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Oxford Successful Life Orientation Grade 7 Teacher's Resource Book

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Note to teachers:

The formal assessment worksheets in this book are taken from the *Oxford Successful Life Orientation Grade 7 Learner's Book* and *Teacher's Guide*. The answers to the worksheets can be found in the *Oxford Successful Life Orientation Grade 7 Teacher's Guide*. The page references for the answers in the Teacher's Guide are given below.

Formal assessment worksheets

Worksheet Term 1	TG page 51	PET Term 1	TG page 43
		PET Term 2	TG page 65
Worksheet Term 3	TG page 103	PET Term 3	TG page 102
		PET Term 4	TG page 117

Examples of mid-year and end-of-year exams can be found in the Teacher's Guide, along with the memorandum for the exam:

Mid-year exam	TG page 79
End-of-year exam	TG page 118

The additional/alternative assessments can be found at the back of the Teacher's Guide for your use, including memoranda.

Formal Assessment Term 1	TG page 125
PET Term 1	TG page 126
Mid-year exam (Term 2)	TG page 129
PET Term 2	TG page 131
Formal Assessment Term 3	TG page 136
PET Term 3	TG page 137
End-of-year exam (Term 4)	TG page 138
PET Term 4	TG page 140

Worksheets for all of these additional/alternative assessments can be found in this resource book.

Progress tracker for Oxford Successful Life Skills Grade 7

Term 1: Unit 1: Development of the self in society

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	<p>Plus: Basic hygiene principles</p> <p>Self-image</p> <ul style="list-style-type: none"> – Identify and reflect on positive personal qualities – Strategies to enhance self-image through positive actions – Personal interests, abilities and potential – Strategies to enhance others' self-image through positive actions 	8 8 10 9 12	3 hours (3 weeks)		

Term 1: Unit 2: 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 1–2	<p>Participation in a fitness programme</p> <ul style="list-style-type: none"> – Participation in a fitness programme – Safety issues relating to fitness activities 	14	2 hours (2 weeks)		

Term 1: Unit 3: Development of the self in society

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 4–6	<p>Changes in boys and girls</p> <ul style="list-style-type: none"> – Puberty and gender constructs – Physical and emotional changes – Understanding the changes and how these impact on relationships – Respect for own and others' body changes and emotions – Appreciation and acceptance of self and others 	15 15 15 17 19 20	3 hours (3 weeks)		

Term 1: Unit 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 3–5	Participation in a fitness programme <ul style="list-style-type: none"> – Participation in a fitness programme – Participation and movement performance in a fitness programme 	21 22	3 hours (3 weeks)		

Term 1: Unit 5: Development of the self in society

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 7–9	Plus: Basic hygiene principles Peer pressure <ul style="list-style-type: none"> – Effects of peer pressure – How peer pressure may influence an individual – Appropriate responses to pressure – Negotiation skills – Where to find help 	23 23 23 25 27 27	3 hours (3 weeks)		

Term 1: Unit 6: 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 6–9	Participation in a fitness programme <ul style="list-style-type: none"> – Participation in a fitness programme 	28	3 hours (3 weeks)		

Term 1: Unit 7: World of work

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 10–11	<p>Importance of reading and studying</p> <ul style="list-style-type: none"> – Reading for enjoyment and reading with understanding <p>Skills to develop memory</p> <ul style="list-style-type: none"> – Ability to recall 	<p>30</p> <p>30</p> <p>33</p> <p>34</p>	3 hours (3 weeks)		

Term 1: Unit 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 9–11	<p>Participation in a fitness programme</p> <ul style="list-style-type: none"> – Participation in fitness programmes – Participation and movement performance in a fitness programme <p>Formal assessment</p> <ul style="list-style-type: none"> – Written task: Design a poster – Physical Education Task 	35	3 hours (3 weeks)		
		37 (TG p. 51) 28, 38 (TG p. 43)			

Progress tracker for Oxford Successful Life Skills Grade 7

Term 2: Unit 1: Constitutional rights and responsibilities

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 1–2	<p>Plus: Basic hygiene principles</p> <p>Human rights as stipulated in the SA Constitution</p> <ul style="list-style-type: none"> – Application of human rights – Application of responsibilities in relation to human rights <p>Fair play in a variety of athletic and sport activities</p> <ul style="list-style-type: none"> – Role of values, trust and respect for difference 	<p>40</p> <p>41</p> <p>42</p> <p>43</p> <p>44</p>	<p>2 hours (2 weeks)</p>		

Term 1: Unit 2: 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 1–2	<p>Playing community or indigenous games</p> <ul style="list-style-type: none"> – Playing community or indigenous games that include the concept of invasion – Safety issues relating to participation in invasion games 	<p>46</p> <p>46</p> <p>48</p>	<p>2 hours (2 weeks)</p>		

Term 2: Unit 3: Constitutional rights and responsibilities

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 3–5	<p>Plus: Basic hygiene principles</p> <p>Dealing with abuse in different contexts</p> <ul style="list-style-type: none"> – Between adults and children and between peers – Identify threatening and risky situations – Effects of abuse on personal and social health and relationships – Importance of communication to promote healthy and non-violent relationships – How to protect oneself from threatening and risky situations – Places of protection and safety for victims of abuse 	49 49 50 51 52 53 54	3 hours (3 weeks)		

Term 2: Unit 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 3–5	<p>Playing community or indigenous games</p> <ul style="list-style-type: none"> – Playing community or indigenous games than include the concept of invasion – Participation and movement performance in community or indigenous games that include the concept of invasion 	55 55 56	3 hours (3 weeks)		

Term 2: Unit 5: World of work

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 6–9	Career fields <ul style="list-style-type: none"> – Qualities relating to each field – School subjects – Work environment and activities – Opportunities – Challenges – Level of schooling – Duration of study – Services and sources for career fields and study information 	57 58 59 60 61 62 62 63 63	4 hours (4 weeks)		

Term 2: Unit 6: 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 6–9	Playing community or indigenous games <ul style="list-style-type: none"> – Playing community or indigenous games than include the concept of invasion – Participation and movement performance in community or indigenous games 	65 65 66	4 hours (4 weeks)		
Weeks 10–11	Suggested formal assessment <ul style="list-style-type: none"> – Mid-year exam – Physical Education Task based on Term 1 and Term 2's work 	(TG p. 79) 56, 67 (TG p. 65)	2 hours (2 weeks)		

Progress tracker for Oxford Successful Life Skills Grade 7

Term 3: Unit 1: Health, social and environmental responsibility

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	<p>Plus: Basic hygiene principles</p> <p>Substance abuse</p> <ul style="list-style-type: none"> – Types of substance abuse – Symptoms of substance abuse – Personal factors that contribute to substance abuse – Protective factors that reduce the likelihood of substance abuse – Prevention measures 	70 70 72 74 76 77	4 hours (4 weeks)		

Term 3: Unit 2: 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 1–4	<p>Rotation, balance, elevation and rhythmic movements</p> <ul style="list-style-type: none"> – Performing a sequence of physical activities, including rotation, balance, elevation and rhythmic movements – Safety issues relating to movement activities 	79 79 81	4 hours (4 weeks)		

Term 3: Unit 3: Health, social and environmental responsibility

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 5–7	Environmental health <ul style="list-style-type: none"> – Local environmental health problems – Community and individual projects and strategies to prevent and deal with environmental health problems – An action plan 	82 82 84 86	3 hours (3 weeks)		

Term 3: Unit 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 5–7	Rotation, balance, elevation and rhythmic movements <ul style="list-style-type: none"> – Perform a sequence of activities including rotation, balance and elevation movements – Participation and movement performance of a sequence of activities including rotation, balance, elevation and rhythmic movements 	88 88 89	3 hours (3 weeks)		

Term 3: Unit 5: World of work

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	Simulation of career-related activities <ul style="list-style-type: none"> – Name of career, who is the employer – Dress code for the career – Tools or working equipment for the career – Activities related to the work environment – Place or institution of employment – Personality characteristics – School subjects ad level of schooling required for these careers – Where to study and duration of study – Related careers – Value and importance of work in fulfilling personal needs and potential 	90 91 91 92 92 93 94 94 95 95 96	4 hours (4 weeks)		

Term 3: Unit 6: 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 8–11	Rotation, balance, elevation and rhythmic movements <ul style="list-style-type: none"> – Perform a sequence of activities including rotation, balance and elevation movements – Participation and movement performance of a sequence of activities including rotation, balance, elevation and rhythmic movements Suggested formal assessment <ul style="list-style-type: none"> – Project – Physical Education task 	97 97 98 99 (TG p. 103) 98, 100 (TG p. 102)	4 hours (4 weeks)		

Progress tracker for Oxford Successful Life Skills Grade 7

Term 4: Unit 1: Development of the self in society

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 1–2	Plus: Basic hygiene principles Personal diet and nutrition <ul style="list-style-type: none"> – Factors that influence choice of personal diet – Ways to improve nutritional value of own diet 	102 102 103	2 hours (2 weeks)		

Term 4: Unit 2: 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 1–2	Outdoor recreational programmes <ul style="list-style-type: none"> – Participation in an outdoor recreational programme – Safety issues relating to outdoor recreational activities 	107 107 108	2 hours (2 weeks)		

Term 3: Unit 3: Health, social and environmental responsibility

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 3–5	Common diseases <ul style="list-style-type: none"> – Causes of diseases – Treatment options, care and support – Resources on health information and health services – Strategies for living with tuberculosis, diabetes, epilepsy, HIV and Aids, and COVID-19 – Dealing with grief, trauma, loss, and crises 	109 109 113 114 115 –	3 hours (3 weeks)		

Term 4: Unit 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 3–5	Outdoor recreational programmes <ul style="list-style-type: none"> – Participation in an outdoor recreational programme – Participation and movement performance in an outdoor recreational programme 	117	2 hours (2 weeks)		

Term 4: Unit 5: Constitutional rights and responsibilities

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	Role of oral traditions and scriptures in major religions in South Africa <ul style="list-style-type: none"> – Judaism; Christianity; Islam; Hinduism; Buddhism; Bahá'í faith; African religion 	118	2 hours (2 weeks)		

Term 4: Unit 6: 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 6–7	Outdoor recreational programmes <ul style="list-style-type: none"> – Participation in an outdoor recreational programme – Participation and movement performance in an outdoor recreational programme 	122 122 123	2 hours (2 weeks)		
Weeks 8–10	Suggested formal assessment <ul style="list-style-type: none"> – End-of-year exam – Physical Education task based on Term 1 and Term 2's work 	(TG p. 118) 123, 124 (TG p. 117)	3 hours (3 weeks)		

Worksheet: Term 1

Written task: Design a poster

Name: _____ Class: _____

You must design a poster about peer pressure. It should include:

- a visual and written explanation of the concept of peer pressure
- visual or written explanations or depictions of when and how peer pressure happens
- graphs and/or drawings and/or information on tools to deal with peer pressure
- information on where learners can get help to deal with peer pressure.

Tips

- Read through Unit 5 (pages 23–27) of the Learner's Book again to gather information about peer pressure.
- You will need to do extra research – visit the local library for books and magazines, search the Internet, or interview peers.
- Your poster should be neat, attractive and colourful – make use of photos and drawings and use different fonts to make text stand out.

Remember, you will have to present your poster to the rest of your class.

You will be assessed using the rubric that follows:

	Excellent	Good	Satisfactory	Needs improvement
Content (30 marks)	Content is relevant and accurate. Content included helps to convey information that will allow teenagers to handle peer pressure better. (23-30 marks)	Content is relevant and accurate. Content included helps to convey information that will allow teenagers to handle peer pressure better. (16-22 marks)	Content is mostly relevant but is accurate. Content included helps mostly to convey information that will allow teenagers to handle peer pressure better. (8-15 marks)	Content is not relevant and not quite accurate. Content focuses on general aspects to deal with peer pressure. (0-7 marks)
Message (15 marks)	Message is conveyed strongly and clearly. Learner has an excellent grasp of the subject and can take a stand on how to handle peer pressure better. (11-15 marks)	Message is conveyed clearly. Learner has a good grasp of the subject and can take a stand on how to handle peer pressure better. (8-10 marks)	Message is conveyed satisfactorily. Learner has an acceptable grasp of the subject and can attempt to take a stand on how to handle peer pressure better. (4-7 marks)	Message is not conveyed. Learner has a minimal grasp of the subject and cannot take a stand on how to handle peer pressure better. (0-3 marks)
Presentation (15 marks)	Attractive with a suitable heading. Edge is neat and attractive. Pictures pasted neatly. (11-15 marks)	Attractive with a suitable heading. Edge is neat and functional. Pictures are pasted neatly. (8-10 marks)	Suitable heading. Attempt is made to create an edge. Pictures are pasted, but neatness should improve. (4-7 marks)	No heading / heading inappropriate. No edge. Pictures pasted are not neat. (0-3 marks)
Language and spelling (10 marks)	No spelling or grammatical errors. (8-10 marks)	Almost no spelling or grammatical errors. (6-7 marks)	A few spelling or grammatical errors, but it does not detract from the content. (3-5 marks)	Too many spelling or grammatical errors that detract from the content. (0-2 marks)

Total: 70 marks

Worksheet: Term 3

Task: Project

Name: _____ Class: _____

Research substance abuse and write a report on your findings.

- 1 Choose one substance that is abused, and to do research on it. Find out as much as you can about this substance and its abuse. Your report should include:
 - the type of substance abuse (for example, is it a legal or illegal substance)
 - the physical and emotional effects of the abuse on the abuser
 - the effect of this abuse on the family or community of the abuser
 - who typically abuses this substance (young people? old people? rich people, poor people? and so on)
 - information about how widespread the abuse is and in what parts of South Africa it is a problem
 - how the substance abuse is treated and what facilities there are to help addicts
 - the long-term effects of this type of substance abuse.
- 2 When you write up your report, remember that your report should be structured with an introduction, body and conclusion:
 - The introduction should state what will be investigated and discussed in the report.
 - The body should give the information you have researched (see the bullets in Question 1 above).
 - The conclusion should summarise what was discussed in the body.

Tips:

- Read through Unit 1 (pages 70–78) of the Learner’s Book again to gather information about substance abuse.
- You will have to do extra research – visit the local library for books and magazines, search the Internet, or interview peers and adults who have experience of substance abuse, or living with it.

Your work will be assessed using the criteria in the rubric that follows:

	Excellent	Good	Satisfactory	Needs improvement
Content (30 marks)	Content is relevant and accurate. Content included helps to convey information about substance abuse. (23-30 marks)	Content is relevant and accurate. Content included helps to convey information about substance abuse. (16-22 marks)	Content is mostly relevant but is accurate. Content included helps mostly to convey information about substance abuse. (8-15 marks)	Content is not relevant and not quite accurate. (0-7 marks)
Message (15 marks)	Message is conveyed strongly and clearly. Learner has an excellent grasp of the subject and can take a stand on substance abuse. (11-15 marks)	Message is conveyed clearly. Learner has a good grasp of the subject and can take a stand on substance abuse. (8-10 marks)	Message is conveyed satisfactorily. Learner has an acceptable grasp of the subject and can attempt to take a stand on substance abuse. (4-7 marks)	Message is not conveyed. Learner has a minimal grasp of the subject and cannot take a stand on substance abuse. (0-3 marks)
Presentation (15 marks)	Presentation is very neat, extremely clever and original; a unique approach that enhanced the project is followed. Diagrams and illustrations (where appropriate) are neat, accurate, clearly relate to text and provide additional insight. (11-15 marks)	Presentation is neat and clever at times; a thoughtful and unique approach is followed. Diagrams and illustrations (where appropriate) are accurate, clearly relate to the text and add interest. (8-10 marks)	Presentation is acceptable, and has a few original touches to enhance it, but this is not incorporated throughout. Diagrams and illustrations (where appropriate) relate to the text. (4-7 marks)	Presentation is not neat and little creativity is shown. No diagrams and illustrations or diagrams and illustrations do not relate to the text. (0-3 marks)
Language and spelling (10 marks)	No grammatical or spelling errors. (8-10 marks)	Almost no grammatical or spelling errors. (6-7 marks)	A few grammatical or spelling errors, but it does not detract from the content. (3-5 marks)	Too many grammatical or spelling errors that detract from the content. (0-2 marks)

Total: 70 marks

Assessment sheet:
Term 1 Physical Education Task

Activity 13: Demonstrate push-ups

Name: _____ Class: _____

Demonstrate five push-ups. Make sure you use the proper technique – refer to the photos on page 28 of the Learner’s Book.

PET assessment

Activity 13 in Unit 6 can be used as a formal assessment activity.

You will test your cardiovascular fitness by doing five push-ups and demonstrating the proper technique in doing so. Your teacher will use the following rubric to assess you:

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 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
Criterion 2: Outcome of Movement Performance (5 x 2 = 10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires 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)

Learner is able to perform five consecutive push-ups, demonstrating the correct technique.

Total: 30 marks

Assessment sheet:
Term 2 Physical Education Task

Activity 11: Play shuffle ball

Name: _____ **Class:** _____

Play a game of shuffle ball. Modify the rules of the game if necessary. Focus on your passes and your ability to intercept the ball from your opponent.

You will be assessed on your ability to intercept a pass from your opponent and your passing skills.

PET assessment

Activity 11 in Unit 4 can be used as a formal assessment activity. You will play a game of shuffle ball and will be assessed on your passes and your ability to intercept a ball.

Your teacher will use the following rubric to assess you:

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 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
Criterion 2: Outcome of Movement Performance (5 x 2 = 10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires 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)

The learner is able to intercept a pass from the opponent and demonstrate the correct passing skills.

Total: 30 marks

Assessment sheet:

Term 3 Physical Education Task

Activity 19: Dance the waltz

Name: _____ Class: _____

With your partner, learn and practise the waltz. You will be assessed on your performance.

The basic waltz steps are shown on page 98 of the Learner's Book.

Male/lead steps for waltz

- 1 Step forward with the left foot.
- 2 Right foot steps sideways to the right.
- 3 Bring your left foot next to your right foot.
- 4 Step back with the right foot.
- 5 Step back sideways with the left foot.
- 6 Bring your right foot next to your left foot.

Female/follower steps for waltz

- 1 Step back with the right foot.
- 2 Left foot steps sideways to the left.
- 3 Bring your right foot next to your left foot.
- 4 Step forward with the left foot.
- 5 Step forward sideways with the right foot.
- 6 Bring your left foot next to your right foot.

PET assessment

Activity 19 in Unit 6 can be used as a formal assessment activity. You must dance with a partner, doing the waltz. Your teacher will use the following rubric to assess you:

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 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
Criterion 2: Outcome of Movement Performance (5 x 2 = 10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires 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)

The learner is able to perform the waltz (selected dance) with a partner.

Total: 30 marks

Assessment sheet:
Term 4 Physical Education Task

Activity 11: Play a mini-handball tournament

Name: _____ Class: _____

Play a mini-handball knockout tournament. Modify the rules of the game, for instance the duration per side and size of the field, to ensure maximum participation during your lesson.

You will be assessed on your ability to play handball.

PET assessment

Activity 11 in Unit 6 can be used as a formal assessment activity. You will play a mini-handball tournament and be assessed on your ability to play handball.

Your teacher will use the rubric below to assess you.

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 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
Criterion 2: Outcome of Movement Performance (5 x 2 = 10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires 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)

The learner is able to play handball.

Total: 30 marks

Exemplar mid-year exam

Name: _____ Class: _____

Section A: 25 marks

Question 1: Multiple choice

(5 marks)

- 1.1 Identify the statement that does not reflect a positive personal quality.
- A I own an iPad.
 - B I have a good imagination and am never bored.
 - C I appreciate the hard work my teacher does.
 - D I always remember my family members' birthdays and make them cards.
- 1.2 Which of the following is incorrect? Do the following to read with understanding:
- A Read before you do your other homework.
 - B Read anywhere, anytime.
 - C Read when your mind is fresh.
 - D Concentrate while you are reading.
- 1.3 Which of the following will you not read when you want to relax?
- A magazines
 - B a book on something that interests you
 - C interesting Internet sites
 - D exam papers
- 1.4 A thing you should not say if your friend suggests doing something that you know is wrong, is:
- A I'll do things your way this time if you do things my way next time; after all, it's good to negotiate.
 - B Let's rather do something else.
 - C I'm not doing this because I'm your friend and I don't want to see you get into trouble.
 - D That's not my idea of fun; playing soccer is much more fun.
- 1.5 Teenagers have to do the following things more often during puberty:
- A eat lots of healthy snacks and meals, because their bodies are growing fast
 - B wash their hair often because it gets more greasy than before
 - C use deodorant
 - D rest less, as they don't need so much rest

Question 1:

Write your answers in the table below:

1.1	
1.2	
1.3	
1.4	
1.5	

Question 2: True or false

(5 marks)

Say whether the following statements are true or false:

2.1 If an abused child phones Childline for help, they will ask to speak to the child's parents or guardian right away to check that the child is telling the truth. (1)

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2.2 If an abused child phones Childline for help, they will contact a social worker to help the child. (1)

.....

2.3 Childline is an organisation that provides safety for victims of abuse. (1)

.....

2.4 If an abused child phones Childline for help, the child will not be taken away from the abuser, but they will give the child therapy to deal with the abuse. (1)

.....

2.5 Childline prepares children to testify in court if a case is made against an abuser. (1)

.....

Question 3: Fill in the missing term

(5 marks)

3.1 The term refers to the occupation or profession that a person does. (1)

3.2 refer to those things that you are good at. (1)

3.3 In South Africa, human rights have been listed in a in the Constitution. (1)

3.4 Because of our right to personal, you cannot be searched or have your home or possessions searched. (1)

3.5 Because of our right to freedom of, we can be friends with whoever we want to. (1)

Question 4: Short questions on a topic

(10 marks)

Michael and Ethan are good friends, and they often spend time together, but Ethan does not like going to Michael's house. Michael's older brother is a big, angry bodybuilder who likes picking fights. Michael sometimes comes to school with bruises on his body; then he refuses to talk to Ethan and sits alone at break time.

4.1 List four effects that physical abuse often has on the victims' personal relationships. (4)

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4.2 What is a cycle of abuse? (1)

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4.3 Why do abused people sometimes refuse to talk about their situation? (3)

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4.4 Which organisations help children who are being abused? (2)

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Section B: 25 marks

Question 5: Case study/Scenario with open questions (10 marks)

There is great excitement in your home because your mom has won a car in a competition! She has never driven a car and must now apply for a driver's licence. This means that she must write the K53 driving test, which is a written exam on the rules of the road. It has been many years since she last had to study for an exam, and she is worried that she will not be able to remember all the information.

5.1 Describe three techniques your mom can use to improve her memory. (6)

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5.2 "It is not a good idea to cram before the exam." Say whether you agree with this statement and give a reason. (2)

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5.3 What is recall and how is it related to memory? (2)

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Question 6: Case study/Scenario with open questions (15 marks)

Your rich uncle has offered to buy you a large flat-screen TV, an iPad and a new cell phone if you help him during the school holiday with his research on African lions. He has a large pile of old letters, written by people travelling around southern Africa during the 19th century, with news about all sorts of things. Every now and again, the letter writers describe seeing a lion. Your uncle also has some articles written about lions in the Kruger National Park since it was established in 1898.

Your job has two parts: To collect information about where lions lived in Africa in the 19th century in southern Africa and to find out what kind of diseases the lions had at this time. Explain how you will use the following techniques to help you with this job:

6.1 Know the purpose of your reading. (2)

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6.2 Apply the method of reading to the purpose. (6)

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6.3 Read at different speeds for different purposes. (2)

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6.4 In what ways will this holiday job benefit you? (5)

Section C: 20 marks

Answer TWO of three questions.

Question 7: Apply negotiation skills (10 marks)

You and your twin sister cannot agree on how to celebrate your birthday this year. She wants to see a movie with your family, and you want to have a dance party with your friends. Your mom says that she cannot afford to pay for both; you and your sister must negotiate to try to reach an agreement.

Explain what negotiation is and give some guidelines for constructive negotiations.

Question 9: Apply your knowledge of threatening and risky situations (10 marks)

Your brother has been chosen to participate in a national soccer tournament, and a sponsor has offered to pay for him to travel with his team to a big city for the tournament.

Advise your brother on how he can protect himself from threatening and risky situations.

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Total: 70 marks

Exemplar end-of-year exam

Name: _____ Class: _____

Section A: 25 marks

Question 1: Match the columns (5 marks)

Match each term that relates to prevention measures in the anti-substance abuse programme in Column A with a term in Column B.

Column A	Column B
1.1 All young people must be taught this in schools	A Social status
1.2 Public health care provides this for abusers	B Sponsorship by the alcohol industry
1.3 This is banned at sports events	C Life skills
1.4 Advertising of alcohol should not show this	D Liquor stores
1.5 This is not allowed close to schools	E Treatment

Column A	Column B
1.1	
1.2	
1.3	
1.4	
1.5	

Question 2: True or false (5 marks)

2.1 The *ke moja* project assists disadvantaged communities only in Gauteng. (1)

.....

2.2 Dagga affects the user's reaction time. (1)

.....

2.3 South Africa is the largest user of mandrax in the world. (1)

.....

2.4 People smoke 25 billion cigarettes a year. (1)

.....

2.5 If the police find that you have illegal substances with you, you will not go to jail as long as the substances do not belong to you. (1)

.....

Question 3: Fill in the missing word (5 marks)

3.1 A can cause disease; we commonly call it a germ. (1)

3.2 friendly foods are grown under natural conditions using no artificial fertilisers or other chemicals. (1)

3.3 is a medical condition of the brain, often accompanied by seizures. (1)

3.4 A refers to the way employees dress for work in different careers. (1)

3.5 are often the first medical staff at an accident scene and one of the most important jobs they do is to assess the patient's condition and give medical treatment if necessary. (1)

Question 4: List/what/why/where questions on one topic (10 marks)

4.1 What is a balanced diet? (1)

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.....

4.2 List the main food groups and give an example of each. (6)

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4.3 How much cheese is considered a portion? (1)

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.....

4.4 Give two good tips about eating snacks to someone who wants to stay healthy. (2)

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Section B: 25 marks

Question 5: Answer questions about communication (10 marks)

5.1 What do you understand under 'communication'? (2)

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5.2 What role does communication play in dangerous situations? (3)

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5.3 How can communication help in a situation where there is abuse? (4)

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5.4 Suggest a communication skill that somebody can use to help somebody who has been abused. (1)

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.....

Question 6: What makes us ill? (11 marks)

Whenever you visit your grandmother, she tells you to put on a jersey so you will not get ill, even in the middle of summer.

6.1 Is your grandmother right in thinking that you will not get ill if you stay warm? (2)

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6.2 Explain to your grandmother the role that microbes and pathogens play in the human body. (6)

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6.3 Which three changes can affect the balance in our bodies, causing us to get ill? (3)

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Additional assessment: Term 1 Formal assessment

Name: _____ Class: _____

Task: Case study

All Mbali’s family members have good jobs, drive flashy cars and like to wear gold jewellery. Mbali is different. She does not care about fancy clothes and expensive gadgets. The thing that she likes to do most is to paint, and she hopes that when she leaves school she will be able to make a humble living selling her paintings.

Her family members do not understand how she can even consider a career that is not likely to make her rich. They tease her endlessly. “Oh Mbali, you have your head in the clouds. You aren’t really going to be one of those airy-fairy painting types, are you? It’s so embarrassing! When will you wake up and realise that you cannot live in a dream world?” her brothers say. Sometimes they tell her that her paintings are useless, and nobody will buy them, and that she should rather think of a good, dependable career.

One day, one of Mbali’s classmates finds her crying quietly at the back of the class during break. “Mbali, what’s the matter?” she asks. Mbali tells her classmate, Lydia, all about how useless her family makes her feel. She also tells Lydia that she entered a painting in a local competition, and she really hoped that if she did well her family would be impressed. But her painting did not even get a mention by the judges. “I think my family is right. I don’t have any talent and I’m fooling myself thinking that I can be an artist. I don’t know what to do: even if I tried, I could never do a horrible job that I hated just so I can earn a lot of money. I feel so trapped! And the worst thing is that my family is embarrassed by me. I keep wondering if I should just stop trying to paint. I can’t do anything right.”

Now answer the following questions:

1.1 List three of Mbali’s positive personal qualities. (3)

.....

.....

.....

.....

1.2 Do you think that Mbali is proud of her personal qualities? Give a reason for your answer. (2)

1.3 Does Mbali have a good self-image? Explain why you think so. (2)

2.1 What effect does Mbali's family have on her self-esteem? Give three examples from the case study. (4)

2.2 Explain what Mbali's family should have done when they found out that she likes to paint. (7)

- 5 Write a letter to Mbali in which you explain to her how she can enhance her self-image through positive actions. Also explain why her family should respect her diversity, and give suggestions for how she can respond to the way in which they are breaking down her self-image. Your letter should be two to three pages long.

(Use your own paper.)

You will be assessed using the following checklist:

Criteria	Mark out of 5
Learner demonstrates an understanding of issues related to self-image.	
Learner can identify positive personal qualities.	
Learner can identify personal interests, abilities and potential.	
Learner can recommend strategies to enhance self-image through positive actions.	
Learner shows an understanding of the importance of respect for others and diversity.	
Learner has written a coherent letter that includes useful comments.	
Presentation of work is of high quality, neat and carefully considered.	

(35)

- 6.1 What is diversity?

(1)

- 6.2 How can we have respect for others, in spite of diversity?

(2)

Total: 70 marks

Additional assessment: Term 1 PET

Name: _____ Class: _____

Cardiovascular endurance

You will be assessed on your ability to perform cardiovascular endurance by walking / running 1,6 km in the fastest possible time. This test will be concluded on a level track, using a stopwatch. Girls should complete the test in nine to twelve minutes and boys in eight to eleven minutes.

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 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
Criterion 2: Outcome of Movement Performance (5 x 2 = 10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires 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)

Total: 30 marks

Additional assessment: Term 2 Formal assessment

Name: _____ Class: _____

Mid-year exam

Section A: 25 marks

Question 1: Find five false statements (5 marks)

- 1.1 You can be forced to work for someone.
- 1.2 You have the right to believe in whatever you want, even if other people think your beliefs are strange or crazy.
- 1.3 The police are not allowed to lock you up for a long time without giving you a court trial.
- 1.4 You have the right to choose your friends.
- 1.5 If a person murders someone else, he or she loses his or her citizenship and will not be able to vote in the next elections.
- 1.6 The Constitution is the highest law in the land.
- 1.7 The Bill of Rights is the second highest law in the land.
- 1.8 The Bill of Rights protects us if the government tries to take our rights away.
- 1.9 You can be sentenced to death by the courts.
- 1.10 Human rights apply to responsible citizens; people lose their rights if they break the law.

Question 2: Matching columns

(5 marks)

Match the term in Column A with the information in Column B.

Column A	Column B
2.1 reliable	A Natural abilities to do something well
2.2 talents	B You have this for yourself when you have a good self-image
2.3 respect	C Example of positive personal quality
2.4 gender construct	D A way of handling information
2.5 chunking	E How we expect boys and girls to behave

Column A	Column B
2.1	
2.2	
2.3	
2.4	
2.5	

Question 3: Answer questions about abuse

(10 marks)

3.1 Why does substance abuse often lead to risky situations? (2)

3.2 When is it good to practise avoidance? (2)

3.3 Why do abused people sometimes struggle to make and keep friends? (6)

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.....
.....

Question 4: Answer questions about reading (5 marks)

4.1 How can reading for enjoyment help you with your schoolwork? (3)

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.....
.....

4.2 What suggestions can you make to encourage someone to read? (2)

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.....
.....

Section B: 25 marks

Question 5: Scenario about interests, abilities and potential (7 marks)

Frank is 18 and he works in a video store. He does not know what to do with his life; he did not do very well at school and does not want to study – it is bad enough that his dad made him finish Grade 9. The only thing he likes is watching movies. At the video store he gets to do that all day. He also does not mind helping the customers. It is quite nice having a chat and helping them choose a good movie. His customers say that nobody knows movies like Frank.

5.1 Give a definition of the term “abilities”. (2)

.....
.....
.....

5.2 Give an example of an ability and an interest from the scenario. (2)

.....
.....
.....

5.3 In the scenario, how can Frank develop his potential abilities so that he has a better career? (3)

Question 6: Scenario about puberty (6 marks)

Robert has noticed body changes in the girls in his class this year, and he has noticed changes in himself too. He wonders if the way he is feeling about these changes is normal. He wishes there was someone he could talk to about it – someone who would not just laugh at him.

6.1 What are the chemicals called that cause changes in your body during puberty? (1)

6.2 List five changes that Robert is likely to notice in his body. (5)

Question 7: Case study about reading (12 marks)

Shameera is organising a surprise party for her best friend. A beauty salon in the mall is advertising a special, and Shameera thinks that it would be great to invite 10 friends to the salon for a pamper party. First she goes to the salon’s website to read about the services they offer and to find some reviews – it is always a good idea to see whether customers are satisfied with the salon. Then she scans the advertisement for the special to see whether there is any mention of what the different services cost. She is shocked when she sees how expensive the services are. She quickly decides on a better solution: They will have a pamper party at her house. After all, the Internet tells you everything you need to know, and she feels fairly confident that if she reads some articles carefully, she will know enough about doing her friends’ hair, make-up and nails to ensure that everyone has a fun time.

7.1 Explain why the way we read depends on the reason why we are reading. (2)

7.2 List three different ways of reading, and give one example of each from the case study. (6)

7.3 Explain, with examples, what the structure of a text is. (3)

7.4 What is the pace of reading? (1)

Question 10: Peer pressure

(10 marks)

Because teenagers have a strong need to fit in with their peers, they are at risk of making bad decisions as a result of peer pressure.
Explain how you will handle peer pressure.

Total: 70 marks

Additional assessment: Term 2 PET

Name: _____ Class: _____

Play “crocodile island”

Make three islands (circles) on the ground with chalk or use hula-hoops. A player stands on each island. They are the castaways. The remaining players are crocodiles and stand around the islands. The castaways throw the ball to one another without stepping off their island. The crocodiles try to get the ball. If a crocodile gets the ball, he or she changes places with the castaway who threw the ball.

You will be assessed on your ability to play “crocodile island”.

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 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
Criterion 2: Outcome of Movement Performance (5 x 2 =10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires 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)

Total: 30 marks

Additional assessment: Term 3 Formal assessment

Name: _____ Class: _____

Task: Project on substance abuse

For this project, you must gather information outside of class time on ONE of the following drugs:

- Mandrax
- Ecstasy
- Tik (methamphetamine)
- Cocaine
- Heroin

Follow these instructions:

- Gather information outside of class time but work on your presentation in class. You need to prepare a two- to three-minute oral presentation about the drug you have chosen to research. You should include the following information:
 - Where is this drug most commonly used and who are the people who most commonly get addicted to it?
 - What does the drug do to people (short term and long term)?
 - Are there treatment programmes?
- Find and read a short text (it can be an extract of an article) in which a recovered/recovering drug addict talks about what life was like on this drug.
- You must conclude your presentation by giving good reasons why your classmates should never try this drug.
- You will be assessed using the following checklist:

Criteria	Mark out of 10
The learner must bring research to class and work consistently in class on his or her presentation	
The learner must explain where the drug is most commonly used and who the people are who most commonly get addicted to it.	
The learner must show what the drug does to people (short term and long term).	
The learner must describe treatment programmes.	
The learner must find and read a short text in which a drug addict describes what life was like on this drug.	
The learner must give good reasons why classmates should never try this drug.	
The learner must compile the information clearly, and present the information enthusiastically and convincingly.	

Total: 70 marks

Additional assessment: Term 3 PET

Name: _____ Class: _____

Use the correct technique to perform a wall handstand

You will be assessed on your ability to perform a wall handstand, demonstrating the correct technique: Place one leg in front of the other and lunge slowly towards the wall, placing your weight on the front leg. Try this with each leg first (without kicking up) to determine which leg you are more comfortable with. Place your palms down on the floor near the wall, about shoulder-width apart, and use the force from the lunge to kick your legs up in the air. Now try to kick hard enough to get your legs to the wall.

Once you have mastered the kick-up, focus on your posture, for example heels resting against the wall. To return to the starting position, split your legs apart, and bring one leg down before the other, basically reversing your lunge and kick-up motion.

You will be assessed on your ability to perform a wall handstand, demonstrating the correct technique.

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 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
Criterion 2: Outcome of Movement Performance (5 x 2 =10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires 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)

Total: 30 marks

Additional assessment: Term 4 Formal Assessment

Name: _____ Class: _____

End-of-year exam

Section A: 25 marks

Question 1: Multiple choice

(5 marks)

Choose the incorrect option in all five questions.

- 1.1 All young children have the right to:
 - A healthy food
 - B advice from a lawyer if they are charged with a crime
 - C work for an income
 - D a safe living environment

- 1.2 A person who has been arrested by the police has the right to:
 - A food and bedding if it is brought to him or her by a family member
 - B legal help
 - C only speak or make a confession if he or she wants to
 - D knowing why he or she has been arrested

- 1.3 You have the right to whatever job you want, as long as:
 - A you are qualified to do the job
 - B you have enough experience
 - C you are the right gender
 - D you have the right skills

- 1.4 Journalists can write anything in the newspapers:
 - A as long as it sells newspapers
 - B because they have freedom of speech and expression
 - C as long as they do not encourage violence or cause harm
 - D but they may not use sexist language

- 1.5 You have the following housing rights:
 - A The government cannot take your house away from you if you own it.
 - B The government must give you a house.
 - C Nobody can evict you from your house if you own it.
 - D Nobody can stop you from getting a house.

Question 1:

Write your answers in the table below:

1.1	
1.2	
1.3	
1.4	
1.5	

Question 2: Fill in the missing word

(10 marks)

- 2.1 It is illegal for people under the age of 18 years to buy
or cigarettes. (1)
- 2.2 It is useful to study and chemistry at school
if you want to study to be a paramedic. (1)
- 2.3 A is an area of undeveloped land in an
urban area. (1)
- 2.4 The best way to protect oneself from risky situations is (1)
- 2.5 When we talk about
we are referring to the effects of certain factors in the environment on
people's health and well-being. (1)
- 2.6 Tools and working need to help people to
complete their work tasks efficiently and safely. (1)
- 2.7 A is a place where waste material is
buried under layers of sand. (1)
- 2.8 is
the main drug used by Cape Town drug abusers. (1)
- 2.9 A is a set of
rules that states what clothes should be worn in different situations. (2)

Question 3: Questions about the application of human rights

(10 marks)

- 3.1 List two human rights as discussed in the Bill of Rights. (2)
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.....
.....
- 3.2 Give an example of the application of these human rights in everyday life. (4)
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.....
3.3 Choose one of your examples in Question 3.2 and describe the responsibility connected to that right. (2)

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.....

.....
3.4 Do you think that for every human right there is an accompanying responsibility? Explain your viewpoint briefly. (2)

.....
.....

.....
Section B: 25 marks

Question 4: Answer questions about careers (6 marks)

Look at the jobs listed below and decide which one would suit you best. Use that job to answer questions 4.1 and 4.2.

- doctor
- social worker
- fitness trainer
- legal advisor
- jewellery designer

4.1 Describe what the work environment will be like. (2)

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.....

4.2 What work challenges are you likely to face in this career? (4)

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6.2 Which emotional needs can be fulfilled by a job? (3)

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6.3 How can a job help to fulfil a person's social needs? (3)

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Section C: 20 marks

Answer TWO of three questions.

Question 7: Choice of diet (10 marks)

What are the factors that might influence your family's choice of diet? Describe five factors and explain how each might have an effect on the foods your family eats.

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Question 9: Obesity and anorexia

(10 marks)

Write a paragraph in which you explain whether you are at risk of becoming obese or anorexic; describe what causes these conditions and how you would know if you had one of these conditions.

Total: 70 marks

Additional assessment: Term 4 PET

Name: _____ Class: _____

Develop a core-strength training programme.

Develop a programme of six to ten exercises that can be used to strengthen the arm, abdomen and leg muscles. Include different exercises that range in difficulty. Demonstrate these exercises.

You will be assessed on your programme and demonstration.

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of Participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 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
Criterion 2: Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires 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)

Total: 30 marks

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 1:

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

Exemplar 2:

Project assessment [Total 70 marks]				
Criteria	Excellent	Good	Satisfactory	Needs improvement
Content (25 marks)	Content is relevant and accurate. Included content conveys information that will help teenagers to have better relationships. (21–25 marks)	Content is relevant and accurate. Included content helps to convey information that will help teenagers to have better relationships. (15–20 marks)	Content is mostly relevant and accurate. Included content helps mostly to convey information that will help teenagers to have better relationships. (8–14 marks)	Content is not relevant and not quite accurate. Information focuses on general aspects of relationships. (0–7 marks)
Message (15 marks)	Message is conveyed strongly and clearly. Learner has an excellent grasp of subject and can take a stand on how to have better relationships. (11–15 marks)	Message is conveyed strongly. Learner has a good grasp of subject and can take a stand on how to have better relationships. (8–10 marks)	Message is conveyed satisfactorily. Learner has acceptable grasp of subject and tries to take a stand on how to have better relationships. (4–7 marks)	Message is not conveyed strongly. Learner has little grasp of subject and cannot take a stand on how to have better relationships. (0–3 marks)
Presentation (15 marks)	Attractive with an appropriate heading. Edge is neat and attractive. Pictures are pasted neatly. (11–15 marks)	Attractive with an appropriate heading. Edge is neat and functional. Pictures are pasted neatly. (8–10 marks)	Appropriate heading. An attempt has been made to add an edge. Pictures are pasted, but neatness must improve. (4–7 marks)	No heading/ appropriate heading. No edge to poster. Pictures are not pasted neatly. (0–3 marks)
Pictures/ slogan (10 marks)	Pictures are appropriate for text and strengthen the message. Slogan is appropriate and supports the work. (8–10 marks)	Pictures are related to the text and strengthen the message. Slogan is related to and supports the work. (6–7 marks)	Pictures are related to the text. Slogan is related to and supports the work. (3–5 marks)	Pictures are not related to the text. No pictures appear on the poster. Slogan is not related to the text. There is no slogan. (0–2 marks)
Language and grammar (5 marks)	No grammatical or spelling errors. (5 marks)	Almost no grammatical or spelling errors. (4 marks)	A few grammatical or spelling errors, but it does not detract from the content. (3 marks)	Too many grammatical or spelling errors, which detract from the content. (0–2 marks)

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:

Project assessment [Total 70 marks]	
Criteria: The learner must	Mark out of 10
produce a piece of writing that covers all the required content	
co-operate with other learners so that the end result is a suggestion for a realistic volunteer programme	
show insight into community issues	
produce an idea that is well-thought-through and that would serve the needs of the community well	
present the project clearly and effectively to the class	
handle questions from the floor well.	
The class should respond favourably to the idea.	
Total	_____ / 70

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.

Cognitive levels and abilities for assessments

The table below gives examples of the questions that can be asked during assessment in order to cover the different cognitive levels.

KNOWLEDGE AND RECALL	COMPREHENSION / UNDERSTANDING	APPLICATION	CONCEPTUAL REASONING: ANALYSIS	CONCEPTUAL REASONING: SYNTHESIS	CONCEPTUAL REASONING: EVALUATION
Low order	Middle order		High order		
Absorb Count Define Identify Label List Match Memorise Name Outline Point out Quote Recite Recognise Repeat Remember Reproduce Respond Select State Trace	Classify Compare Convert Discuss Distinguish Define Demonstrate Describe Estimate Explain Generalise Give examples Illustrate Infer Interpret Match Paraphrase Restate Rewrite Select Summarise Translate	Change Compute Construct Demonstrate Draw Illustrate Predict Relate Solve Use	Break down Differentiate Discriminate Investigate Organise Relate Separate Subdivide	Arrange Combine Compile Construct Create Design Discuss Formulate Generalise Generate Group Integrate Organise Summarise	Abstract Appraise Conclude Contrast Create Critique Criticise Decide Dispute Evaluate Grade Judge Justify Interpret Recommend Support

The spread of cognitive levels as prescribed by the CAPS:

Cognitive level	Percentage required by CAPS
Lower order: Knowledge and recall	40
Middle order: Comprehension and application	40
Higher order: Analysis, evaluation and synthesis	20

