physical Education periods should differ from those offered in the school sport programme. For example, if a school offers netball, rugby and soccer as choices in the school sport programme, other games and sporting activities such as handball and basketball should be offered as part of the Physical Education Task instead.

3. PLANNING FOR THE TASK

The Physical Education component of the Life Orientation curriculum should be planned for in the same Work Schedule for a grade as the other focus areas of the curriculum and not in a separate plan. Planning for the Physical Education component (Learning Outcome 3) should, therefore, be integrated with the planning for the other three Learning Outcomes. For example, when dealing with content on lifestyle issues and decisions in the other Learning Outcomes, the fitness movement section from Learning Outcome 3 can be included in the same group of content on the Work Schedule as it also addresses content relevant to lifestyle choices.

The inclusion of Learning Outcome 3 in each grouping of content on the Work Schedule supports the weekly implementation of a Physical Education period in Life Orientation contact time.

4. RESOURCES REQUIRED FOR THE TASK

The following resources, equipment and facilities are required for the implementation of the PET:

- Textbook(s)
- Literature/ articles/ texts on:
 - Fitness: evaluation, health-related components and norms, performance requirements, aerobic exercise programmes, principles
 - basics of anatomy and exercise physiology
 - sporting activities and games: rules and techniques
 - recreational activities
- Equipment:
 - Wall charts/ Task cards/ Station cards for exercises, games and recreation activities
 - Markers to mark off playing areas

- Clothing for learners to participate in
- Basic and/or improvised equipment for fitness, games and recreational activities
- Facilities:
 - Even playing area, free of glass and stones to perform exercises, games and recreation activities
 - Changing facilities and water

5. CRITERIA FOR THE TASK

Learner performance in the PET is assessed on an ongoing basis during participation and the mark awarded to a learner is adjusted accordingly as the learner shows progress in the different movement skills and activities. It is suggested that teachers concentrate on the assessment of learner performance against two broad criteria to start with: 1) frequency of participation and 2) overall movement performance. By observing whether the performance of a movement has a desired outcome, the teacher will be focusing on the overall performance of the movement instead of the detailed mechanics of the movement. However, once a teacher has gained confidence and knows how to break a motor skill and movement sequence down into different parts, additional criteria can be added to assess the performance thereof in greater depth.

6. ASSESSMENT TOOL

Use can be made of an assessment tool such as the one provided below to assess learner performance in the two criteria of the task. The following levels, percentage scales and descriptions were used as the basis on which to develop the descriptions of performance on the different levels per criterion and to guide the allocation of marks per level for each criterion:

Level of Performance	Description	% Scale
E	Excellent (Wow)	75-100%
P	Proficient (Yes, looking good)	50-74%
A	Adequate (Yes, but still lots of room for improvement)	30-49%
L	Limited (No, lacking in many areas) / Not attempted	0-29%

Note:

A mark has already been allocated to each level of performance within a criterion on the suggested assessment tool for the PET. The lowest mark allocated to the second level (A) is always 30% as this is the minimum promotion requirement for Life Orientation in Grades 10-12.

Assessment tool for PET:

LEVEL	Limited 0-6 (0-29%)	Adequate 5-7 (30-49%)	Proficient 8- 11 (50-74%)	Excellent 12-15 (75-100%)
CRITERIA 1: FREQUENCY OF PARTICIPATION DURING PHYSICAL EDUCATION PERIODS (15 marks)	Participated on-off across periods, but not regularly in up to 25% of all periods: =0% (0 marks) – did not participate at all <10% (1 mark) <20% (2 marks) =20% (3 marks) <30% (4 marks)	Participated in 30% and beyond of all periods, but less than 50%: <40% (5 marks) =40% (6 marks) <50% (7 marks)	Participated in 50% and beyond of all periods, but less than 75%: <60% (8 marks) =60% (9 marks) <70% (10 marks) <75% (11 marks)	Participated in 75% and beyond of all periods, up to 100%: ≤80% (12 marks) ≤90% (13 marks) =100% (15 marks)
CRITERIA 2: OUTCOME OF MOVEMENT PERFORMANCE (10 marks)	Very clumsy and/or incorrect – does not produce the desired outcome at all (0-2 marks)	Requires further attention and refinement – lapses in performance and does not always produce the desired outcome (3-4 marks)	Efficient, effective and appropriate – produces mostly correct desired outcome (5-7 marks)	Exceptional level of skill – always produces desired outcome (8-10 marks)

7. RECORDING AND REPORTING

The focus of assessment within the PET falls on the two broad criteria to facilitate quarterly recording and reporting in the task.

The suggested weighting between the two criteria is 60% for participation (15 marks) and 40% for movement performance (10 marks) to arrive at a mark out of 25 for the PET per term in Grades 10, 11 and 12, with the exception of term 2 of Grade 12 where this mark needs to be doubled to 50 for recording and reporting purposes. See the tables provided below.

Example using a Grade 12 class list:

The mark allocation applied in this example is based on the levels, descriptions and mark allocation suggested for the assessment tool.

TERM 1	1. Frequency of participation (15 marks)												2. Movement performance (10 marks)				TOTAL FOR TERM	
NAMES	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	%	Marks	A1	A2	A3	Marks	25	
Apple A	✓	✓	✓	✓	x	✓	✓	x	✓	✓	80	12	E	P	E	8	21	
Brown, B	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	100	15	P	P	P	6	21	
Carmel, C	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	100	15	L	P	A	3	18	
Drake, D	✓	x	✓	a	✓	✓	x	A	✓	x	50	8	A	A	P	4	12	

Note:

1. Frequency of participation

Each of the learners has been allocated a mark out of 15 at the end of term 1 based on their frequency of participation across the Physical Education periods presented in the term. An 'a' indicates that the learner was absent for that particular period and an 'x' that the learner was present in class, but did not participate. A learner who always participates when he/she is present in class should not be penalised when absent (see Carmel , but a learner who participates on and off when present should be penalised when absent (see Drake).

2. Movement performance

Each of the learners has been allocated a mark out of 10 at the end of term 1 based on their movement performance observed on three different occasions across the school term. An 'E' indicates excellent, a 'P' indicates proficient, an 'A' indicates adequate and an 'L' indicates limited. As Apple has scored an 'E' twice and a 'P' once, the mark allocated to Apple should reflect an 'E' and not 'P'. As Brown has scored a 'P' throughout the term, the mark allocated to Anita at the end of the term should reflect a 'P'. See Section 5 for levels, descriptions and mark allocations.

3. Total for term

The marks awarded for frequency of participation and movement performance respectively for the term are added up to arrive at a mark out of 25 per learner. The mark scored out of 25 is the PET mark to be formally recorded on the record sheet for the term.

**Suggested outline for the Physical Education Task in
Grades 10, 11 and 12**

GRADE 12
Term One
<p>Focus: Physical fitness</p> <p>Duration: ± 9 weeks</p> <ul style="list-style-type: none"> • Health- and skill-related components of physical fitness and how to measure these, and training principles: overload, specificity, threshold of training and progression (1 week) • Assessment of personal fitness against health- and skill-related components (1 week) • Compile fitness plan (1 week) • Personal fitness programme based on range of choices offered – both in and out of school (5 weeks) • Re-assessment of personal fitness against health- and skill-related components (1 week) <p>Assessment criteria:</p> <ul style="list-style-type: none"> • Frequency of participation • Performance of movements/ motor skills
GRADE 12
Term Two
<p>Focus: Sports and games</p> <p>Duration: ± 12 weeks</p> <ul style="list-style-type: none"> • Participation in attacking and defending sports (4 weeks) • Participation in batting and fielding sports (4 weeks) • Participation in net/ wall sports (4 weeks) <p>Assessment criteria:</p> <ul style="list-style-type: none"> • Frequency of participation • Performance of movements/ motor skills
GRADE 12
Term Three
<p>Focus: Relaxation and recreational activities</p> <p>Duration: ± 9 weeks</p> <ul style="list-style-type: none"> • Different perspectives on participation in recreation and physical activity – gender issues, modern versus traditional societies, etc. (1 week) • Advanced orienteering (4 weeks) • Variety of activities: Hiking, dancing, etc. (4 weeks) <p>Assessment criteria:</p> <ul style="list-style-type: none"> • Frequency of participation • Performance of movements/ motor skills

SECTION C

MODERATION PROCESSES AND TOOLS

Levels of moderation

Moderation of the assessment tasks should take place at three levels:

LEVEL	MODERATION REQUIREMENTS
School	<p>The Life Orientation Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for approval and incorporation into the School Assessment Plan.</p> <p>Each formal assessment task (as indicated in the Programme of Assessment) should be submitted to the subject head for moderation before learners attempt the task (Pre-moderation).</p> <p>Teacher portfolios and evidence of learner performance (sample of 10% tasks) should be moderated (re-marked) at least once a term by the head of the subject or her/his delegate.</p>
Cluster/ District/	<p>Teacher portfolios and a stratified sample of evidence of learner performance (at least 6 learners) must be moderated at least once a term (1st 3 terms only).</p>
Provincial/ National	<p>Teacher portfolios and a random selected sample of evidence of learner performance must be moderated once a year during the 4th term.</p>

Moderation tools

The following Provincial moderation and assessment forms must be used for Life Orientation moderation and reporting:



GAUTENG DEPARTMENT OF EDUCATION

PORTFOLIO SUBMISSION CHECKLIST FOR CLUSTER LEADERS: LIFE ORIENTATION

NAME OF SCHOOL:		
NAME OF TEACHER:		
NAME OF CLUSTER LEADER:		
SUBJECT:		
DATE:		
	YES	NO
LEARNER'S PORTFOLIOS		
1	The correct portfolios according to the list from HO were submitted	
2	The best portfolio is submitted	
3	The computer-printed list of names is attached to the Grade 12 Life Orientation Moderation Report Form (Annexure E of Provincial Circular on CASS)	
4	The correct number of assessment tasks are included, namely: <ul style="list-style-type: none"> • 5 x Tasks for Gr.10 	
	<ul style="list-style-type: none"> • 5 x Tasks for Gr. 11 	
	<ul style="list-style-type: none"> • 5 x Tasks for Gr. 12 	
5	Assessment tasks include the following for Grade 12: <ul style="list-style-type: none"> • 1 x Research Task 	
	<ul style="list-style-type: none"> • 2 x Tests/Examinations 	
	<ul style="list-style-type: none"> • 1 x Investigation 	
	<ul style="list-style-type: none"> • 1x Physical Education Task (Consisting of 3 formal assessment activities, 1 per term) 	
6	Declaration forms signed by the learners are included in all portfolios	
7	All learner portfolios have the correct, coloured cover sheet	

Life Orientation Grade 12 Learners' Portfolio Guidelines

TEACHER'S PORTFOLIO		
1	The Gr. 12 Life Orientation Moderation Report Form (Annexure E of Provincial Circular on CASS) is completed correctly and included	
2	The list of names of selected candidates and the best portfolio is attached to Annexure E	
3	The working mark sheets are correct and included	
4	Proof of school moderation (Gr. 10, 11 and 12) is included	
5	Proof of cluster moderation (Gr. 10, 11 and 12) is included	
6	The checklist completed by the cluster leader is included	
7	Subject specific formal assessment tasks (Gr. 12 only) are included	
8	Relevant memoranda/rubrics/marking grids are included	
9	The teacher's portfolio has the correct, coloured cover sheet	
MARK SHEETS		
1	All learners have marks	
2	Where there are no marks for a learner, a missing mark form has been completed	
3	All mark sheets are included	
4	Marks were added correctly on the mark sheets	
5	The totals on the mark sheets are correct and do not exceed the maximum mark	
GENERAL		
1	<i>Please let the subject facilitator know immediately if this teacher needs assistance or if an teacher was absent. Fax this form with further comments to the relevant subject facilitator.</i>	

All areas where a "NO" is indicated have to be followed-up and corrected by the teacher before submission to the district office.

SIGNATURE	DATE
TEACHER:	
CLUSTER LEADER:	
PRINCIPAL	



GAUTENG DEPARTMENT OF EDUCATION

GRADE 12 MODERATION REPORT FORM FOR LIFE ORIENTATION (ANNEXURE E)

NAME OF SCHOOL: _____ **DISTRICT:** _____

SUBJECT: LIFE ORIENTATION

Portfolio moderation check list (Tick column when completed)

	Teacher	Moderator
Teacher's portfolio		
Research task with rubric		
Tests/Examinations with memos		
Investigation with rubric		
Physical Education Task with rubric/rating scale		
Working mark sheets		

List of sample portfolios

All portfolios requested are included in bundle. (Attach computer printed list as evidence)

NAME OF CANDIDATE (SURNAME and INITIALS)	EXAM NUMBER	PORTFOLIO SCHOOL MARK/*	PORTFOLIO MODERATED MARK /*
1			
2			
3			
4			
5			
6			
7 (Best)			
Average marks		Of sample _____	Of moderation _____

* In Life Orientation to be indicated as a mark out of 100

Recommendation by moderation team:

(Delete the statement which is not applicable):

No changes to mark sheets are to be made

(The assessment completed by the school is within 10% (10 marks) of the assessment by the moderation team, therefore no changes of the marks are required)

OR



GAUTENG DEPARTMENT OF EDUCATION

**CONTINUOUS ASSESSMENT GRADE 12
EVIDENCE OF CLUSTER MODERATION: LIFE ORIENTATION**

SUBJECT													
GRADE													
NAME OF SCHOOL													
NAME OF TEACHER													
DATES OF MEETINGS		1 st Meeting:				2 nd Meeting:				3 rd Meeting:			
NAMES OF LEARNERS		1.				1.				1.			
		2.				2.				2.			
		3.				3.				3.			
		4.				4.				4.			
		5.				5.				5.			
		6.											
Rating scale: E = Excellent; P = Proficient; A = Adequate; L = Limited		RATING (Indicate with an X)				RATING (Indicate with an X)				RATING (Indicate with an X)			
Term 1	Research = 75 marks	E	P	A	L								
	Physical Ed = 25 marks	E	P	A	L								
Term 2	Test= 75 marks					E	P	A	L				

Life Orientation Grade 12 Learners' Portfolio Guidelines

	Investigation = 75 marks		E	P	A	L	
	Physical Ed = 50 marks		E	P	A	L	
Term 3	Test = 75 marks		E	P	A	L	
	Physical Ed = 25 marks		E	P	A	L	
QUALITATIVE COMMENTS							
AVAILABILITY AND CORRECTNESS OF SUBJECT WORKING MARK SHEETS							
ADDRESSING LOs AND ASs CONSTRUCTIVELY AND INTEGRATED							

Life Orientation Grade 12 Learners' Portfolio Guidelines

ASPECTS THAT NEED ATTENTION			
SIGNATURES	TEACHER		
	CLUSTER LEADER		

**ANNEXURE F
DECLARATION OF OWNERSHIP OF PORTFOLIO**

NAME													
EXAMINATION NUMBER													
CENTRE NUMBER													

DECLARATION OF OWNERSHIP OF WORK DONE IN THIS PORTFOLIO

Declaration by the Teacher:

I declare that all the work done in this portfolio is the sole work of this learner, unless he was required to work with in a group.

Signed: _____

Date: _____

Declaration by the Learner:

I declare that all the work done in this portfolio is my own work. Unless I have been required to work as part of a group.

Signed: _____

Date: _____

Absentees

Circular 0 / 2007

1.1.1. Where the learner fails to comply with the minimum requirements of any component of the internal assessment mark, the following must apply:

In the event of a valid reason for non-compliance, the learner should be allowed the opportunity to redo the task or, where impractical, the mark for that particular component of the internal assessment mark will not be taken into consideration.

“Valid reason”, in this context, constitutes the following:

- (a) medical reasons as supported by a valid medical certificate issued by a registered medical practitioner;
- (b) humanitarian reasons, e.g. the death of an immediate family member, if supported by valid written evidence;
- (c) The learner appearing in a court hearing; supported by written evidence; or
- (d) Any other reason as may be declared valid by the Head of Department or his or her nominee.
- (e)

1.1.2. Learners must be reminded that the fabrication of evidence constitutes fraud.

1.1.3. In the event of a learner failing to comply with the internal assessment requirements of a particular subject on the basis of valid reasons, evidence of such valid reason must be included in the learner portfolio for that subject.

1.1.4. Where the learner does not comply with the minimum requirements of internal assessment for a subject without a valid reason, a “0” is awarded. The method of calculating CASS marks when one or more components are allocated a “0” is shown in Annexure E.

1.1.5. All evidence of intervention for learners who do not complete a component of CASS for a reason that is not valid must be documented and filed. This must be made available on request.

The principal must keep the parent informed of the processes undertaken by the school to ensure that extended opportunities are given to the learner to complete a task. The parent must also be informed of a learner's zero assessment mark.