



PLANNER & TRACKER

Life Skills

Grade 5

- *Progress tracker*
- *Intervention strategies*
- *Assessment support*
- *Photocopiable worksheets*
- *Extra activities*



Contents

Progress tracker

Term 1	3
Term 2	6
Term 3	10
Term 4	13

Assessment worksheets, rubrics and checklists

Term 1: Personal and Social Well-being	17
Term 1: Visual Arts	20
Term 1: Physical Education	21
Term 1: Physical Education	23
Term 2: Personal and Social Well-being	25
Term 2: Visual Arts	28
Term 2: Physical Education	29
Term 2: Physical Education	31
Term 3: Personal and Social Well-being	33
Term 3: Personal and Social Well-being	35
Term 3: Performing Arts	37
Term 3: Visual Arts	39
Term 3: Visual Arts	40
Term 3: Physical Education	41
Term 4: Personal and Social Well-being	43
Term 4: Visual Arts	46
Term 4: Physical Education	47
 How to develop rubric and checklist assessment tools	49
Intervention strategies	52

Note to teachers:

The formal assessment worksheets in this book are taken from content in the *Oxford Successful Life Skills Grade 5 Learner's Book*. The answers to the worksheets can be found in the *Oxford Successful Life Skills Grade 5 Teacher's Guide*. The page references for the answers in the Teacher's Guide are given below.

Formal assessment worksheets

Term 1: Personal and Social Well-being	TG page 52
Term 2: Personal and Social Well-being	TG page 85
Term 3: Personal and Social Well-being	TG page 112
Term 3: Personal and Social Well-being	TG page 113
Term 4: Personal and Social Well-being	TG page 142

Progress tracker for Oxford Successful Life Skills Grade 5

Term 1: Module 1: Personal and Social Well-being

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Week 1	Development of the self/Basic hygiene principles – Positive self-concept formation	8	1,5 hours		
Week 2	– Personal successes as contributing factors to positive self-concept – Action plan for positive self-concept formation – Reading with understanding and using a dictionary – Reading about activities that build positive self-concept	9 10 9 9	1,5 hours		
Week 3	– Giving and receiving feedback – Appropriate ways of giving feedback	11 12	1,5 hours		
Week 4	– Appropriate ways of receiving negative and positive feedback – Reading with understanding and using a dictionary – Reading about ways of giving and receiving feedback	12 13 13	1,5 hours		
Week 5	– Coping with emotions	14	1,5 hours		
Week 6	– Skills to manage emotions in a positive way	14	1,5 hours		
Week 7	– Significance of friends in times of sadness, tragedy and change – Reading with understanding and using a dictionary – Reading about friendships that are caring and supportive	15 16 16	1,5 hours		
Week 8	– Relationships with peers, older people and strangers	17	1,5 hours		

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Week 9	<ul style="list-style-type: none"> Safe and unsafe relationships 	18	1,5 hours		
Week 10	<ul style="list-style-type: none"> Benefits of safe relationships Reading with understanding and using a dictionary Reading about relationships that are safe and good 	18 19 19	1,5 hours		
Week 11	<ul style="list-style-type: none"> Consolidation and suggested formal assessment Assignment/cast study 	20 (TG p. 52)	1,5 hours		
Term 1: Module 2: Performing Arts					
Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 1–5	Warm up and play <ul style="list-style-type: none"> Physical warm up for coordination and control Concentration and focus games, using travelling and freezing, to music Rhythm games using body percussion and movement Vocal warm up 	22	2,5 hours per term (15 minutes per class)		
	Improvise and create <ul style="list-style-type: none"> Locomotor and non-locomotor movement sequences exploring elements of time Rhythm patterns of different note values 	23	3 hours per term		
	Read, interpret and perform <ul style="list-style-type: none"> Movement sequences exploring contrasts in time and levels, levels, direction and force Mime sequences around a central action using the five senses and exploring contrasts in time, levels, direction and force Notation of rhythms on single line stave Musical phrases with voice and/or instruments 	24	3,5 hours per term		

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 1–5	Appreciate and reflect on <ul style="list-style-type: none"> Selected examples of Western/African music, classifying instruments by visually and aurally considering timbre and expression of different moods 	26	1 hour per term		
Weeks 6–7	Practical formal assessment <ul style="list-style-type: none"> Rhythm patterns of different note values Notation of rhythms on single line stave Movement sequences exploring contrasts in time, levels, direction and force 	–			
Term 1: Module 3: Visual Arts					
Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 8–11	Visual literacy baseline assessment <ul style="list-style-type: none"> Baseline assessment; Practical informal tasks Art elements Observe and discuss visual stimuli in photographs, artworks and real objects Questions to deepen and extend observation of elements and design principles 	28	1 hour (2 weeks)		
	Create in 2D: Images of self and others in local environment <ul style="list-style-type: none"> A picture of me and my friends Art elements Design principles Drawing and/or colour media 	30	2 hours (4 weeks)		
	Create in 3D: self and others <ul style="list-style-type: none"> Art elements; Design principles Skills and techniques Spatial awareness Appropriate use of tools 	31	2 hours (4 weeks)		

Term 1: Module 4: Physical Education					
Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 1–3	Rotation, balance, locomotion, and elevation <ul style="list-style-type: none"> Participation in movement sequences that require consistency and control in smooth and continuous combinations Safety measures relating to movement sequences 	34–36 33	3 hours (1 hour per week)		
Weeks 4–5	<ul style="list-style-type: none"> Movement performance in movement sequences that require consistency and control in smooth and continuous combinations 	34–36	2 hours (1 hour per week)		
Weeks 6–8	<ul style="list-style-type: none"> Participation in movement sequences that require consistency and control in smooth and continuous combinations 		3 hours (1 hour per week)		
Weeks 9–10	<ul style="list-style-type: none"> Movement performance in movement sequences that require consistency and control in smooth and continuous combinations 		2 hours (1 hour per week)		

Progress tracker for Oxford Successful Life Skills Grade 5					
Term 2: Module 5: Personal and Social Well-being					
Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Week 1	Social responsibility/Basic hygiene principles <ul style="list-style-type: none"> Concepts: discrimination, stereotype and bias Violation of children's rights 	38	1,5 hours		
Week 2	<ul style="list-style-type: none"> Responses to violations of children's rights Reading with understanding Reading about individuals who have taken action taken against violations of children's rights 	39 40 40	1,5 hours		

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Week 3	– Child abuse	41	1,5 hours		
Week 4	– Effects of abuse on personal health	42	1,5 hours		
Week 5	– Strategies to deal with abuse – Where to get help and report abuse – Reading with understanding – Reading about ways to protect self and others from abuse	42 42 43–44 43–44	1,5 hours		
Week 6	– Dealing with violent situations – Identify potential violent situations at home, school and in the community – Responding effectively to violent situations	45 45–46 45–46	1,5 hours		
Week 7	– Ways to avoid and protect oneself from violent situations and where to find help – Reading with understanding – Reading about protection agencies and places of safety for children	45–47 47 47	1,5 hours		
Week 8	– Issues of age and gender in different cultural contexts in South Africa – Relationships between elders and children in different cultural contexts	48 48	1,5 hours		
Week 9	– Responsibilities of boys and girls in different cultural contexts – Contributions of men and women in different cultural contexts – Reading with understanding – Reading about issues of age and gender in different cultural contexts	49 50 50 50	1,5 hours		
Weeks 10–11	– Consolidation and suggested formal assessment – Test on Term 1 and Term 2's work	51 (TG p. 85)	3 hours		

Term 2: Module 7: Visual Arts*						
Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner’s Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection	
Weeks 1–5	Visual literacy <ul style="list-style-type: none">– Observe and discuss visual stimuli in photographs, artworks and real objects– Questions to deepen and extend observation of elements and design principles– Apply to own and others’ work	59	1 hour (2 weeks)			
	Create in 2D: Creative lettering and/or patternmaking <ul style="list-style-type: none">– Art elements– Design principles– Drawing and/or colour media	60	2 hours (4 weeks)			
	Create in 3D: African body adornment <ul style="list-style-type: none">– Art elements– Design principles– Spatial awareness– Skills and techniques– Appropriate use of tools	62	2 hours (4 weeks)			
Week 6	Suggested formal assessment <ul style="list-style-type: none">– Creative lettering and/or patternmaking	54 (TG p. 97)				
* Note: On the 2023/24 Life Skills ATP, the planned timeline of the Visual Arts content in Module 7 of Oxford Successful Life Skills Grade 4 is sequenced ahead of that of the Performing Arts content in Module 6 of this book.						

Term 2: Module 6: Performing Arts					
Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 7–11	Warm up and play <ul style="list-style-type: none"> – Singing warm up – Physical warm up for co-ordination and control – Spatial awareness games – Vocal warm up – Sensory games 	53	2,5 hours per term (15 minutes per class)		
	Improvise and create <ul style="list-style-type: none"> – Melodic and rhythmic phrases – Movement sequences – Combinations of two or more movements with a partner 	54	3 hours per term		
	Read, interpret, and perform <ul style="list-style-type: none"> – Musical notation of treble clef and the letter names of notes – Dance sequence exploring the movement range of each body part and geometric concepts – Mime sequence using sensory detail and emotional expression and showing weight, size and shape 	55	3,5 hours per term		
	Appreciate and reflect on <ul style="list-style-type: none"> – Two selected pieces of music/songs representing different genres 	57	1 hour per term		
Term 2: Module 8: Physical Education					
Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 1–3	Target games <ul style="list-style-type: none"> – Participation in a variety of target games – Safety measures during games 	65–67 64	3 hours (1 hour per week)		

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 4–5	– Movement performance in variety of target games	65–67	2 hours (1 hour per week)		
Weeks 6–8	– Participation in a variety of target games	65–67	3 hours (1 hour per week)		
Week 9	– Movement performance in variety of target games	65–67	1 hour		

Progress tracker for Oxford Successful Life Skills Grade 5

Term 3: Module 9: Personal and Social Well-being

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 1–3	Social responsibility/Basic hygiene principles <ul style="list-style-type: none"> – Festivals and customs from a variety of religions in South Africa – Reading with understanding and using a dictionary – Reading about festivals and customs of different religions in South Africa 	69 71 71	3,5 hours (1,5 hours per week)		
Week 4	Health and environmental responsibility/Basic hygiene principles <ul style="list-style-type: none"> – Safety measures at home and in the environment – Harmful household products and medication 	72	1,5 hours		
Week 5	<ul style="list-style-type: none"> – Fire safety – Reading with understanding and using a dictionary – Reading about harmful products and medication and fire safety 	73 73–74 74	1,5 hours		

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Week 6	<ul style="list-style-type: none"> Water as an important basic need Importance of water Different ways of saving water 	75	1,5 hours		
Week 7	<ul style="list-style-type: none"> Different ways of protecting the quality of water Reading with understanding and using a dictionary Reading about the importance of water and how to save and protect the quality of water 	76 76–77 76–77	1,5 hours		
Week 8	<ul style="list-style-type: none"> Healthy eating for children 	78	1,5 hours		
Week 9	<ul style="list-style-type: none"> Dietary needs of children 	78	1,5 hours		
Week 10	<ul style="list-style-type: none"> Factors influencing food intake of children Reading with understanding and using a dictionary Reading about healthy eating for children 	79 80 81	1,5 hours		
Week 11	<ul style="list-style-type: none"> Consolidation and suggested formal assessment Finalisation, submission and recording of project 	50, 81 (TG pp. 112–113)	1,5 hours		
Term 3: Module 10: Performing Arts					
Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 1–5	Warm up and play <ul style="list-style-type: none"> Physical warm up for co-ordination and control Trust games Vocal warm up Singing warm up 	83	2,5 hours per term (15 minutes per class)		

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 1–5	Improvise and create <ul style="list-style-type: none"> – Partner skills – Movement phrases in pairs – Musical phrases in pairs – Pair and group role plays – Character 'hot seats' – Musical notation of notes on lines and in spaces 	84	3 hours per term		
	Read, interpret, and perform <ul style="list-style-type: none"> – Rehearsal and preparation for the practical formal assessment task – Group role play 	85	3,5 hours per term		
	Appreciate and reflect on <ul style="list-style-type: none"> – Two contrasting dance performances 	87	1 hour per term		
	Suggested practical formal assessment <ul style="list-style-type: none"> – Integrated dance, drama and music performance 	–			
Weeks 6–7					

Term 3: Module 11: Visual Arts

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 8–11	Visual literacy <ul style="list-style-type: none"> – Observe and discuss visual stimuli in photographs, artworks and real objects 	89	1 hour (2 weeks)		
	Create in 2D: Reptiles, insects, etc. in their environment <ul style="list-style-type: none"> – Art elements – Design principles – Drawing and/or colour media 	90	2 hours (4 weeks)		
	Create in 3D: Reptiles, insects, etc. <ul style="list-style-type: none"> – Art elements; Design principles – Spatial awareness – Skills and techniques; Appropriate use of tools 	92	2 hours (4 weeks)		

Term 3: Module 16: Physical Education					
Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 1–3	Rhythmic movements with a focus on posture and style <ul style="list-style-type: none"> – Participation in rhythmic movements – Safety measures relating to rhythmic movements 	94–95	3 hours (1 hour per week)		
Weeks 4–5	<ul style="list-style-type: none"> – Movement performance in rhythmic movements 	95–97	2 hours (1 hour per week)		
Weeks 6–8	<ul style="list-style-type: none"> – Participation in rhythmic movements – Safety measures relating to rhythmic movements 	95–97	3 hours (1 hour per week)		
Weeks 9–10	<ul style="list-style-type: none"> – Movement performance in rhythmic movements 	95–97	2 hours (1 hour per week)		

Progress tracker for Oxford Successful Life Skills Grade 5					
Term 4: Module 13: Personal and Social Well-being					
Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS0)	Date of completion	Teacher reflection
Week 1	Health and environmental responsibility/Basic hygiene principles <ul style="list-style-type: none"> – Local environmental health problems: tuberculosis: causes, symptoms, available treatment 	99	1,5 hours		
Week 2	<ul style="list-style-type: none"> – Diarrhoea: causes, symptoms, available treatment 	100	1,5 hours		
Week 3	<ul style="list-style-type: none"> – Malaria: causes, symptoms, available treatment 	102	1,5 hours		

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Week 4	<ul style="list-style-type: none"> Measles: causes, symptoms, available treatment Reading with understanding and using a dictionary Reading about locally occurring health problems 	101 102 99–102	1,5 hours		
Week 5	<ul style="list-style-type: none"> HIV and AIDS education Dealing with the stigma about HIV and AIDS 	103 104	1,5 hours		
Week 6	<ul style="list-style-type: none"> How to change attitudes towards people infected with HIV and AIDS Reading with understanding and using a dictionary Reading about changing attitudes and perceptions about HIV and AIDS 	105 105	1,5 hours		
Week 7	<ul style="list-style-type: none"> Substance abuse 	106	1,5 hours		
Week 8	<ul style="list-style-type: none"> Negative impact of substances on health Reading about the dangers of substance abuse 	106–107 106–108	1,5 hours		
Weeks 9–10	<ul style="list-style-type: none"> Consolidation and suggested formal assessment 	109 (TG p. 142)	3 hours		
Term 4: Module 15: Visual Arts*					
Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 1–4	Visual literacy <ul style="list-style-type: none"> Observe and discuss visual stimuli in photographs, artworks and real objects 	117	1 hour (2 weeks)		
	Create in 2D: Things that fly (natural or mechanical) <ul style="list-style-type: none"> Drawing and/or colour media Art elements Design principles 	118	2 hours (4 weeks)		

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 1–4	Create in 3D: Things that fly <ul style="list-style-type: none"> – Skills and techniques – Art elements; Design principles – Spatial awareness; Appropriate use of tools 	120	2 hours (4 weeks)		
Week 5	Suggested practical formal assessment <ul style="list-style-type: none"> – Create in 2D: Things that fly (natural or mechanical) 				
<p>* Note: On the 2023/24 Life Skills ATP, the planned timeline of the Visual Arts content in Module 15 of Oxford Successful Life Skills Grade 4 is sequenced ahead of that of the Performing Arts content in Module 14 of this book.</p>					
Term 4: Module 14: Performing Arts					
Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 6–10	Warm up and play <ul style="list-style-type: none"> – Physical warm up for strength and flexibility – Vocal warm up; Singing warm up – Call and response games – Group awareness games 	111	2,5 hours per term (15 minutes per class)		
	Improvise and create <ul style="list-style-type: none"> – Short drama/dance improvisations – Short composition of poetry and song – Selected tableaux, movement, poetry and speaking/singing – Short music piece combining a number of instruments 	112	3 hours per term		
	Read, interpret, and perform <ul style="list-style-type: none"> – Rehearsal and preparation for the practical formal assessment task – Group role play 	113	3,5 hours per term		
	Appreciate and reflect on <ul style="list-style-type: none"> – A live or recorded drama 	114	1 hour per term		

Term 4: Module 16: Physical Education					
Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 1–3	Field and track athletics or swimming activities <ul style="list-style-type: none"> – Participation in basic field and track athletics or swimming activities – Safety measures during field and track athletics or swimming activities 	122–123	3 hours (1 hour per week)		
Week 4	<ul style="list-style-type: none"> – Movement performance in basic field and track athletics or swimming activities 	123–125	1 hour		
Weeks 5–7	<ul style="list-style-type: none"> – Participation in basic field and track athletics or swimming activities 	123–125	3 hours (1 hour per week)		
Week 8	<ul style="list-style-type: none"> – Movement performance in basic field and track athletics or swimming activities 	123–125	1 hour		
Weeks 9–10	Suggested formal assessment <ul style="list-style-type: none"> – Controlled school-based test 	–	2 hours (1 hour per week)		

Worksheet: Personal and Social Well-being

Module 1: Consolidation and Formal Assessment

Name: _____ Class: _____

1 1.1 What are emotions? (1)

.....

.....

1.2 List two positive and two negative emotions. (2 + 2)

.....

.....

.....

.....

.....

1.3 List two emotions you might feel in a bad and good relationship. (4)

.....

.....

.....

.....

.....

- 2 Leah has made some fudge. The fudge tastes nice but it is hard and chewy. Look at the picture and read the speech bubbles on page 20 of the Learner's Book.

2.1 Was feedback given in a positive or a negative way? (1)

.....

.....

2.2 Write down what the boy could say to give Leah feedback in a better way. (3)

.....

.....

.....

.....

.....

.....

3 List three benefits of a good relationship. (3)

.....

.....

.....

.....

4 Read the case study *Corey's self-concept* on page 20 of the Learner's Book.

4.1 What is self-concept? (2)

.....

.....

.....

4.2 Identify two reasons why Corey has a negative self-concept. (2 + 2)

4.3 Who is adding to Corey's negative self-concept? (2)

4.4 Identify Corey's strength. (2)

4.5 Suggest two goals that Corey can set himself to help improve his self-concept. (2 + 2)

Total mark [30]

Assessment sheet: Visual Arts

Module 3: Activity 4 – Paint a family portrait

Name: _____ Class: _____

- 1 Think about the people you want to include in your family portrait. Think of ways in which you can show the love and caring your family have for each other.
- 2 When you have finished your painting, work in pairs and assess each other's paintings. Point out where you have used overlapping shapes, cut-off views, complementary colour contrasts and textural effects.

Assess your partner

Use the checklist below to assess your partner's work.

	Yes	No
My partner used compositional strategies such as cut-off views and overlapping		
My partner illustrated the relationship between the figures (mother, father, daughter, etc.)		
My partner used different tones of one primary colour to paint their figures		
My partner used the appropriate complementary colour in the background		

Assessment sheet: Physical Education

Module 4: Activity 4 – Hop

Name: _____ Class: _____

Your teacher will show you a hopping sequence. Practise this sequence as it is part of your assessment.

Rubric: Outcome of movement performance

Assess learners' ability to perform a basic hopping sequence.

Outcome of Movement Performance	Requires significant attention: movements do not produce the desired outcome at all (0 – 1 mark)	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome (2 – 3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)
Hopping sequence	Unable to complete a hopping sequence accurately. Poor footwork. Unable to maintain balance during most single-legged movements.	Able to complete most of a hopping sequence accurately. Good footwork for most of the sequence. Poor balance demonstrated during most single-legged movements.	Able to complete a hopping sequence accurately. Good footwork. Good balance demonstrated during most single-legged movements.	Able to complete a hopping sequence accurately. Excellent footwork. Excellent balance demonstrated during all single-legged movements.

Rubric: Participation

Assess the learner's capacity to actively participate in practical lessons, demonstrating enthusiasm and a willingness to interact and socialise with fellow learners.

Limited	Adequate	Proficient	Excellent
0% = 0 marks 1 – 5% = 1 mark 6 – 10% = 2 marks 11 – 15% = 3 marks 16 – 20% = 4 marks	21 – 25% = 5 marks 26 – 30% = 6 marks 31 – 35% = 7 marks 36 – 40% = 8 marks 41 – 45% = 9 marks 46 – 50% = 10 marks	51 – 55% = 11 marks 56 – 60% = 12 marks 61 – 65% = 13 marks 66 – 70% = 14 marks 71 – 75% = 15 marks	76 – 80% = 16 marks 81 – 85% = 17 marks 86 – 90% = 18 marks 91 – 95% = 19 marks 96 – 100% = 20 marks
Learner does not actively participate in lessons and does not contribute to any aspect of the lesson.	Learner actively participates in a few lessons demonstrating a lack of enthusiasm and social interaction.	Learner actively participates in most lessons with enthusiasm and shows good social interaction skills.	Learner actively participates in all lessons with enthusiasm and shows excellent social interaction skills.

Assessment sheet: Physical Education

Module 4: Activity 8 – Choreograph a sequence to music

Name: _____ Class: _____

Work in a group.

- 1 Your teacher will help you to choreograph a dance sequence.
Include a sequence of balancing movements to music.
- 2 Perform the sequence to the beat.

Rubric: Outcome of movement performance

Assess learners' ability to move to the rhythm and complete a dance sequence.

Outcome of Movement Performance	Requires significant attention: movements do not produce the desired outcome at all (0 – 1 mark)	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome (2 – 3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)
Move to the rhythm and complete a dance sequence	The learner is unable to complete most of the dance sequence. The desired posture is demonstrated sometimes. Foot movements may lack accuracy. An overall sense of flow of movements may be lacking.	The learner completes most steps of the dance sequence with control and good posture. Foot movements are mostly clear. A good sense of rhythm is evident throughout the sequence. An average flow of movements.	The learner completes all steps of the dance sequence with control and good posture. Foot movements are mostly clear. A good sense of rhythm is evident throughout the sequence. Good flow of movements.	The learner completes all steps of the dance sequence with control and good posture. Foot movements are always clear. A strong sense of rhythm is evident throughout the sequence. Excellent flow of movements.

Rubric: Participation

Assess the learner's capacity to actively participate in practical lessons, demonstrating enthusiasm and a willingness to interact and socialise with fellow learners.

Limited	Adequate	Proficient	Excellent
0% = 0 marks 1 – 5% = 1 mark 6 – 10% = 2 marks 11 – 15% = 3 marks 16 – 20% = 4 marks	21 – 25% = 5 marks 26 – 30% = 6 marks 31 – 35% = 7 marks 36 – 40% = 8 marks 41 – 45% = 9 marks 46 – 50% = 10 marks	51 – 55% = 11 marks 56 – 60% = 12 marks 61 – 65% = 13 marks 66 – 70% = 14 marks 71 – 75% = 15 marks	76 – 80% = 16 marks 81 – 85% = 17 marks 86 – 90% = 18 marks 91 – 95% = 19 marks 96 – 100% = 20 marks
Learner does not actively participate in lessons and does not contribute to any aspect of the lesson.	Learner actively participates in a few lessons demonstrating a lack of enthusiasm and social interaction.	Learner actively participates in most lessons with enthusiasm and shows good social interaction skills.	Learner actively participates in all lessons with enthusiasm and shows excellent social interaction skills.

Worksheet: Personal and Social Well-being

Module 5: Consolidation and Formal Assessment

Name: _____ Class: _____

- 1 Match up the words in Column A with their meanings in Column B. (6 × 1 = 6)

Column A	Column B
1 Discrimination	A: Hurting a child, either physically or mentally.
2 Stereotyping	B: Favouring one person or group of people more than others.
3 Bias	C: Thinking that one group of people have more rights than another group of people.
4 Child abuse	D: A child receiving constant injuries which are not accidents.
5 Physical abuse	E: Thinking that all members of a certain group behave in the same way.
6 Emotional abuse	F: When a child is constantly teased or made to feel useless.

1.1 _____ 1.2 _____ 1.3 _____ 1.4 _____ 1.5 _____ 1.6 _____

- 2 List three ways in which a child could be physically abused. (3 × 1 = 3)

.....

.....

.....

- 3 List three reasons why people are often discriminated against. (3 × 1 = 3)

- 4 List three roles of women in traditional cultures. (3 × 1 = 3)

- 5 Read the case study *Amos' story* on page 51 of the Learner's Book.

- 5.1 Why is Amos discriminated against? (2)

- 5.2 How is Amos discriminated against? (2)

5.3 Draw up a plan to deal with the discrimination against Amos. (4)

6 Read the case study *Contributions of men and women* on page 51 of the Learner's Book.

6.1 What is Jeff's role in the family? (2)

6.2 What is Carol's role in the family? (2)

6.3 Describe how these roles are different to the traditional gender roles. (3)

Total mark [30]

Assessment sheet: Visual Arts

Module 7: Activity 8 – Make a ritual necklace

Name: _____ Class: _____

- 1 Your necklace will consist of five flat geometric shapes cut from coloured cardboard.
- 2 The shape in the middle will be the focal point of your design.
- 3 Think of a symbol that you can use in this shape. It could be a symbol that stands for your culture, what you believe in or the meaning of your name.
- 4 When you have finished all your shapes, thread them on a length of string with some beads in between to separate the shapes.

Wear your necklace proudly as a symbol of who you are, where you come from and what you stand for.

Assess yourself

Use the checklist below to assess your work.

	Yes	No
I completed all the stages in making the necklace		
I showed good craftsmanship in cutting, assembling and pasting		
I showed an understanding of pattern, emphasis and focus		
I enjoyed the activity and participated with enthusiasm		

Assessment sheet: Physical Education

Module 8: Activity 6 – Score a goal

Name: _____ Class: _____

Your teacher will observe you taking part in target games and assess your ability to take aim and score a goal.

Rubric: Outcome of movement performance

Assess learners' ability to take aim and score a goal.

Outcome of Movement Performance	Requires significant attention: movements do not produce the desired outcome at all (0 – 1 mark)	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome (2 – 3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)
Take aim and score a goal	Unable to move into the correct position quickly to take aim and score a goal. Poor body position when aiming. Seldom scores goals.	Moves into position slowly to take aim and score a goal. Good body position when aiming. Sometimes scores goals.	Moves into position quickly to take aim and score a goal. Good body position when aiming. Mostly scores goals.	Moves into position quickly to take aim and score a goal. Excellent body position when aiming. Mostly scores goals.

Rubric: Participation

Assess the learner's capacity to actively participate in practical lessons, demonstrating enthusiasm and a willingness to interact and socialise with fellow learners.

Limited	Adequate	Proficient	Excellent
0% = 0 marks 1 – 5% = 1 mark 6 – 10% = 2 marks 11 – 15% = 3 marks 16 – 20% = 4 marks	21 – 25% = 5 marks 26 – 30% = 6 marks 31 – 35% = 7 marks 36 – 40% = 8 marks 41 – 45% = 9 marks 46 – 50% = 10 marks	51 – 55% = 11 marks 56 – 60% = 12 marks 61 – 65% = 13 marks 66 – 70% = 14 marks 71 – 75% = 15 marks	76 – 80% = 16 marks 81 – 85% = 17 marks 86 – 90% = 18 marks 91 – 95% = 19 marks 96 – 100% = 20 marks
Learner does not actively participate in lessons and does not contribute to any aspect of the lesson.	Learner actively participates in a few lessons demonstrating a lack of enthusiasm and social interaction.	Learner actively participates in most lessons with enthusiasm and shows good social interaction skills.	Learner actively participates in all lessons with enthusiasm and shows excellent social interaction skills.

Assessment sheet: Physical Education

Module 8: Activity 7 – Play the bean bag target game

Name: _____ Class: _____

Your teacher will assess your ability to understand the rules of the game and score points aiming for a target with defenders in place.

Rubric: Outcome of movement performance

Assess learners' ability to understand the rules of the game and score points aiming for a target with defenders in place.

Outcome of Movement Performance	Requires significant attention: movements do not produce the desired outcome at all (0 – 1 mark)	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome (2 – 3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)
Understand the rules of the game and score points	Does not clearly understand the rules of the game. Poor aiming skills and unable to score with a defender in place. Rarely scores goals.	Good understanding of the rules of the game. Mostly adheres to the rules of the game. Good aiming skills and able to score with a defender in place. Sometimes scores goals.	Clearly understands and adheres to the rules of the game. Good aiming skills and able to score with a defender in place. Mostly scores goals.	Clearly understands and adheres to the rules of the game. Excellent aiming skills and able to score with a defender in place. Mostly scores goals.

Rubric: Participation

Assess the learner's capacity to actively participate in practical lessons, demonstrating enthusiasm and a willingness to interact and socialise with fellow learners.

Limited	Adequate	Proficient	Excellent
0% = 0 marks 1 – 5% = 1 mark 6 – 10% = 2 marks 11 – 15% = 3 marks 16 – 20% = 4 marks	21 – 25% = 5 marks 26 – 30% = 6 marks 31 – 35% = 7 marks 36 – 40% = 8 marks 41 – 45% = 9 marks 46 – 50% = 10 marks	51 – 55% = 11 marks 56 – 60% = 12 marks 61 – 65% = 13 marks 66 – 70% = 14 marks 71 – 75% = 15 marks	76 – 80% = 16 marks 81 – 85% = 17 marks 86 – 90% = 18 marks 91 – 95% = 19 marks 96 – 100% = 20 marks
Learner does not actively participate in lessons and does not contribute to any aspect of the lesson.	Learner actively participates in a few lessons demonstrating a lack of enthusiasm and social interaction.	Learner actively participates in most lessons with enthusiasm and shows good social interaction skills.	Learner actively participates in all lessons with enthusiasm and shows excellent social interaction skills.

Worksheet: Personal and Social Well-being

Module 9: Consolidation and Formal Assessment

Name: _____ Class: _____

- 1 Name the religion associated with each of the following festivals and customs: (6)

1.1 *Eid ul-Fitr* 1.2 *Rosh Hashanah*

1.3 Easter 1.4 Initiation

1.6 *Diwali* 1.6 Baptism

- 2 Look at the pictures on page 81 of the Learner's Book.

- 2.1 Identify the danger in each picture. (3)

.....

.....

.....

.....

- 2.2 What safety measure could prevent these dangerous situations? (3)

.....

.....

.....

.....

- 3 3.1 Describe two ways that you can protect the quality of river water. (2 × 2 = 4)

.....

.....

.....

.....

.....

- 3.2 List four ways in which you can save water at home. (4)

.....

.....

.....

.....

- 4 The Smith family eats the following for their main meal:
Roast chicken, roast potatoes and rice.
Ice cream and chocolate sauce. Cola to drink.
The Rampou family eats these foods for their main meal:
Roast chicken, rice and a green salad.
Apple tart. Water to drink.

- 4.1 Which family follows the dietary guidelines better? (2)

.....

.....

- 4.2 List three ways that they follow the guidelines. (3)

.....

.....

.....

Total mark [25]

Assessment sheet: Personal and Social Well-being

Term 3: Formal Programme of Assessment

Name: _____ Class: _____

Project: A religious festival

Make a colourful poster about a religious festival. Your poster must have drawings, pictures or photographs. It must give information about:

- What the festival is called.
- Which religion it is a part of.
- When the festival is celebrated.
- What the festival symbolises.
- How people celebrate the festival.

Total mark [30]

Formal Programme of Assessment

Criteria of assessment			
1. GENERAL PRESENTATION Has the learner made a colourful, attractive, clear, well presented and insightful poster about a religious festival? Award a mark out of 10.	0 – 3 Learner has not produced a poster at all, or has put minimal effort into the poster; shoddy or unattractive work with little evidence of planning or thought.	4 – 7 Learner has produced a poster of reasonable quality; learner has made a good effort and produced a fairly attractive and insightful poster.	8 – 10 Learner has produced an outstanding poster that is imaginative, clear, colourful and insightful.

Criteria of assessment			
2. VISUALS Has the learner included drawings or photographs? Assess how effective the visuals are (are they clear and do they show important details?) and how much effort the learner went to in adding visuals. Award a mark out of 10.	0 – 3 Learner has not included visuals, or has included very substandard, irrelevant visuals that do not add much value to the description of the festival. Learner has made very little attempt to include visuals.	4 – 7 Learner has included reasonably good visuals that add some value to the description of the festival.	8 – 10 Learner has included excellent visuals that clearly illustrate the important features of the festival and add much value to the description. Learner worked hard and chose excellent, attractive visuals.
3. INFORMATION Has the learner included information to answer the questions? In other words, does the poster include the name of the festival, state the religion that the festival is part of, state when the festival is held, state what it symbolizes and how people celebrate it? Assess how well the learner has answered the questions. Award a mark out of 10.	0 – 3 Learner has not included relevant information or has made very little attempt to answer the questions about the festival.	4 – 7 Learner has included a reasonable description of the festival and has made a good attempt at answering the questions. Information is reasonably interesting and learner has engaged well with the topic.	8 – 10 Learner has made an excellent effort at describing the festival, and has produced insightful, clear and fascinating details. Learner has engaged with the topic very well and has produced an outstanding piece of writing.

Assessment sheet: Performing Arts

Name: _____ Class: _____

Grade 5 Assessment rubric: Performing Arts Term 3

	Warm up: able to follow a teacher-directed warm-up	Movement: able to work in pairs in various partner skills activities	Performance: partner role play and character hot seats to develop roles using convincing characterisation, interaction, conflict and resolution
Outstanding achievement 7 80 – 100%	Demonstrated kinaesthetic awareness, concentration and awareness of correct and safe use of the body	Demonstrated excellent partnership skills in a creative and innovative and original way	Delivered a successful, confident, creative, original and innovative performance with a partner
Meritorious achievement 6 70 – 79%	Followed the teacher-directed warm-up well and was attentive and focused	Worked successfully and creatively with a partner using various partner skills, such as mirroring, meeting and parting and balancing	Was able to successfully develop roles with convincing characterisation, interaction, conflict and resolution while working with a partner with confidence and creativity
Substantial achievement 5 60 – 69%	Followed the teacher-directed warm-up well and was focused	Was able to successfully work with a partner using various partner skills, such as mirroring, meeting and parting and balancing	Was able to develop roles with convincing characterisation, interaction, conflict and resolution while working with a partner with an adequate amount of confidence

	Warm up: able to follow a teacher-directed warm-up	Movement: able to work in pairs in various partner skills activities	Performance: partner role play and character hot seats to develop roles using convincing characterisation, interaction, conflict and resolution
Adequate achievement 4 50 – 59%	Was able to follow a teacher-directed warm-up	Was able to work with a partner	Tried in a focused manner with limited success to develop roles with convincing characterisation, interaction, conflict and resolution while working with a partner
Moderate achievement 3 40 – 49%	Tried to follow a teacher-directed warm-up but was distracted and disruptive to others	Tried to work with a partner	Tried to develop roles with convincing characterisation, interaction, conflict and resolution while working with a partner
Elementary achievement 2 30 – 39%	Struggled to follow a teacher-directed warm-up	Struggled to work with a partner	Struggled to develop roles with convincing characterisation, interaction, conflict and resolution while working with a partner
Not achieved 1 0 – 29%	Unable to follow a teacher-directed warm-up	Unable to work with a partner	Was unable to develop roles with convincing characterisation, interaction, conflict and resolution while working with a partner

Assessment sheet: Visual Arts

Module 11: Activity 3 – Make a painting of butterflies

Name: _____ Class: _____

In this activity you will use complementary colour contrasts to make your final painting of butterflies.

Assess yourself

To make sure that you have understood and applied what you have learnt, keep on referring to the following list while you are working on your painting.

		Yes	No
Composition	Have I filled the whole space of the paper?		
	Did I use overlapping shapes?		
	Did I vary the sizes of my shapes?		
	Did I draw shapes within shapes?		
Colour	Did I use two sets of complementary colours?		
	Did I create tonal contrasts from very light to very dark?		
	Did I use colour to create a focal point?		
Line	Have I used a variety of different lines; thick, thin, broken?		
	Have I used line to create fine detail?		
Pattern	Did I use symmetry to create mirror images?		
	Did I include border patterns?		

Assessment sheet: Visual Arts

Module 11: Activity 4 – Make an insect mobile

Name: _____ Class: _____

Work in groups of five. You will each make your own imaginary insect. When you have finished, you will work together to make a mobile.

- 1 Which materials will you choose to make the body, head, wings and legs?
- 2 Think of different ways in which you can create textures on your insect.
- 3 When you have finished, you will spray-paint your insects black to show the textures and to hide the joins.
- 4 Attach a piece of string to each insect.
- 5 Work together to make a frame out of twigs and hang your insects from this.

Ask yourself:

- Did I make a valuable contribution to the group?
- What do we learn from working in a group?

Use the following checklist to assess learners' work.

	Yes	Needs work	No
Contributed by collecting interesting and appropriate found materials			
Saw the possibilities suggested by the materials			
Successfully joined the separate pieces together to form a whole			
Displayed good craftsmanship by finishing their insects with care			
Captured the 'feel' of an insect			
Made a valuable contribution to the group			
Was delighted and proud of their final work as a group			

Assessment sheet: Physical Education

Module 12: Activity 5 – Cartwheel

Name: _____ Class: _____

You will be assessed on your ability to perform a cartwheel. You do not need to do it perfectly.

Rubric: Outcome of movement performance

Assess learner's ability to perform a cartwheel.

Outcome of Movement Performance	Requires significant attention: movements do not produce the desired outcome at all (0 – 1 mark)	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome (2 – 3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)
Performing a cartwheel	Unable to complete cartwheel. Learner does not attempt to perform a cartwheel.	Able to complete cartwheel with satisfactory posture throughout the movement. Back and legs are not straight for most of the movement. Balance and control during movement are shown.	Able to complete cartwheel with good posture throughout the movement. Back and legs are straight for most of the movement. Good balance and control during movement.	Able to complete cartwheel with excellent posture throughout the movement. Back and legs are straight. Excellent balance and control during movement.

Rubric: Participation

Assess the learner's capacity to actively participate in practical lessons, demonstrating enthusiasm and a willingness to interact and socialise with fellow learners.

Limited	Adequate	Proficient	Excellent
0% = 0 marks 1 – 5% = 1 mark 6 – 10% = 2 marks 11 – 15% = 3 marks 16 – 20% = 4 marks	21 – 25% = 5 marks 26 – 30% = 6 marks 31 – 35% = 7 marks 36 – 40% = 8 marks 41 – 45% = 9 marks 46 – 50% = 10 marks	51 – 55% = 11 marks 56 – 60% = 12 marks 61 – 65% = 13 marks 66 – 70% = 14 marks 71 – 75% = 15 marks	76 – 80% = 16 marks 81 – 85% = 17 marks 86 – 90% = 18 marks 91 – 95% = 19 marks 96 – 100% = 20 marks
Learner does not actively participate in lessons and does not contribute to any aspect of the lesson.	Learner actively participates in a few lessons demonstrating a lack of enthusiasm and social interaction.	Learner actively participates in most lessons with enthusiasm and shows good social interaction skills.	Learner actively participates in all lessons with enthusiasm and shows excellent social interaction skills.

Worksheet: Personal and Social Well-being

Module 13: Consolidation and Formal Assessment

Name: _____ Class: _____

1 1.1 Match the list of symptoms with the diseases in the box. (2)

Disease	Symptom
Diarrhoea	Cough that does not go away
TB	Tummy cramps and runny tummy

Diarrhoea

TB

1.2 Name two ways to treat diarrhoea. (4)

.....

.....

.....

.....

.....

1.3 Name one way to treat TB. (2)

.....

.....

.....

- 2 Tick whether each of the following statements is true or false: (7)

	True	False
2.1 Stigma about HIV and AIDS makes people scared to tell others that they have HIV.		
2.2 Giving people information about HIV and AIDS will increase stigma.		
2.3 Smoking harms the lungs and air passages.		
2.4 Alcohol helps people to think and concentrate better.		
2.5 Over-the-counter medicines such as cough mixture cannot be harmful.		
2.6 Taking too many drugs can kill you.		
2.7 Dagga is a safe legal substance.		

- 3 Read the case study *Denise's story* on page 109 of the Learner's Book.

- 3.1 Name three substances that Denise abused. (3)

.....

.....

.....

.....

- 3.2 Which substances were legal and which illegal? (3)

.....

.....

.....

.....

.....

3.3 How did heroin make Denise feel? (3)

3.4 How did heroin affect her health? (3)

3.5 How did heroin affect her behaviour? (3)

Total mark [30]

Assessment sheet: Visual Arts

Name: _____ Class: _____

Term 4 Assessment

Assess learners' work according to the following criteria:

	Yes	No
Contributed by collecting interesting and appropriate materials and inspirational resources		
Contributed to the discussions and was enthusiastic about the activities		
Clearly understood the art elements of line, shape, colour, form and texture		
Displayed good craftsmanship by finishing their 3-D work with care		
Was prepared to learn, adapt, change and extend each activity		
Made a valuable contribution to the group		
Was delighted with and proud of their final work		

Rating scale						
1	2	3	4	5	6	7
Has made no attempt	Has made an unsuccessful attempt	Has achieved in some areas	Has achieved satisfactorily	Has achieved well	Has achieved beyond expectations	Shows excellent achievement

Assessment sheet: Physical Education

Module 16: Activity 5 – Complete the sprint course

Name: _____ Class: _____

- 1 Which part of the course was the easiest?
- 2 Which part of the course was the most difficult?
- 3 In your exercise book, design your own sprint course.

Rubric: Outcome of movement performance

Assess learners' ability to complete a sprint course in the shortest time possible using the correct movement technique.

Outcome of Movement Performance	Requires significant attention: movements do not produce the desired outcome at all (0 – 1 mark)	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome (2 – 3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)
Sprinting course Jumping over cones (double-leg take-off and knees close to chest). Sprinting technique around cones (high knees, no cones missed during weaving)	Unable to complete the sprint course in the shortest time (top 10% of the class). Poor technique when jumping over most cones. Poor sprinting technique around most cones.	Unable to complete the sprint course in the shortest time (top 10% of the class). Good technique when jumping over most cones. Good sprinting technique around most cones.	Able to complete the sprint course in the shortest time (top 10% of the class). Excellent technique when jumping over most cones. Excellent sprinting technique around most cones.	Able to complete the sprint course in the shortest time (top 10% of the class). Excellent technique when jumping over all cones Excellent sprinting technique around all cones.

Rubric: Participation

Assess the learner's capacity to actively participate in practical lessons, demonstrating enthusiasm and a willingness to interact and socialise with fellow learners.

Limited	Adequate	Proficient	Excellent
0% = 0 marks 1 – 5% = 1 mark 6 – 10% = 2 marks 11 – 15% = 3 marks 16 – 20% = 4 marks	21 – 25% = 5 marks 26 – 30% = 6 marks 31 – 35% = 7 marks 36 – 40% = 8 marks 41 – 45% = 9 marks 46 – 50% = 10 marks	51 – 55% = 11 marks 56 – 60% = 12 marks 61 – 65% = 13 marks 66 – 70% = 14 marks 71 – 75% = 15 marks	76 – 80% = 16 marks 81 – 85% = 17 marks 86 – 90% = 18 marks 91 – 95% = 19 marks 96 – 100% = 20 marks
Learner does not actively participate in lessons and does not contribute to any aspect of the lesson.	Learner actively participates in a few lessons demonstrating a lack of enthusiasm and social interaction.	Learner actively participates in most lessons with enthusiasm and shows good social interaction skills.	Learner actively participates in all lessons with enthusiasm and shows excellent social interaction skills.

How to develop rubric and checklist assessment tools

Rubrics

A rubric is a tool teachers use to assess a learner's performance on a specific task. It is presented in the form of a grid that clearly outlines the criteria used for assessment as well as different levels of performance per criterion.

Benefits of using a rubric

- A rubric helps learners to understand objectives. Developing rubrics with your learners will help them to understand the purpose and content and help them to prepare for the assessment.
- A rubric has a clear and standardised approach to assessment, which ensures that learners are assessed consistently and fairly.
- A rubric allows teachers to provide specific feedback to learners, highlighting areas of strength and areas for improvement.
- A rubric helps learners get a clear idea on how to improve their performance after assessment.
- A rubric allows learners to self-improve. Encourage learners to use the rubric before they hand in their work.
- A rubric is easy to use and can be easily adapted to meet changing needs.

Steps to creating a rubric

Step 1: Clearly define the purpose of the assessment. Use the assessment guidelines in the curriculum documents to determine what task/assignment the learners are required to complete.

Step 2: Define the criteria.

Use the objectives in the curriculum documents to consider what skills, knowledge or behaviours the assessment will evaluate.

Make sure that:

- criteria can be observed and measured
- criteria are important to the task at hand
- each criteria assesses a single aspect of the task.
- Each criteria contains levels of performance. When creating these, consider:
 - what will constitute outstanding achievement
 - how will you define moderate or adequate achievement
 - how would you define work that falls below expectations.
- Ask yourself: Are there key criteria points that should carry a greater weight than others?

Step 3: Design a rating scale that clearly defines the levels of performance.

Check your mark allocation to ensure that your rubric falls in line with curriculum expectations. Make sure you use language and terminology that the learner is familiar with so that they have a clear understanding of what is required of them.

Provide a scale of achievement that can assess the learners' overall competency in completing the task.

For example, you can provide an overall mark according to the seven-point scale of achievement:

Rating code	Description of Competence	Percentage
7	Outstanding achievement	80–100
6	Meritorious achievement	70–79
5	Substantial achievement	60–69
4	Adequate achievement	50–59
3	Moderate achievement	40–49
2	Elementary achievement	30–39
1	Not achieved	0–29

Step 4: Write descriptions of expected performance at each level of the rating scale.

Describe observable and measurable behaviour and use parallel language across the scale. Indicate the degree to which the standards are met. Ensure that learners understand the expectations before and during the assessment.

Step 5: Create the rubric.

Try to keep it to one page. Ask your colleagues for feedback and consider testing it before you use it for assessment. After you use the rubric, consider how effective it was and make any necessary revisions.

Exemplar:

Learners' ability to take aim and score a goal [Total 10 marks]					
Criteria	0 – 1 mark	2 – 3 marks	4 marks	5 marks	Total 5 marks
Outcome of Movement Performance	Requires significant attention: movements do not produce the desired outcome at all	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome	Efficient, effective and appropriate: movements mostly produce the correct desired outcome	Exceptional level of skill: movements always produce the desired outcome	
Take aim and score a goal	Unable to move into the correct position quickly to take aim and score a goal. Poor body position when aiming. Seldom scores goals.	Moves into position slowly to take aim and score a goal. Good body position when aiming. Sometimes scores goals.	Moves into position quickly to take aim and score a goal. Good body position when aiming. Mostly scores goals.	Moves into position quickly to take aim and score a goal. Excellent body position when aiming. Mostly scores goals.	
Total					____ / 10

Checklists

A checklist is a simple assessment tool that provides a list of items or criteria to be checked off. It differs from a rubric in that it provides learners with the criteria of the requirements of an assignment rather than a means of assessing acquired knowledge. A checklist can be used solely by you as a teacher, or you can give your learners a checklist that they can refer to in order to make sure that they have included the required components for a task.

Checklists usually consist of a number of statements that refer to specific criteria and where the answer will be, for example, “Yes” or “No”, or “Achieved”, “Not yet” or “Almost”.

Benefits of using a checklist

- A checklist ensures that all relevant criteria are assessed and evaluated.
- A checklist helps to ensure consistent assessment of specified criteria.
- A checklist can be used by learners as a self-assessment tool.
- A checklist identifies learning needs in a clear and simple way.
- A checklist is easy to create and use and provides an uncomplicated guide for assessment.

Steps to create a checklist

Step 1: Define the purpose and what you want to assess.

This could be specific skills or a general assessment.

Step 2: Identify the criteria.

What specific elements or content will be assessed?

Step 3: Create your checklist.

Check that it contains everything you want to assess.

Exemplar:

Make an insect mobile			
The learner ...	Yes 2	Needs work 1	No 0
Contributed by collecting interesting and appropriate found materials			
Saw the possibilities suggested by the materials			
Successfully joined the separate pieces together to form a whole			
Displayed good craftsmanship by finishing their insects with care			
Made a valuable contribution to the group			
Total	____ / 10		

Intervention strategies

Baseline assessment and intervention strategies

Some learners may experience academic backlogs for various reasons, including the impact on learning due to the COVID-19 pandemic, underlying learning barriers or special education needs such as visual or hearing impairments or intellectual barriers. Baseline assessment will help you identify learners that may be experiencing these barriers.

Analysing baseline assessment questions will provide insight into learners' current knowledge and skills regarding certain topics, as well as their preparedness for the work ahead. The results of baseline assessments can help to identify the areas where learners require support and/or intervention.

Learners may require support and/or intervention for the following reasons:

- barriers to learning
- class size
- reading comprehension (the ability to understand what they have read).

Barriers to learning

Some learners may face barriers to learning. It is important to accommodate learners with barriers to learning to ensure that our classrooms remain inclusive. These learners may require and should be granted more time for completing tasks, acquiring thinking skills (own strategies), and completing assessment activities. Adapt the number of activities to be completed without interfering with learners gaining the required skills. Learners experiencing barriers to learning can also be paired with others who may be able to support them.

Class size

- Peer tutoring can be an effective intervention method when class size is problematic.
- Quieter learners often struggle in a large class, as they tend not to ask questions. Organising learners into groups or pairs can help to create a more inclusive and enabling learning environment.
- Ensure that groups are made up of learners with varying ability, so that learners who may be struggling are supported by their peers.
- Peer assessment can also be used successfully during informal assessment and allows you to gauge learners' understanding in a less intimidating manner than a formal test or assignment.
- The following strategies can be used in a large class:
 - *Thumbs up/thumbs down*: Check understanding by a show of thumbs. Thumbs up indicate that learners have understood; thumbs down show that they have not understood; thumbs sideways could show that they are not sure.
 - *Response boards*: These are small chalkboards or whiteboards where learners record their response to a question. When you say "Show your answers" they all hold up the board. This way you can quickly see who is struggling.
 - *Show fingers 1-2-3*: Ask learners to show fingers to indicate if they understand activity instructions before working in a group. 1 = I do not understand; 2 = I sort of understand but I need some help; 3 = I understand completely.

Reading comprehension

- Support learners by giving them pre-reading questions and post-reading strategies to organise what they have learnt. Pre-reading questions could include asking the learners what they already know about the topic. Teach learners to summarise the content into bullet points and make use of mind maps. This requires the learners to rewrite the content in their own words.
- Write difficult terminology on the board and give simple explanations.
- Diagrams can be very useful to explain concepts in a way that learners can visualise the situation.

General teaching intervention strategies

Teach from the learner's point of view

- Put yourself in the learner's position: If you were the learner, what would you like the teacher to explain or show you that you could not learn previously?
- Remember that learners might still have emotional issues related to the COVID-19 pandemic, which you may need to address.

Reteach topic(s) for which learners achieved low scores (closing the gap)

- Focus on concepts, and not only on factual content. Then use illustrations to support learners' understanding and avoid superficial rote learning. The more "real-life" examples used, the easier it will be for the learners to conceptualise the topic.
- Make the structure of your lessons and teaching materials clear: State specific, achievable goals, provide graphic organisers to link parts of the lesson and give frequent summaries of sections of the lesson. A graphic organiser can be any visual representation of content that gives an immediate overview of main points.
- Refer frequently to your progress in terms of the lesson structure. This will help learners to develop an overall and cohesive (holistic) grasp of the content.
- Skills, knowledge and concepts run like threads through the previous grades. Explain these threads to learners, as you begin teaching a new topic or module – it will help learners to link the new content to what they already know.

Metacognition

Metacognition is the ability to understand our own thought processes. It is essential that metacognition takes place during lessons.

Learners retain information best when they can visualise situations. Visual aids, such as flash cards and mind maps, and practical work can aid with developing metacognition, or getting learners to think about and understand their own thought processes. After completing practical tasks, give learners sentence starters to complete. For example: I learnt . . . ; I wonder . . . ; I still want to know . . . ; I still don't understand . . . ; I still have a question about

Retaining information

- Flash cards and mind maps can be useful tools to help learners memorise facts.
- Encourage learners to break down content into more manageable sections. They can then create a mind map for each sub-topic. Tables can also help learners summarise content into more manageable sections.

- A mnemonic is a word, sentence or poem that helps you remember something. Mnemonics help learners to memorise content. Use the first letter of each word to create a sentence that the learners can memorise easily. For example, a mnemonic such as “**Eat An Apple As A Nice Snack**” can help learners to memorise the names of the continents: **E**urope, **A**sia, **A**frica, **A**ustralia, **A**ntarctica, **N**orth America, **S**outh America.

Develop presentation skills

Many learners find it challenging to speak in front of the class, but this improves with practice.

Encourage learners to answer questions in class and take part in class discussions by using one or more of the following strategies:

- *Use the think-pair-share method:* Posing a question and giving learners a short time to think about it, followed by discussion with a partner and then sharing with others. Learners who are shy will find it easier to share ideas with a partner first.
- *Tell-check-say:* A learner tells the answer to a friend, together they check if the answer is correct by referring to the textbook, and then the first learner says the answer out loud to the class or writes it down.
- *Target basic and then more advanced questions to specific learners based on their readiness to answer them:* A good strategy is to first ask the question to the whole class. This ensures that everyone thinks about it. Then, ask a specific learner the question.
- *Keywords on cards:* These can be used to help the learner remember their presentation. Eye contact is essential, so emphasise to learners that they should not read their presentation.

Interventions for learners with special education needs

- Special educational needs may include visual or hearing impairments or intellectual barriers. Do not form an opinion about a learner too early. This could lead to an inaccurate assessment of a learner’s barrier, or an inaccurate assessment of the existence of a barrier (when in fact there may not be one). If the barrier is obvious after the first term and becomes a serious obstacle to the learner, seek professional help from the district office.
- Immediate steps could include: observing the learner inside and outside of the classroom, contacting the learner’s previous teachers and consulting learner progress reports to understand their needs.

This image shows a full page of a worksheet designed for handwriting practice. It consists of approximately 20 horizontal dashed lines spaced evenly across the page, providing a guide for letter height and placement. The background is plain white, and there are no other markings or text present.

[illegible]

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide. Oxford is a registered trade mark of
Oxford University Press in the UK and in certain other countries.

Published in South Africa by
Oxford University Press Southern Africa (Pty) Ltd

Vasco Boulevard, Goodwood, N1 City, PO Box 12119, Cape Town,
South Africa

© Oxford University Press Southern Africa (Pty) Ltd 2023

The moral rights of the author have been asserted.

First published 2017

All rights reserved. No part of this publication may be reproduced, stored in
a retrieval system, or transmitted, in any form or by any means, without the
prior permission in writing of Oxford University Press Southern Africa (Pty) Ltd,
or as expressly permitted by law, by licence, or under terms agreed
with the appropriate reprographic rights organisation. Enquiries concerning
reproduction outside the scope of the above should be sent to the Rights Department,
Oxford University Press Southern Africa (Pty) Ltd, at the above address.

You must not circulate this work in any other form
and you must impose this same condition on any acquirer.

Oxford Successful Life Skills Grade 5 Teacher's Resource Book

PROM190725747

First impression 2017
Revised impression 2023

Typeset in Arial 14pt
Printed on [insert paper quality e.g. acid-free paper]

Acknowledgements
Publisher: Elaine Williams
Editor: Kerry-Leigh Owen
Printed and bound by: XYZ Printing Company

The authors and publisher gratefully acknowledge permission to reproduce copyright material in this book. Every effort has
been made to trace copyright holders, but if any copyright infringements have been made, the publisher would be grateful for
information that would enable any omissions or errors to be corrected in subsequent impressions.

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any
responsibility for the materials contained in any third party website referenced in this work.

© Oxford University Press Southern Africa (Pty) Ltd 2023.

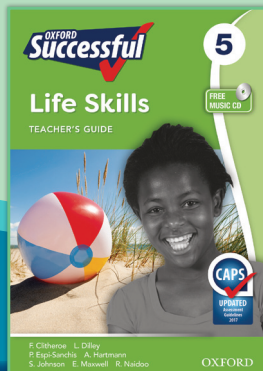
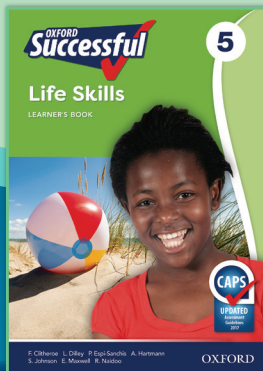
This material may be reproduced for class use with *Oxford Successful Life Skills Grade 5
Learner's Book*.



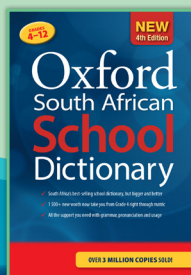
CAPS PLANNER & TRACKER

Life Skills Grade 5

For best results, use this guide with your *Oxford Successful Life Skills* Grade 5 Learner's Book and Teacher's Guide.



PLUS:



CONTACT US: 021 120 0104



083 798 4588



OxfordSASchools



@OxfordSASchools



THE
MANDELA
RHODES
FOUNDATION



OXFORD
UNIVERSITY PRESS

www.oxford.co.za