



PLANNER & TRACKER

Life Skills

Grade 6

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



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Note to teachers:

The formal assessment worksheets in this book are taken from content in the *Oxford Successful Life Skills Grade 6 Learner's Book*. The answers to the worksheets can be found in the *Oxford Successful Life Skills Grade 6 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 53
Term 2: Personal and Social Well-being	TG page 82
Term 3: Personal and Social Well-being	TG page 110
Term 3: Personal and Social Well-being	TG page 111
Term 4: Personal and Social Well-being	TG page 137

Progress tracker for Oxford Successful Life Skills Grade 6

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 <ul style="list-style-type: none"> – Positive self-esteem: body image – Understanding and respecting body changes 	8	1,5 hours		
Week 2	<ul style="list-style-type: none"> – Other influences on body image – Acceptance of the self – Reading with understanding and fluency – Reading about positive influences on body image 	9 9 9–10	1,5 hours		
Week 3	<ul style="list-style-type: none"> – Identify own abilities, interests and potential – Relationship between abilities, interests and potential 	11 12	1,5 hours		
Week 4	<ul style="list-style-type: none"> – Create opportunities for making the most of own abilities, interests and potential 	12	1,5 hours		
Week 5	<ul style="list-style-type: none"> – Action plan to improve own abilities, pursue own interests and develop own potential – Reading with understanding and fluency – Reading texts on how to identify and develop abilities, interests and potential 	12	1,5 hours		
Week 6	<ul style="list-style-type: none"> – Peer pressure 	14	1,5 hours		
Week 7	<ul style="list-style-type: none"> – Appropriate responses to peer pressure in different situations – Reading with understanding and fluency – Reading about ways to resist peer pressure 	15 14, 16 14, 16	1,5 hours		
Week 8	<ul style="list-style-type: none"> – Problem solving skills in conflict situations 	17	1,5 hours		
Week 9	<ul style="list-style-type: none"> – Mediation skills – Reading with understanding and fluency 	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 10	<ul style="list-style-type: none"> Peacekeeping skills Reading about peacekeeping and mediation skills 	19	1,5 hours		
Week 11	<ul style="list-style-type: none"> Suggested formal assessment Assignment/cast study 	20 (TG p. 53)	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"> Vocal warm up Physical warm up for coordination and control Singing warm up Body percussion games Concentration and focus games Rehearse and prepare for performance 	22	2,5 hours per term (15 minutes per class)		
	Improvise and create <ul style="list-style-type: none"> Expressive movement and mime Sound pictures using instruments Combine with movement sequences Focus on structure of C major scale and singing simple melodies in C major Apply the concept of a canon and two-part harmony 	24	3 hours per term		
	Read, interpret and perform <ul style="list-style-type: none"> An African folktale or traditional story Simple rhythmic patterns on a drum 	25	3,5 hours per term		
	Appreciate and reflect on <ul style="list-style-type: none"> Two different types of drama in South Africa considering social and cultural context, purpose and unique characteristics Key audience behaviours 	26	1 hour 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 6–7	Suggested formal assessment <ul style="list-style-type: none"> – Improvise and create a short drama based on an African folktale or traditional story for presentation – Combine with expressive movement and mime – Simple rhythmic patterns on a drum 	–	1 hour		
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 <ul style="list-style-type: none"> – Baseline assessment – Practical informal tasks – Art elements 	28	1 hour (2 weeks)		
	<ul style="list-style-type: none"> – Create in 2D: Figures with animals: A picture of me and my pet – Art elements – Design principles – Drawing and/or colour media 	29	2 hours (4 weeks)		
	Create in 3D: Figures with animals <ul style="list-style-type: none"> – Art elements – Design principles – Skills and techniques – Spatial awareness – Appropriate tidiness and sharing of space – 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	Striking and fielding games <ul style="list-style-type: none"> – Participation in striking and fielding games – Safety measures during striking and fielding games 	34 34–36	3 hours (1 hour per week)		
Weeks 4–5	<ul style="list-style-type: none"> – Movement performance in striking and fielding games 	34–36	2 hours (1 hour per week)		
Weeks 6–8	<ul style="list-style-type: none"> – Participation in striking and fielding games 	34–36	3 hours (1 hour per week)		
Weeks 9–10	<ul style="list-style-type: none"> – Movement performance in striking and fielding games 	34–36	2 hours (1 hour per week)		

Progress tracker for Oxford Successful Life Skills Grade 6					
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	Development of the self/Basic hygiene principles <ul style="list-style-type: none"> – Self-management skills 	38	1,5 hours		
Week 2	<ul style="list-style-type: none"> – Prioritising responsibilities 	39	1,5 hours		
Week 3	<ul style="list-style-type: none"> – Developing an activity plan – Reading with understanding and fluency – Reading about self-management skills 	39, 41 40 40	1,5 hours		
Week 4	<ul style="list-style-type: none"> – Bullying 	42	1,5 hours		
Week 5	<ul style="list-style-type: none"> – Getting out of the bullying habit – Reading with understanding and fluency – Reading about how to get out of the habit of bullying 	42 43 43	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	Social responsibility/Basic hygiene principles – Cultural rites of passage	44–48	1,5 hours		
Week 7	– Meaning of each stage	44–48	1,5 hours		
Week 8	– Personal and social significance of each stage – Reading with understanding and fluency – Reading about important life stages in different cultures	44–48	1,5 hours		
Week 9	– The dignity of the person in a variety of religions of South Africa – Reading with understanding and fluency – Reading about important life stages in different cultures	49	1,5 hours		
Weeks 10–11	– Consolidation and suggested formal assessment – Test on Term 1 and Term 2's work	49–50 (TG p. 82)	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 – Observe and discuss visual stimuli in photographs, artworks and real objects – Questions to deepen and extend observation of elements and design principles	59	1 hour (2 weeks)		
	Create in 2D: Creative lettering and/or radiating pattern-making – Art elements – Design principles – Drawing and/or colour media	60	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 1–5	Create in 3D: A relief mandala/radiating pattern <ul style="list-style-type: none"> – Art elements – Design principles – Skills and techniques – Spatial awareness – Appropriate tidiness and sharing of space – Appropriate use of tools 	61	2 hours (4 weeks)		
Week 6	Suggested formal assessment <ul style="list-style-type: none"> – Create in 2D: Creative lettering and/or radiating pattern-making OR – Create in 3D: A relief mandala/radiating pattern 				
<p>* 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 6 is sequenced ahead of that of the Performing Arts content in Module 6 of this book.</p>					
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"> – Physical warm up for co-ordination and control – Singing warm up – Spatial awareness games 	52	2,5 hours per term (15 minutes per class)		
	Improvise and create <ul style="list-style-type: none"> – Movement sequences – Simple rhythmic patterns on a drum – Movement sequences to develop relationships in small groups – Short musical pieces structured in binary form 	54	3 hours per term		
	Read, interpret and perform <ul style="list-style-type: none"> – A selected cultural dance – Simple rhythmic patterns on a drum 	55	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 7–11	Appreciate and reflect on <ul style="list-style-type: none"> Two different types of dance in South Africa Key audience behaviours Own and others' performances and processes 	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	Physical fitness programmes <ul style="list-style-type: none"> Participation in a physical fitness programme to develop particular aspects of fitness Safety measures relating to physical fitness activities 	63 65	3 hours (1 hour per week)		
Weeks 4–5, 9	<ul style="list-style-type: none"> Movement performance in a physical fitness programme to develop aspects of fitness 	63–64	3 hours (1 hour per week)		
Weeks 6–8, 10	<ul style="list-style-type: none"> Participation in a physical fitness programme to develop particular aspects of fitness 	63–64	4 hours (1 hour per week)		

Progress tracker for Oxford Successful Life Skills Grade 6

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
Week 1	Social responsibility/Basic hygiene principles <ul style="list-style-type: none"> Caring for animals 	68	1,5 hours		
Week 2	<ul style="list-style-type: none"> Taking care of and protecting animals Places of safety for animals Reading with understanding and fluency Reading about ways of taking care of animals and places of safety for animals 	68 69 70 70	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
Weeks 3–4	<ul style="list-style-type: none"> – Caring for people – Reading with understanding and fluency – Reading about acts of kindness towards others 	71 73 73	3 hours (1,5 hours per week)		
Week 5	<ul style="list-style-type: none"> – Nation-building and cultural heritage – How cultural heritage unifies the nation 	74	1,5 hours		
Week 6	<ul style="list-style-type: none"> – National symbols 	74	1,5 hours		
Week 7	<ul style="list-style-type: none"> – Celebrating national days – Reading with understanding and fluency – Reading about nation-building and heritage 	75 77 77	1,5 hours		
Week 8	<ul style="list-style-type: none"> – Gender stereotyping, sexism and abuse 	78	1,5 hours		
Week 9	<ul style="list-style-type: none"> – Effects of gender stereotyping and sexism on personal and social relationships 	78	1,5 hours		
Week 10	<ul style="list-style-type: none"> – Effects of gender-based abuse on personal and social relationships – Reading with understanding and fluency – Reading about ways to deal with stereotyping, sexism and abuse 	79 79 79	1,5 hours		
Week 11	<ul style="list-style-type: none"> – Consolidation and suggested formal assessment – Finalisation, submission and recording of project 	49, 80 (TG pp. 110–111)	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 1–4	Warm up and play <ul style="list-style-type: none"> – Singing warm up – Physical warm up for co-ordination and control – Action and reaction games – Cool downs 	82	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 1–4	Improvise and create <ul style="list-style-type: none"> – Short dialogues exploring conflict – Movement sequences exploring conflict – Music phrases exploring conflict – Rhythmic patterns including the note values and rests studied 	83	3 hours per term		
	Read, interpret and perform <ul style="list-style-type: none"> – Songs from at least two cultural traditions of South Africa – Musical notation – Rhythmic patterns in 2/4, 3/4 and 4/4 	84	3,5 hours per term		
	Appreciate and reflect on <ul style="list-style-type: none"> – Two different types of South African music – Own and others' performances and processes 	85	1 hour per term		
	Suggested formal assessment <ul style="list-style-type: none"> – Classroom performance of short dialogues exploring conflict 	–			
Weeks 5–7					
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 – Questions to deepen and extend observation of elements and design principles – Apply, identify and personally interpret in own work 	88	1 hour (2 weeks)		
	Create in 2D: Images of people and/or objects <ul style="list-style-type: none"> – Art elements – Design principles – Drawing and/or colour media 	89	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 8–11	Create in 3D: Modelling images <ul style="list-style-type: none"> – Art elements – Design principles – Skills and techniques – Spatial awareness – Appropriate tidiness and sharing of space – Appropriate use of tools 	91	2 hours (4 weeks)		
Term 3: Module 12: 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 patterns of movement with coordination and control <ul style="list-style-type: none"> – Participation in rhythmic patterns of movement with coordination and control – Safety measures relating to rhythmic patterns of movement 	93–96	3 hours (1 hour per week)		
Weeks 4–5	<ul style="list-style-type: none"> – Movement performance in rhythmic patterns of movement with coordination and control 	93–96	2 hours (1 hour per week)		
Weeks 6–8	<ul style="list-style-type: none"> – Participation in rhythmic patterns of movement with coordination and control 	93–96	3 hours (1 hour per week)		
Weeks 9–10	<ul style="list-style-type: none"> – Movement performance in rhythmic patterns of movement with coordination and control 	93–96	2 hours (1 hour per week)		

Progress tracker for Oxford Successful Life Skills Grade 6

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"> – Basic first aid in different situations – Reading with understanding and fluency – Reading about basic first aid 	98	1,5 hours		
Week 2	<ul style="list-style-type: none"> – Food hygiene – Safe and harmful ingredients 	100	1,5 hours		
Week 3	<ul style="list-style-type: none"> – Food preparation – Food storage 	101	1,5 hours		
Week 4	<ul style="list-style-type: none"> – Food-borne diseases – Reading with understanding and fluency – Reading about food hygiene 	102	1,5 hours		
Week 5	<ul style="list-style-type: none"> – Communicable diseases – Causes of communicable diseases 	103	1,5 hours		
Week 6	<ul style="list-style-type: none"> – Signs and symptoms of communicable diseases 	103	1,5 hours		
Week 7	<ul style="list-style-type: none"> – Where to find information – Reading with understanding and fluency 	103	1,5 hours		
Week 8	<ul style="list-style-type: none"> – HIV and AIDS education – Caring for people with AIDS – Reading with understanding and fluency – Reading about caring for people with AIDS 	105 106 106 106	1,5 hours		
Weeks 9–10	<ul style="list-style-type: none"> – Consolidation and suggested formal assessment 	107 (TG p. 137)	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 visual stimuli in photographs and real objectsQuestions to deepen and extend observation of elements and design principlesApply, identify and personally interpret in own work	116	1 hour (2 weeks)			
	Create in 2D: Buildings, architecture and the environment <ul style="list-style-type: none">Art elementsDesign principlesDrawing and/or colour media	117	2 hours (4 weeks)			
	Create in 3D or relief: Buildings, architecture and the environment <ul style="list-style-type: none">Art elementsDesign principlesSkills and techniquesSpatial awarenessAppropriate tidiness and sharing of spaceAppropriate use of tools	118	2 hours (4 weeks)			
Weeks 5–6	Suggested formal assessment <ul style="list-style-type: none">Create in 2D: Buildings, architecture and the environment ORCreate in 3D: Buildings, architecture and the environment	–				
* 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 6 is sequenced ahead of that of the Performing Arts content in Module 14 of this book.						

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 7–10	Warm up and play <ul style="list-style-type: none"> – Vocal warm up – Physical warm up for co-ordination, control – Singing warm up – Leading and following games – Story development games 	109	2,5 hours per term (15 minutes per class)		
	Improvise and create <ul style="list-style-type: none"> – Short story – Movement sequences 	111	3 hours per term		
	OR: Read, interpret and perform <ul style="list-style-type: none"> – A puppet performance 	113	3,5 hours per term		
	Appreciate and reflect on <ul style="list-style-type: none"> – Cultural rituals and ceremonies – Own and others' performances and processes 	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	Refined sequences or swimming activities <ul style="list-style-type: none"> – Refined sequences or swimming activities – Safety measures relating to sequenced movement activities 	122–124 121	3 hours (1 hour per week)		
Weeks 4–8	<ul style="list-style-type: none"> – Movement performance in refined sequences or swimming activities – Participation in refined sequences or swimming activities 	122–124	5 hours (1 hour per week)		
Weeks 9–10	<ul style="list-style-type: none"> – Movement performance in refined sequences or swimming activities 	122–124	2 hours (1 hour per week)		

Worksheet: Personal and Social Well-being

Module 1: Consolidation and Formal Assessment

Name: _____ Class: _____

Read the case study *Achmat and peer pressure* on page 20 of the Learner's Book. Answer these questions:

1.1 What are peers? (1)

.....

1.2 Who are the peers in the story? (3)

.....

.....

.....

2.1 What is peer pressure? (2)

.....

.....

2.2 Who is being subjected to peer pressure in the story? (1)

.....

3 Describe three things that Achmat is being persuaded to do to keep his friends. (2 × 3)

.....

.....

.....

.....

4 Why did Achmat make friends with the other two boys in the first place? (2 × 2)

5 Why does Achmat not break off his friendship with the other two boys? (2 × 2)

6.1 Do you think Achmat has a positive self-esteem? (1)

6.2 Explain your answer. (2)

7 List some advice you could give Achmat to improve his self-esteem and avoid boys like Chad and Lenny. (3 × 2)

Total mark [30]

Assessment sheet: Visual Arts

Module 3: Activity 10 – Extension: Make a relief tile of the Musicians of Bremen

Name: _____ Class: _____

Make a relief tile of the Musicians of Bremen.

Use the following checklist to assess learners' work.

	No	Yes
Understood the difference between working in the round and working in relief		
Explored different ways to create textural effects		
Showed good craftsmanship in finishing off their models with care		
Understood the concept of working within a given shape in the relief tile		
Is enthusiastic and confident about own creative abilities		

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 4: Activity 3 – Practise your striking and fielding skills

Name: _____ Class: _____

Play a game of 'Whack it' with your friends.

You will need:

- 14 players (7 in each team)
- 2 hula-hoops
- a tennis ball
- 2 tennis rackets

Rubric: Outcome of movement performance

Assess learners' ability to demonstrate proper fielding techniques.

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)
Fielding techniques (high, low and ground ball) Throwing accuracy	Poor catching techniques demonstrated during all movements. Unable to anticipate and judge the direction of most balls while catching. Poor direction when throwing the ball.	Good catching techniques demonstrated during one or more movements. Able to anticipate and judge the direction of most balls while catching. Good direction when throwing the ball.	Excellent catching techniques demonstrated during all three movements. Able to anticipate and judge the direction of the ball while catching. Very good direction when throwing the ball.	Excellent catching techniques demonstrated during all three movements. Able to anticipate and judge the direction of the ball while catching. Excellent direction when throwing the ball.

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

Mid-year test

Name: _____ Class: _____

Question 1

Your class is organising a party on Saturday for children at a children's home. The party is from 15:00 to 17:00. You have to bring jelly, pack party bags and help put up the party decorations. You also have to get your hair cut and take the neighbour's dog for a walk on Saturday morning. Prioritise the things you have to do by matching the time in Column A with the actions in Column B. (5 × 1 = 5)

Column A	Column B
1.1 Friday 08:00	A Walk the dog
1.2 Saturday 07:30	B Put up party decorations
1.3 Saturday 09:00	C Make jelly
1.4 Saturday 12:30	D Have hair cut
1.5 Saturday 14:00	E Pack party bags

1.1 _____ 1.2 _____ 1.3 _____ 1.4 _____ 1.5 _____

Question 2

Write down the correct word for each of the following descriptions: (5)

- 2.1 When someone frightens or threatens to hurt another person, especially someone smaller or weaker than them.
- 2.2 An important event which has special actions and words.
- 2.3 The payment made in Zulu and Xhosa culture by the bridegroom to the bride's family.
- 2.4 The sprinkling of water by a minister on a baby's head in Christian culture.
- 2.5 The state of peace and happiness in the Buddhist religion.

- | | | | |
|-----|-------|-----|-------|
| 2.1 | _____ | 2.2 | _____ |
| 2.3 | _____ | 2.4 | _____ |
| 2.5 | _____ | | |

Question 3

- 3.1 Name the practice of cutting away the foreskin of the penis after birth. (1)

- 3.2 Name two cultures which carry out this practice. (2)

- 3.3 Explain why this practice is carried out. (2)

Question 4

People who belong to a religion believe that when they die their soul will continue to live.

- 4.1 Explain what the soul is. (1)

- 4.2 Describe and compare the beliefs of the Hindu, Muslim and Christian cultures about the meaning of death. (6)

Question 5

Ashwell failed Grade 6 last year. He picks on the kids in his class who get good marks.

- 5.1 Identify a reason why Ashwell is a bully. (1)

- 5.2 Name two ways which will help Ashwell to stop bullying the kids who get good marks. (2)

Total mark [30]

Assessment sheet: Visual Arts

Module 7: Activity 4 – Make a radiating pattern from natural materials

Name: _____ Class: _____

Collect natural materials from your environment, for example, sand, mud, clay, stones, bark, pods, berries, sticks, feathers, shells, small sticks and so on that are unique to your environment.

Use these natural materials to design a radiating pattern on a piece of cardboard as a base.

Use the following checklist to assess learners' work.

	Yes	No
Did they help to collect interesting materials to work with?		
Did they understand the concept of concentric and radiating as a basis for composition?		
Did they cover the whole surface with interesting and varied textures and colours?		
Did they create a unique and visually exciting focal point?		

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 8: Activity 1 – Warming up

Name: _____ Class: _____

- 1 When warming up, include sprinting warm-up drills like jumping lunges, straight leg swings and high kicks.
- 2 Your teacher will supervise and assess your ability to do these warm-up activities.

Rubric: Outcome of movement performance

Assess learners' ability to demonstrate proper exercise techniques while performing a warm up.

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)
Warm-up exercises (jumping lunges, leg swings and high kicks)	Poor technique demonstrated during some movements. Poor posture and coordination demonstrated. Unable to complete the warm-up routine due to excessive fatigue.	Good technique demonstrated during some movements. Good posture and coordination demonstrated. Able to complete the warm-up routine showing some signs of fatigue.	Excellent technique demonstrated during all movements. Excellent posture and coordination demonstrated. Able to complete the warm-up routine showing some signs of fatigue.	Excellent technique demonstrated during all movements. Excellent posture and coordination demonstrated. Able to complete the warm-up routine without showing signs of fatigue.

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 3 – Make your own dumbbells

Name: _____ Class: _____

- 1 Design and make your own dumbbells. You can fill old water bottles with sand, for example.
- 2 Complete the upper-body circuit that your teacher has designed.
- 3 Your teacher will assess your ability to perform at least 15 push-ups (boys) or 20 modified push-ups (girls) in a minute, maintaining proper technique.

Rubric: Outcome of movement performance

Assess learners' ability to perform at least 15 push-ups (boys) or 20 modified push-ups (girls) in one minute, maintaining proper 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)
Push-ups	Poor technique during all movements. Many stops between exercises. Unable to complete exercises due to excessive fatigue.	Good technique during most movements. Brief stops between exercises. Some signs of fatigue showing.	Excellent technique during all movements. Brief stops between exercises. Minimal signs of fatigue showing.	Excellent technique during all movements. Continuous movement without stopping between exercises. No signs of fatigue showing.

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 three ways in which:

1.1 people are cruel to animals (3)

.....

.....

.....

.....

1.2 people can help care for and protect animals (3)

.....

.....

.....

.....

2 2.1 Explain in your own words what *ubuntu* is. (3)

.....

.....

.....

.....

.....

2.2 In each of the following examples identify if *ubuntu* is shown or not. Say why or why not in each case.

- a You carry your elderly neighbour's shopping home for her and ask her to give you a sweet. (3)

- b You and some friends do a concert for children at a children's home. (3)

- 3 3.1 Write two or three sentences to explain what nation-building is and why it is important. (3)

- 3.2 Name three non-living national symbols. (3)

3.3 Name three living national symbols. (3)

.....

.....

.....

- 4 Lindi wants to become a game ranger when she leaves school. Her parents keep telling her that being a game ranger is not a job for a woman. They say it is dangerous and she will have to live in tents and really have to 'rough it'. They want her to be a nurse. Lindi feels very frustrated that she cannot make her parents understand and accept her career choice.

4.1 Does this story show gender stereotyping, sexism or abuse? Explain your answer. (3)

.....

.....

.....

.....

.....

.....

4.2 Say how the gender stereotyping, sexism or abuse is affecting Lindi's relationships with her parents. (3)

.....

.....

.....

.....

.....

.....

Total mark [30]

Assessment sheet: Personal and Social Well-being

Term 3: Formal Programme of Assessment

Name: _____ Class: _____

Project: Design and make a poster about a national day

Criteria of assessment			
1. GENERAL PRESENTATION Have the learners made a poster that clearly provides information about a national holiday, and is the information presented in a colourful, attractive, clear, well presented and insightful format? Award a mark out of 15.	0 – 5 Learners have not produced a poster at all, or have put minimal effort into the poster; shoddy or unattractive work with little evidence of planning or thought. Layout is confusing.	6 – 10 Learners have produced a poster of reasonable quality; learners made a good effort and produced a fairly attractive and insightful poster.	11 – 15 Learners produced an outstanding poster that is imaginative, clear, colourful and insightful. Learners worked hard and presented an attractive, detailed poster with an effective layout.
2. INFORMATION Have the learners included information to answer the questions? In other words, does the poster state when the holiday was first celebrated and whether it was first celebrated under another name, why the holiday is important to the South African nation, how we celebrate the holiday today, and how the holiday can unite South Africans? Award a mark out of 15.	0 – 5 Learners have not included relevant information or have made very little attempt to answer the questions about the national holiday.	6 – 10 Learners included a reasonable description of the holiday and made a good attempt at answering the questions. Information is reasonably interesting and learners engaged well with the topic.	11 – 15 Learners made an excellent effort describing the holiday, and produced insightful, clear and fascinating details. Learners engaged with the topic very well and produced an outstanding piece of writing that provides all required details.

[30 marks]

Assessment sheet: Performing Arts

Name: _____ Class: _____

Grade 6 Assessment rubric: Performing Arts Term 3

	Warm up: able to follow a teacher-directed warm-up	Movement: sequences using elements of dance	Performance: observe, discuss and perform a cultural dance	Research project presentation in groups
Outstanding achievement 7 80 – 100%	Demonstrates kinaesthetic awareness, concentration and awareness of correct and safe use of the body	Demonstrated an excellent movement sequence using different elements of dance with all of the elements of time, rhythms, space, patterning, force, strong, light, jerky and smooth	Delivered a successful, confident, creative, original and innovative performance	Presented an insightful and excellently researched project with all areas of content covered with creativity and originality
Meritorious achievement 6 70 – 79%	Followed the teacher-directed warm-up well and was attentive and focused	Was able to do a movement sequence using different elements of dance with most of the elements of time, rhythms, space, patterning, force, strong, light, jerky and smooth	Was able to successfully observe, discuss and perform a cultural dance with confidence and creativity	Was able to present a well-researched project with some insightful awareness

	Warm-up: able to follow a teacher-directed warm up	Movement: sequences using elements of dance	Performance: observe, discuss and perform a cultural dance	Research project presentation in groups
Substantial achievement 5 60 – 69%	Followed the teacher-directed warm-up well and is focused	Was able to do a movement sequence using different elements of dance with some elements of time, rhythms, space, patterning, force, strong, light, jerky and smooth	Was able to observe, discuss and perform a cultural dance with an adequate amount of confidence	Was able to do a research project in a group with thorough research, but some omissions in coverage of content
Adequate achievement 4 50 – 59%	Was able to follow a teacher-directed warm-up	Was able to do a movement sequence using different elements of dance	Tried in a focused manner to observe, discuss and perform a cultural dance with limited success, but completed the performance	Tried to do a research project in a group with some thoroughness and accuracy of content
Moderate achievement 3 40 – 49%	Tried to follow a teacher-directed warm-up but was distracted and disruptive to others	Tried to do a movement sequence using different elements of dance	Tried to observe, discuss and perform a cultural dance	Tried to do a research project in a group
Elementary achievement 2 30 – 39%	Struggled to follow a teacher-directed warm-up	Struggled to do a movement sequence using different elements of dance	Struggled to observe, discuss and perform a cultural dance	Struggled to do a research project in a group
Not achieved 1 0 – 29%	Unable to follow a teacher-directed warm-up	Unable to do a movement sequence using different elements of dance	Was unable to observe, discuss and perform a cultural dance	Was unable to do a research project in a group

Assessment sheet: Visual Arts

Module 11: Activity 3 – Make an oil pastel painting of a still life

Name: _____ Class: _____

In this activity, you will make an oil pastel painting of a still life. Your teacher will help you to set up a still life. One way to help you decide on an interesting composition is to use a viewfinder.

Experiment with the viewfinder by holding it in one hand; closing one eye and looking through the opening at the still life.

Decide on a composition by moving the viewfinder around until you find a view of the still life that you would like to paint. Look for the following:

- strong directional lines
- cut-off views
- objects that differ in size and shape
- contrasting textures.

Use the following criteria to assess learners' paintings:

	Yes	No
Used the viewfinder appropriately to fill the format with a cut-off view		
Has become more analytical when discussing the use of the art elements		
Applied the instructions regarding colour bands		
Has become more confident in own creative abilities		

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 12: Activity 2 – Different balancing exercises

Name: _____ Class: _____

Work in a group and on your own.

- 1 Discuss the answers to the following questions with your teacher when you are performing different balancing exercises:
 - 1.1 Do you know where your core muscles are?
 - 1.2 Try the balancing exercises on page 94 of the Learner's Book. Hold each position for 10 to 20 seconds.
- 2 Which balancing exercise do you feel works your core muscles the most?
- 3 Complete the activity on page 94 of the Learner's Book. Use the pictures to determine your body position. Hold each position for 10 seconds before moving into the next position.
- 4 Can you think of other balance positions that will exercise your core muscles? Try them out!
5. Practise your balance exercises as you will be assessed on your ability to perform these exercises.

Rubric: Outcome of movement performance

Assess learners' ability to perform a static balance exercise (select a position).

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)
Static balance exercise	Unable to hold a static balance position for at least five seconds. Poor posture maintained throughout the exercise. Poor core strength demonstrated.	Able to hold a static balance position for at least five to ten seconds. Good posture maintained throughout the exercise. Good core strength demonstrated.	Able to hold a static balance position for at least ten seconds. Excellent posture maintained throughout most of the exercise. Excellent core strength demonstrated.	Able to hold a static balance position for at least ten seconds. Excellent posture maintained throughout the exercise. Excellent core strength demonstrated.

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 12 Extension

Name: _____ Class: _____

- Select a popular dance song.
- Divide learners into groups of four to six.
- Choreograph a simple dance routine.
- Include rhythmic steps and balance positions that have been taught throughout the term.
- Encourage learners to provide input regarding their own dance steps that they want to include in the routine.
- Remind learners to practise the dance routine as this will be an assessment.

Rubric: Outcome of movement performance

Assess learners' ability to perform a simple group dance routine.

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)
Group dance routine	The learners are unable to complete most steps of the sequence in sync with their group. Poor coordination and control of movements. Learners are unaware of each other and seldom work together to ensure in-sync movements. Poor timing of movements.	The learners are able to complete most steps of the sequence in sync with their group. Good coordination and control of movements. Learners are sometimes aware of one another and work together to ensure in-sync movements. Satisfactory timing of movements.	The learners are able to complete all steps of the sequence in sync with their group. Good coordination and control of movements. Learners are aware of one another and work together to ensure in-sync movements. Good timing of movements.	The learners are able to complete all steps of the sequence in sync with their group. Excellent coordination and control of movements. Learners are aware of one another and work together to ensure in-sync movements. Excellent timing 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 13: Consolidation and Formal Assessment

Name: _____ Class: _____

- 1 Supply the correct word to complete each of these sentences:
 - 1.1 During _____ a boy grows hair on his face and chest. (1)
 - 1.2 Someone your own age is your _____. (1)
 - 1.3 Keeping eye contact is an important _____ skill. (1)
 - 1.4 An African way of helping each other and being kind and considerate is called _____. (1)
 - 1.5 The _____ is the highest symbol of the country. (1)
 - 1.6 You _____ when you put things into order, from the most important to the least important. (1)
 - 1.7 The state of being worthy of honour and respect is called _____. (1)
 - 1.8 Important events that happen at different stages in our lives are called _____. (1)
 - 1.9 _____ is a disease that a boy should not get during puberty. (1)
 - 1.10 Tuberculosis is spread by a _____. (1)

2 2.1 Name an ingredient added to processed food that can be harmful. (1)

.....

2.2 Give an example of a food-borne disease. (1)

.....

2.3 List two rules about preparing and storing fruit and vegetables. (2)

.....

.....

.....

.....

2.4 Name two ways that people can care for animals. (2)

.....

.....

.....

.....

2.5 List two good ways to communicate your views to others. (2)

.....

.....

.....

.....

2.6 Name the national tree and the national animal of South Africa. (2)

.....

.....

3 Tick whether each of the following statements is true or false. (5)

	True	False
3.1 TB spreads through air.		
3.2 When a TB sufferer feels better they can stop taking their antibiotics.		
3.3 You can get HIV by shaking an HIV positive person's hand.		
3.4 People bully others because they feel important and good about themselves.		
3.5 In African culture, the groom pays <i>lobola</i> to the bride's family.		

4 Thando has always liked working with wood. He thinks that one day he might like to earn his living making furniture. His uncle has a workshop with woodwork tools. He has promised to let Thando help him in his workshop during the holidays.

4.1 Identify Thando's interest. (1)

.....

4.2 Identify the opportunity that Thando has to turn his interest into an ability. (1)

.....

.....

4.3 What is Thando's goal? (1)

.....

5 5.1 Name the national day that we celebrate on the 21st of March each year. (1)

.....

5.2 Describe which event this day commemorates. (1)

.....

.....

Total mark [30]

Assessment sheet: Visual Arts

Name: _____ Class: _____

Term 4 Assessment

Assess learners' work according to the following criteria:

	Yes	No
Worked hard to complete all the activities throughout the year		
Can clearly state the techniques, aims and concepts of a particular lesson		
Enthusiastic and helpful with the exhibition		
Shows a sense of pride and achievement in own work		
Is confident and enthusiastic about own creative ability		

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 4 – Hula hoop

Name: _____ Class: _____

Work on your own, in pairs and in groups. Playing with a hula hoop can be fun...

Rotate the hula hoop around your hand or arm. Try this rotation clockwise and anti-clockwise. Then, in front and to the side of your body.

Swinging a hula hoop up

Now, while rotating the hula hoop around your hand, gently swing the hula hoop in an upward direction.

V-sit hula hoop rotation

Now combine your balance positions with hula hoop movements. Sit on the ground in the 'V sit' position. Rotate your hula hoop around your body while maintaining the 'V sit' position.

Perform other balance positions combined with hula hoop movements.

Try rotating a single hula hoop while holding your friend's hand.

Your teacher will assess your ability to control a hula hoop and to perform selected body movements.

Rubric: Outcome of movement performance

Assess learners' ability to demonstrate control of the hula hoop and their body while performing selected body movements.

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)
Hula hoop control	Poor catching and throwing skills. Often drops the hoop. Low tossing of the hoop. Unable to perform rotational movements around most body parts. Unaware of one another and do not work together to ensure in-sync movements.	Good catching and throwing skills. Low-high tossing of the hoop. Sometimes drops the hoop. Good rotational movements around body parts. Learners are sometimes aware of one another and work together to ensure in-sync movements.	Excellent catching and throwing skills. High tossing of the hoop. Seldom drops the hoop. Excellent rotational movements around most body parts. Learners are mostly aware of one another and work together to ensure in-sync movements.	Excellent catching and throwing skills. Does not drop the hoop. High tossing of the hoop. Excellent rotational movements around body parts. Learners are aware of one another and work together to ensure in-sync 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 16: Activity 6 – Obstacle course

Name: _____ Class: _____

Complete the obstacle course. You will perform leaps and vaults as well as other tasks. These tasks may also include:

- balancing on a bench
- crawling (sliding)
- jumping onto a chair.

Try to maintain good body posture while completing the course.

- Which part of the course did you feel was the most challenging?
- Which part of the course was your favourite?

Rubric: Outcome of movement performance

Assess learners' ability to complete an obstacle course as fast as possible including selected leaps and vaults.

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)
Vaults and leaps through an obstacle course	The learner is unable to complete the course. Unable to leap through the air changing body shapes in the air with ease. Poor control of body while leaping and vaulting.	The learner is able to complete the course with average speed and agility. Sometimes able to leap through the air changing body shapes in the air with ease. Fair to good control of body while leaping and vaulting.	The learner is able to complete the course with good speed and agility. Mostly able to leap through the air changing body shapes in the air with ease. Excellent control of body while leaping and vaulting.	The learner is able to complete the course with excellent speed and agility. Able to leap through the air changing body shapes in the air with ease. Excellent control of body while leaping and vaulting.

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.

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This image shows a full page of a worksheet designed for handwriting practice. It features approximately 20 evenly spaced, horizontal dashed lines across the entire width of the page. The background is plain white, and there are no other markings, text, or illustrations present.

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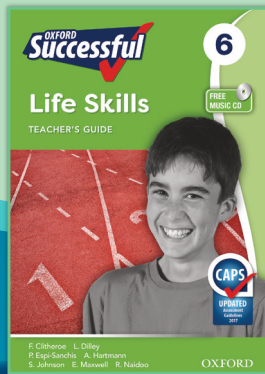
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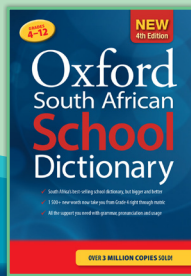
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