



PLANNER & TRACKER

Life Orientation Grade 8

- *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 the *Oxford Successful Life Orientation Grade 8 Learner's Book and Teacher's Guide*. The answers to the worksheets can be found in the *Oxford Successful Life Orientation Grade 8 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 63	PET Term 1	TG pages 38 and 56
		PET Term 2	TG pages 84 and 94
Worksheet Term 3	TG page 129	PET Term 3	TG page 127
		PET Term 4	TG page 146

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 97	End-of-year exam	TG pages 148
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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 155	Mid-year exam (Term 2)	TG page 164
Formal Assessment Term 3	TG page 171	End-of-year exam (Term 4)	TG page 174
PET Term 1	TG page 158	PET Term 2	TG page 167
PET Term 3	TG page 172	PET Term 4	TG page 177

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

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Progress tracker for Oxford Successful Life Orientation Grade 8

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	Plus: Basic hygiene principles				
	Self-concept and self-motivation	8			
	– Factors that influence self-concept formation and self-motivation: media, environment, friends and peers, family, culture, religion, community	8	3 hours (3 weeks)		
	– Positive self-talk	11			
	– Strategies and skills to extend personal potential	12			

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 1–3	Physical activities that promote components of fitness	15			
	– Participation in physical activities that promote components of fitness	15	3 hours (3 weeks)		
	– Safety issues relating to fitness activities	16			

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	Sexuality	18	3 hours (3 weeks)		
	– Understanding one's sexuality: personal feelings that impact on sexuality	18			
	– Influence of friends and peers on one's sexuality	19			
	– Family and community norms that impact on sexuality	20			
	– Social pressures including media that impact on sexuality	22			
	– Problem-solving skills: identity formation and development	24			
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 4–6	Physical activities that promote components of fitness	25	3 hours (3 weeks)		
	– Participation in physical activities that promote components of fitness	25			
	– Participation and movement performance in physical activities that promote components of fitness	27			

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	Relationships and friendships: relationships at home, school and in the community	28	3 hours (3 weeks)		
	– Appropriate ways to initiate a relationship	29			
	– Appropriate ways to sustain a relationship	30			
	– Problem-solving skills: appropriate behaviour in a relationship	31			
	– Communication skills: ability to disagree in constructive ways and appropriate ways to end a relationship	33			
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 7–9	Physical activities that promote components of fitness – Participation in physical activities that promote components of fitness	38	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	Different learning styles – Visual, aural, kinaesthetic, reading and writing	40	1 hour (1 week)		

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 10–11	Physical activities that promote components of fitness <ul style="list-style-type: none"> – Participation in physical activities that promote components of fitness – Participation and movement performance in physical activities that promote components of fitness 	42	1 hour (1 week)		
	Suggested formal assessment <ul style="list-style-type: none"> – Written task: Design a poster – Physical Education Task Unit 2, Activity 7 or Unit 6, Activity 24 	43 (TG p. 63) 16 (TG p. 38) 39 (TG p. 56)			

Progress tracker for Oxford Successful Life Orientation Grade 8					
Term 2: Unit 1: 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
Week 1	Plus: Basic hygiene principles Own learning style <ul style="list-style-type: none"> – Identify and apply own learning style 	46	1 hour (1 week)		
Term 2: 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
Week 1	Target games <ul style="list-style-type: none"> – Participation in target games – Safety issues relating to target games 	49 50	1 hour (1 week)		

Term 2: Unit 3: 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 2–6	Six career categories: investigative, enterprising, realistic, artistic, conventional and social	52	5 hours (5 weeks)		
	– Interests and abilities related to each career category	53			
	– Thinking and learning skills required by each career category	54			
	– School subjects related to each career category	56			
	– The role of work in relation to South Africa's social and economic needs	57			
	– Identify needs in the community and country	58			
	– How work can meet social and economic needs in South Africa	59			
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 2–6	Target games	62	5 hours (5 weeks)		
	– Participation in target games	62			
	– Participation and movement performance in target games	63			

Term 2: Unit 5: 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 7–9	Social factors that contribute to substance abuse <ul style="list-style-type: none"> – Appropriate behaviour to stop and avoid substance abuse – Long- and short-term consequences of substance abuse – Rehabilitation options: where to find help, care and support 	65 67 69 72	 3 hours (3 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 7–9	Target games <ul style="list-style-type: none"> – Participation in target games – Participation and movement performance in target games 	73 73 74	 5 hours (5 weeks)		
Weeks 10–11	Suggested formal assessment <ul style="list-style-type: none"> – Mid-year exam – Physical Education Task Unit 4, Activity 12 or Unit 6, Activity 19 	(TG p. 97) 64 (TG p. 84) 73 (TG p. 94)			

Progress tracker for Oxford Successful Life Orientation Grade 8

Term 3: Unit 1: 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 1–3	Plus: Basic hygiene principles	78	3 hours (3 weeks)		
	Relationship between performance in school subjects and interests and abilities	78			
	– Types of learning activities related to different subjects	81			
	– Demands of each subject	82			
	– Decision-making process				

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 1–3	Movement techniques	86	3 hours (3 weeks)		
	– Participation in a programme that improves movement techniques	86			
	– Safety issues relating to movement techniques	87			

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 4–6	Environmental health issues	88	3 hours (3 weeks)		
	– Application of laws and policies to protect the environmental health	91			
	– Earth Day	93			
	– Develop and implement an environmental health programme	94			

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 4–6	Movement techniques <ul style="list-style-type: none">– Participation in a programme that improves movement techniques– Participation and movement performance in a programme that improves movement techniques	95	3 hours (3 weeks)		
Term 3: Unit 5: 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 7–10	Informed, responsible decision making about health and safety	97	4 hours (4 weeks)		
	– Management with medication, diet, healthy living and positive attitude	97			
	– Prevention and safety issues relating to HIV and Aids, and COVID-19	99			
	– Caring for people living with HIV and Aids, and COVID-19	100			
	– Coping with grief, trauma, loss, and crises	–			
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 7–10	Movement techniques <ul style="list-style-type: none">– Participation in a programme that improves movement techniques– Participation and movement performance in a programme that improves movement techniques	102	4 hours (4 weeks)		

Term 3: Unit 7: 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
Week 11	Nation building <ul style="list-style-type: none"> – Definition of nation building – Different ways to promote nation building in different contexts – Contributions of women and men towards nation building 	104 104 104 106	1 hour (1 week)		
Term 3: 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
Week 11	Movement techniques <ul style="list-style-type: none"> – Participation in a programme that improves movement techniques – Participation and movement performance in a programme that improves movement techniques 	108	1 hour (1 week)		
	Suggested formal assessment <ul style="list-style-type: none"> – Project – Physical Education Task Unit 8, Activity 20	110 (TG p. 129) 109 (TG p. 127)			

Progress tracker for Oxford Successful Life Orientation Grade 8

Term 4: Unit 1: 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 1–4	Plus: Basic Hygiene Principles Human rights violations <ul style="list-style-type: none"> – Types of violations – Counter-strategies to violations of human rights Gender equity <ul style="list-style-type: none"> – Gender equity issues in a variety of athletic and sport activities Defining gender-based violence <ul style="list-style-type: none"> – Emotional, health and social impact of rape and gender-based violence – Prevention of violence against women – Sources of help for victims 	114 116 116 119 119 121 121 122 123	 4 hours (4 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 1–4	Outdoor recreational activity <ul style="list-style-type: none"> – Participation in an outdoor recreational activity – Participation and movement performance in an outdoor recreational activity – Safety issues relating to participation in recreational activities 	126 126 127 128	 4 hours (4 weeks)		

Term 4: 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	Cultural diversity in South Africa <ul style="list-style-type: none"> – Diverse cultural norms and values in relation to personal and community issues – Influence of cultural norms and values on individual behaviour, attitudes and choices – Understanding diverse cultures – Respect difference – Celebrate unity in diversity – Contributions to social development by organisations from various religions 	129 129 130 131 133 134 135	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 5–7	Outdoor recreational activity <ul style="list-style-type: none"> – Participation in an outdoor recreational activity – Participation and movement performance in an outdoor recreational activity 	137 137 138	3 hours (3 weeks)		
Weeks 8–10	Suggested formal assessment <ul style="list-style-type: none"> – End-of-year exam – Physical Education Task Unit 6, Activity 16	(TG p. 148) 139 (TG p. 146)			

Worksheet: Term 1

Written task: Design a poster

Name: _____ Class: _____

Task: Design a poster about the importance of relationships

Your goal: Your poster must inspire teenagers to have better relationships, and to know how to act in an appropriate way in a relationship.

Your message can relate to one of the following themes:

- Appropriate ways to initiate a relationship
- Appropriate ways to sustain a relationship
- Problem-solving skills: appropriate behaviour in a relationship
- Appropriate ways to end a relationship

- 1 Think of a slogan. A slogan is a short, catchy way of getting your main message across, for example “Be a good friend to have a good friend” or “If you want it to last, stop talking about the past” or “Put each other first and your love bubble won’t burst”.
- 2 Your poster must include text (writing) and visuals (pictures). It should be attractive, neat and catchy.
- 3 For the text, include a couple of short sentences that give guidance. Try to inspire people to behave in the right way in their relationships.

Look at the rubric on the next page to see on which criteria you will be assessed.

	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)

Total: 70 marks

Worksheet: Term 3

Task: Project

Name: _____ Class: _____

Task: Project on choosing a potential career

This project consists of three parts:

Part 1: Gather personal information to choose a potential career

Part 2: Research three potential careers

Part 3: Make a potential career decision

Part 1: Gather personal information to choose a potential career

Do the following to choose your potential career:

- Draw four columns and insert the headings: my strengths, my abilities, my interests and my passions. Complete this table by thinking carefully about yourself.
- Decide which is best suited to you: an investigative career, an enterprising career, a realistic career, an artistic career, a social career or a conventional career. To do this, draw a table with six columns and write the career types as headings at the top of the columns. In each column, write down the strengths, abilities, interests and passions you have that might indicate that this is the career choice most suited to you. Do not worry if none of your strengths, abilities, interests and passions suit a particular type of career. Hopefully only one or two career types will clearly suit you.
- You should now know which career type is best for you, or you might find that you could possibly choose two or three different career types. Your next task is to draw a column for each career type that might suit you and to write down at least 10 different jobs that match each career type.
- Now choose three jobs that you think you might like to do.

Part 2: Research three potential careers

In order to choose a career, you must research the three options that you identified in Part 1 of this project. Find the following out about each of the three jobs that you identified:

- Where will you learn how to do the job? Must you study and, if so, for how long and where, and what do the studies cost?
- You must get information from people who are currently doing the jobs. You will probably have to visit people at their place of business, but you can also phone and ask your questions on the telephone. Remember to tell them that you are a learner who is doing research on career options, and you would like to ask them four questions that will only take a minute or two of their time. This is what you must find out:
 - What do they like about their job?
 - What are the challenges of the job?
 - What type of person is best suited to this job?
 - Does the job pay enough to cover their basic needs?
- Write the information down that you have gathered for each of the three jobs, and highlight the information that surprised you or that you found particularly valuable.

Part 3: Make a potential career decision

Use the information that you have gathered in Part 1 and Part 2, and make a potential career decision. Write a paragraph of at least half a page to explain why you think this is the right career decision for you. Mention what information from the interviews helped you make up your mind.

NOTES:

- You must present the information to your classmates in class.
- You must collect data/resources/information outside of contact time to perform the task, but the completion of the project will be facilitated by the teacher in class time to ensure the authenticity of the product.

The marking grid on the next page will be used to assess this project.

	Excellent	Good	Satisfactory	Needs improvement
Gather personal information (25 marks)	Content is relevant and accurate. Personal information gathered is well-considered. (19-25 marks)	Content is relevant and accurate. Personal information gathered is mostly well-considered. (14-18 marks)	Content is mostly relevant, but is accurate. Personal information is gathered, but not well-considered. (7-13 marks)	Content is not relevant and not quite accurate. No information is gathered. (0-6 marks)
Research three possible careers (25 marks)	Research is relevant and sufficient. A variety of possible careers is researched. (19-25 marks)	Research is relevant and sufficient. A few possible careers are researched. (14-18 marks)	Research is relevant, but not sufficient. Only a few possible careers are researched. (7-13 marks)	Research is not relevant or sufficient. No careers are researched. Careers researched are not relevant to learner. (0-6 marks)
Make a decision about a possible career (10 marks)	An appropriate career is chosen. Personal information is taken into account. (8-10 marks)	An appropriate career is chosen. Personal information is mostly taken into account. (6-7 marks)	A possible career is chosen. Personal information is not taken into account. (3-5 marks)	No career is chosen. The chosen career is contradictory to personal information gathered. (0-2 marks)
Presentation (5 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 the text and provide additional insight. (5 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. (3-4 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. (2 marks)	Presentation is not neat and little creativity is shown. No diagrams and illustrations or diagrams and illustrations do not relate to the text. (0-1 mark)
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)

Total: 70 marks

Assessment sheet:

Term 1 Physical Education Task

Activity 7: Complete a T-drill test

Name: _____ Class: _____

You will be assessed on your ability to complete a T-drill test. Remember, touch the base of each cone. Good footwork will improve your speed. Make sure you use the proper technique – refer to the photos on page 16 of the Learner's Book.

PET assessment

Activity 7 in Unit 2 can be used as a Formal Assessment activity.

You will test your ability to complete a T-drill test in the fastest time possible, ensuring correct technique throughout the drill.

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 × 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 complete a T-drill test in the fastest time possible, ensuring correct technique throughout the drill.

Total: 30 marks

Assessment sheet:

Term 1 Physical Education Task

Activity 24: Complete an obstacle course

Name: _____ Class: _____

- 1 Complete your obstacle course in the shortest time possible.
- 2 Once you have become familiar with the course, complete the course as a relay team.

Speed drills will help to improve your running speed. Remember to try to maintain the correct sprinting technique when performing drills. You will be assessed on your sprinting technique.

PET assessment

Alternatively, Activity 24 in Unit 6 can be used as a Formal Assessment activity. In this activity you will complete an obstacle course. You will be tested on your sprinting technique.

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 × 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 demonstrate good sprinting technique.

Total: 30 marks

Assessment sheet:

Term 2 Physical Education Task

Activity 12: Play modified hockey

Name: _____ Class: _____

Play a modified game of hockey. You will be assessed on your ability to dribble the ball through an obstacle course and score three goals.

PET assessment

Activity 12 in Unit 4 can be used as a Formal Assessment activity.

During a game of modified hockey, you will be assessed on your ability to dribble a ball through an obstacle course and score goals.

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 × 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 dribble a ball around cones/markers and score three goals.

Total: 30 marks

Assessment sheet:

Term 2 Physical Education Task

Activity 19: Practise ball control

Name: _____ Class: _____

Stand in a circle with a good soccer player in the middle. This player kicks the ball towards individual learners, one at a time. Each person who receives the ball must perform a control technique and then return the ball to the middle of the circle. Remember to hop on one leg whilst performing these movements. This helps to keep your balance.

- 1 Perform an outside cut: Use the inside of your foot to touch the left side of the ball. You can touch more towards the middle if you want to move forward and to the side.
- 2 Try a sole touch: First put your foot lightly on the ball. Now roll the ball in any direction you want. Your other foot should hop slightly when you roll the ball.
- 3 Use the inside of both feet and touch the ball back and forth between your legs. The ball will move far in front or behind you at first. When it does, stop, move the ball back between your legs, and start again.
- 4 Perform the 'triangle': Pull the ball toward the foot that you pull it with. Then touch it with the inside of that foot towards your opposite foot. With the opposite foot, touch the ball forward and a little to the side of the pulling foot. Then pull it back and start again.
- 5 Pull and cut: Pull the ball behind your leg. Then touch it with the inside around your other leg without turning your body. Then do it the opposite way.

PET assessment

Alternatively, Activity 19 in Unit 6 can be used as a Formal Assessment activity.

You will be assessed on your ability to control a ball in soccer.

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 × 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 demonstrate control techniques in soccer.

Total: 30 marks

Assessment sheet:

Term 3 Physical Education Task

Activity 20: Design a training programme

Name: _____ Class: _____

Design a plyometric home training programme.

- Select six to eight exercises.
- Perform each exercise 10 times, in other words, 10 repetitions (reps).
- The 10 repetitions are called a set. Perform three sets.
- Rest for one minute between sets and three minutes between exercises.

Remember to perform each exercise with the correct movement technique. Movements must be explosive, controlled and as fast as possible.

PET assessment

Activity 20 in Unit 8 can be used as a Formal Assessment activity.

You will do a plyometric training programme, and will be assessed on your movement techniques during the programme.

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 × 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 complete the training programme.

Total: 30 marks

Assessment sheet:

Term 4 Physical Education Task

Activity 16: Complete the balance obstacle course

Name: _____ Class: _____

Assist your teacher to set up the balance obstacle course. You will need chairs, benches/balance beams, markers/cones and bean bags.

You will be assessed on your ability to complete the course while balancing a bean bag on your head.

PET assessment

Activity 16 in Unit 8 can be used as a Formal Assessment activity.

You will be assessed on your ability to complete a balance obstacle course.

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 × 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 complete an obstacle course and demonstrate good balance technique.

Total: 30 marks

Exemplar mid-year exam

Name: _____ Class: _____

Section A: 25 marks

Question 1: Multiple choice about the relationships (5 marks)

Choose the incorrect statements.

- 1.1 Joe and Marli worked at their relationship in the following way:
- A They never criticised each other aggressively.
 - B They did absolutely everything together, and never spent any time apart.
 - C They always discussed their problems and listened to each other carefully.
 - D They were not suspicious or jealous of each other.
- 1.2 Joe and Marli handled their disagreements in an appropriate way:
- A They used non-aggressive body language.
 - B They always told each other the truth.
 - C They cooled off before continuing to deal with a disagreement, if necessary.
 - D If they felt like it, they shouted at each other.
- 1.3 Sexuality involves the following:
- A sexual thoughts and behaviour
 - B our values about love and friendships
 - C whether we are attracted to people of the opposite or the same sex
 - D only sex, because sexuality is the same as sex
- 1.4 Marli was assertive and behaved appropriately when she did the following:
- A told Joe that he was wrong and argued her point loudly, making sarcastic remarks
 - B respected Joe's opinion even when she didn't agree with him
 - C listened to Joe and gave him her honest opinion
 - D did not force her opinion on Joe, but told him what she thought and listened to his point of view
- 1.5 Joe broke up with Marli in the following inappropriate way:
- A He decided to spend less and less time with her and hoped that she would get the message that he wanted to end the relationship.
 - B He told her that she was a good friend, and he had enjoyed spending time with her but he wanted to end the relationship.
 - C He told her that he was sick of her and never wanted to see her again.
 - D He told her that her parents' divorce was too much for him to handle.

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)**

Tick whether the following statements are true or false:

	True	False
2.1 According to the South African Police, at least 60% of crimes nationally are related to substance abuse.		
2.2 School kids who use alcohol or drugs are twice as involved with violent crimes.		
2.3 It is important to break the habit of self-talk.		
2.4 One of the short-term health consequences of substance abuse is lack of concentration.		
2.5 People who speak assertively are not too timid and they're not too pushy.		

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

Choose from the following words.

self-talk	self-concept	potential	goal	self-motivation
-----------	--------------	-----------	------	-----------------

- 3.1 A is something we aim to achieve, usually in a certain time. (1)
- 3.2 When we have an ability that we have not yet developed we say we have (1)
- 3.3 means how you see yourself and the things you know about yourself, such as your strengths and weaknesses. It is also how you think others see you. (1)
- 3.4 is when you want to do or achieve things without being told to do so by someone else. (1)
- 3.5 is the things we say to our self, either aloud or in our thoughts. (1)

Question 4: Short questions about expectations**(5 marks)**

- 4.1 What are expectations? (1)

.....

.....

4.2 Give an example of an unhealthy expectation. (1)

4.3 What role do expectations play in romantic relationships? (3)

Question 5: Questions about over-assertiveness (5 marks)

5.1 List three ways in which over-assertive people behave. (3)

5.2 How can over-assertive people change? (2)

Section B: 25 marks

Question 6: Scenario about positive self-talk

(7 marks)

Sometimes Ameerah feels so hopeless when she looks in the mirror and sees her bad skin. She thinks that she'll never be as beautiful and athletic as her older sister, and it makes her feel trapped and unhappy. "If only I were good at something," she thinks.

6.1 Why is Ameerah's negative self-talk a problem?

(2)

6.2 Give five guidelines for positive self-talk that would benefit (help) Ameerah.

(5)

Question 7: Sexuality

(6 marks)

Moses knows that his parents would not approve of it if he started a sexual relationship, so he makes a decision to wait until he is older.

In what positive and negative ways can parents influence their teenage children's sexuality?

Question 8: Learning styles

(12 marks)

Although Myriah and her sister don't mind sharing a bedroom, they find it very difficult to study in the same room. Myriah likes music playing in the background; her sister likes to walk up and down while doing her homework.

- 8.1 Explain what an aural learning style is and give examples of how aural learners study. (3)

- 8.2 Explain what a visual learning style is and give examples of how visual learners study. (3)

- 8.3 Explain what a kinaesthetic learning style is and give examples of how kinaesthetic learners study. (3)

- 8.4 Explain how learners study who use a reading and writing learning style.(1)

- 8.5 What are Myriah and her sister's individual learning styles? (2)

Section C: 20 marks

Answer two of the three questions.

Question 9: Give advice about a first date

(10 marks)

Your friend Mark likes a girl in your class and would like to go out on a date with her, but is terrified that she will reject him if he asks her out.

Give Mark advice on asking her out, and also on how to behave on a first date.

This image shows a blank sheet of white paper with ten horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Question 10: Think about your choice of career

(10 marks)

Say what you can expect if you choose the following career paths, and which one would suit you best.

- Realistic careers
- Social careers
- Enterprising careers

Question 11: Consider the social and economic needs of South Africa **(10 marks)**

“If you join the world of work after school, you will help to meet the social and economic needs of South Africa.”

Do you agree with this statement? Explain.

Total: 70 marks

Exemplar end-of-year exam

Name: _____ Class: _____

Section A: 25 marks

Question 1: Multiple choice. Choose the incorrect one. (5 marks)

1.1 The following process is not part of the carbon cycle:

- A humans breathe in oxygen
- B plants use carbon dioxide
- C plants use oxygen and make carbon dioxide
- D animals produce carbon and use oxygen

1.2 Plastic is NOT a by-product of:

- A turpentine production
- B coal production
- C oil production
- D paraffin production

1.3 The following animals are extinct:

- A dinosaur
- B Tasmanian tiger
- C quagga
- D rhino

1.4 South Africans have the following rights:

- A The government must take action if a company is polluting the air.
- B The government must ensure that the environment in which we live does not make us sick.
- C The government must conduct environmental health investigations.
- D Because it is the responsibility of every South African to ensure that our environment stays healthy, the government does not get involved.

1.5 We can reduce our carbon footprint in the following ways:

- A Use windpower rather than coal.
- B Plant trees, such as the fast-growing Australian bottlebrush tree.
- C Make compost heaps in our gardens.
- D Use hydropower rather than gas.

Question 1:

Write your answers in the table below:

1.1	
1.2	
1.3	
1.4	
1.5	

Question 2: Match the columns**(5 marks)**

Match a term from Column A with one from Column B.

Write the correct letter from Column B in the box below.

Column A	Column B
2.1 A person should increase the dosage of ARVs	A if his or her HIV level has gone up
2.2 If an HIV positive person takes ARVs	B if he or she reuses a condom
2.3 A person is at risk of getting HIV	C when he or she has diarrhoea
2.4 A person is at risk of getting TB	D the rate at which HIV spreads slows down
2.5 A person is at risk of getting dehydrated	E when a person is living with Aids

Column A	Column B
2.1	
2.2	
2.3	
2.4	
2.5	

Question 3: True or false**(5 marks)**

Tick whether the following statements are true or false:

	True	False
3.1 Evaluation skills involve seeing how different ideas fit together.		
3.2 Practical activities give you the chance to discover how things work and conduct experiments		
3.3 When you say what you think about something you are applying synthesis skills.		
3.4 Learning new facts before you can apply them is called theoretical learning.		
3.5 In Natural Science you have to do practical activities.		

Question 4: Answer questions about nation building (10 marks)

4.1 What is nation building? (2)

4.2 Why is nation building good for our country? (3)

4.3 How can you build national identity at school? (3)

4.4 Why should we support the Proudly South African campaign? (2)

Section B: 25 marks

Question 5: Scenario about dealing with rape

(10 marks)

Imagine that you belong to a community focus group that meets regularly to discuss safety issues. The leader of the group tells you that a woman in South Africa is more likely to get raped than educated, and asks you to talk to the group at their next meeting.

5.1 What should a person do if he or she is the victim of violence or rape? (5)

5.2 What must a person who has been the victim of gender-based violence do to assist (help) the process of emotional recovery? (5)

Question 6: Scenario about decision making

(7 marks)

When Sibuh and Mynah started going out, she was all he could think about, but things are different now. He tries to make excuses rather than going to visit her. He knows that his feelings for her have changed, but because she will be upset if he breaks up with her, he says nothing. When she asks him why he has been acting so strangely lately, he says that he is just stressed about school work.

6.1 Sibuh is avoiding decision making. Why is this a problem? (2)

- 6.2 Describe the steps in decision making and say how Sibuleka can apply this process. (5)

Question 7: Legal protection with regard to gender-based violence (8 marks)

The Sexual Offences Act came into effect in South Africa in 2008, and protects people from gender-based violence.

- 7.1 What is the aim of this Act? (2)

- 7.2 List three ways in which this Act protects South Africans against gender-based violence. (3)

- 7.3 Which awareness campaign runs from 25 November to 10 December every year in South Africa? (1)

- 7.4 What is the aim of this awareness campaign? (2)

Section C: 20 marks

Answer two of the three questions.

Question 8: The Bill of Rights

(10 marks)

“Because of the Bill of Rights, we do not have human rights violations in South Africa anymore.”

Do you agree with this statement? Give reasons for your answer.

[illegible]

Question 9: Advise overseas visitors on local traditions (10 marks)

While some overseas relatives visit you, they ask about typical South African traditions: food, clothing and expressions.

Tell them what they might eat, clothes they might see people wearing, and what typically South African expressions they might hear while visiting.

Question 10: Think about how a religious organisation contributes to social development (10 marks)

Describe how a religious organisation in South Africa provides housing to people.

Total: 70 marks

Additional assessment: Term 1 Formal assessment

Name: _____ Class: _____

Written test

Section A: 25 marks

Question 1: Multiple choice

(5 marks)

1.1 The following is not normal in a good relationship:

- A to share your feelings with each other
- B the relationship has ups and downs
- C your friend's faults are more than his or her good points
- D your friend has lasting qualities like kindness and honesty

1.2 Self-concept means:

- A what you know about yourself
- B your strengths and weaknesses
- C your goals and whether you achieve them or not
- D how others see you

1.3 Self-motivation means:

- A working hard when your parents offer you a new cellphone if you get a certain mark
- B slacking off during the year but working hard when you know you'll be assessed
- C working hard without anybody telling you to do so
- D working hard because you'll get in trouble if you don't

1.4 Compromising means:

- A everyone is unhappy and angry
- B everyone agrees to take less than they really wanted
- C everyone ignores each other
- D everyone is perfectly satisfied

1.5 The following is normal on a first date:

- A to say "I love you"
- B to expect sex
- C to only talk about yourself
- D you get to know each other in a relaxed conversation

Question 1:

Write your answers in the table below:

1.1	
1.2	
1.3	
1.4	
1.5	

Question 2: Match the column**(5 marks)**

Match the information in Column B to the terms in Column A.

Write the correct letter from Column B in the box below.

Column A	Column B
2.1 Friends and peers	A Shows images of the ideal person
2.2 Parents and guardians	B Gives us an identity shared by others
2.3 Culture and religion	C The self-awareness they teach us leads to self-concept formation
2.4 Environment	D We try to be like them to fit in
2.5 Media	E Our self-concept is boosted when we get good marks

Column A	Column B
2.1	
2.2	
2.3	
2.4	
2.5	

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

3.1 is linked to self-concept because if you have a
3.2 self-concept you will be more motivated to
achieve the things that are important to you. When you achieve the things you
set out to do, you feel good about yourself and this 3.3
your self-concept. Self-motivation starts with wanting to do something and
3.4 that you can do it. But that is not enough; you
also have to have a 3.5 that will help you achieve
your aims.

Question 4: True and false**(5 marks)**

Tick the five true statements:

	True
4.1 Sexuality is the sexual feelings we get and the thoughts we have.	
4.2 Sexuality is the same as sex.	
4.3 Sexuality is whether we are attracted to people of the opposite or the same sex.	
4.4 Sexuality is everything we think and do.	
4.5 Sexuality is about the way we see ourselves as tall enough or fat/thin enough.	
4.6 Sexuality is about the way we see ourselves as males and females.	
4.7 Sexuality is the religion we belong to.	
4.8 Sexuality is how we think and feel about our bodies.	
4.9 Sexuality is not our values about life, love and friendships.	
4.10 Sexuality is not the way we dress.	

Question 5: List**(5 marks)**

List five constructive ways to deal with disagreements.

Section B: 25 marks

Question 6: Case study about sexuality

(13 marks)

Read this letter from Tanya in which she asks for advice, and answer the questions that follow.

Dear Noelene

I want to ask your advice about something that has happened in our family. My oldest brother, Timothy, just returned from a two-year trip to the Far East. Although we all missed him very much, we are not quite sure how to handle things right now. Timothy has come back with a guy named Teddy and he says that he and Teddy are married! To make matters worse, Timothy says they are going to adopt a baby. My father says he never wants to see Tim again. He even said that he does not consider Tim his son anymore. Everyone is very angry and I don't know what to do. Is it really wrong for two guys to love each other, and why can't they adopt a baby? I know Timothy will make a really great dad. I just want to see my brother, but now I don't know. What if Tim goes away again and never comes back? Why are they all behaving like this? Please help me. I don't know what to do.

Tanya

6.1 How can family norms affect a person's sexuality?

(6)

6.2 How can community norms affect a person's sexuality?

(4)

6.3 What is the difference between heterosexuality and homosexuality? (2)

6.4 Why is it wrong to discriminate against a gay person? (1)

Question 7: Case study/scenario with open-ended questions (6 marks)

Joshua's coach thinks he has a good chance of being chosen for the provincial hockey team, but he is worried that Joshua is not motivated enough. He explains to Joshua how important it is to set personal goals and to think about the skills and strategies that will make it possible to reach those goals. After spending half an hour talking to the coach and writing down strategies and skills, Joshua feels excited and ready to face the challenge ahead of him.

Explain how a person can reach his or her personal potential by suggesting six skills and strategies that can help a person to reach his or her goals.

Question 8: Learning styles

(6 marks)

Daniel has always struggled to sit still in class. His mom says he just does not try hard enough, and he should write everything down the teacher says in class. When he gets home from school, she makes him rewrite the notes, so that he can remember it all. But Daniel is not doing any better at school. In fact, he is more frustrated than ever.

He wonders why he can easily remember all the rules of any sport he tries to play, but he cannot remember his school notes.

8.1 What are the four different learning styles? (4)

82 Which style suits Daniel, and which is his mother trying to force on him? (2)

Section C: 20 marks

Answer two of the three questions.

Question 9: Changing a negative self-concept

(10 marks)

Imagine that you have a friend who suffers from a very bad self-concept, and who has very negative patterns of self-talk. Explain to your friend what self-talk is, how he or she can change the negative self-talk, and explain what role you can play in helping your friend improve his or her bad self-concept.

Question 10: Sustaining a relationship **(10 marks)**

Imagine that your sister or brother has just started his or her first romantic relationship. Give him or her advice on how to sustain the relationship.

Question 11: Impact on sexuality (10 marks)

(10 marks)

Explain all the influences that impact on a teenager's sexuality.

[illegible]

Total: 70 marks

Additional assessment: Term 2 Formal assessment

Name: _____ Class: _____

Mid-year exam

Section A: 25 marks

Question 1: Match the columns

(10 marks)

Find a term in Column B that matches the description in Column A.
Write the correct letter from Column B in the box below.

Column A	Column B
1.1 Being exposed to sexual content in the media	A girls in bikinis advertising car shampoo
1.2 Parents might respond like this when their child admits that he or she is gay	B influences sexual behaviours
1.3 This is a stereotype of a gender role	C illegal
1.4 Being straight	D heterosexual
1.5 Girls must keep their head covered by a scarf so boys do not see their hair	E music
1.6 They are not allowed to go out on dates	F hijab
1.7 All people have freedom of sexuality	G homosexual
1.8 Explicit sexual lyrics	H punish teenager
1.9 Victimising a gay person	I constitutional right
1.10 Being gay	J unmarried Muslims

Column A	Column B	Column A	Column B
1.1		1.6	
1.2		1.7	
1.3		1.8	
1.4		1.9	
1.5		1.10	

Question 2: True or false**(5 marks)**

Tick whether the following statements are true or false:

		True	False
2.1	An appropriate way to end a relationship is to say that you want to take a break from the person, and maybe you can get together again in a week or two.		
2.2	An appropriate way to end a relationship is to SMS the person to say you do not want to go out with him or her anymore, and you do not want to talk about it.		
2.3	An appropriate way to end a relationship is to say what was good about the relationship, but to end it anyway.		
2.4	An appropriate way to end a relationship is to tell the truth without blaming yourself or your partner.		
2.5	An appropriate way to end a relationship is to write a letter to the person about how much pressure it puts on you to always be there for him or her while his or her parents are getting divorced, and you'd rather just break up.		

Question 3: Fill in the missing word**(10 marks)**

- 3.1 A style of learning fits well with a writing style of learning. (1)
- 3.2 The type of learner that prefers role play as a learning method is called a learner. (1)
- 3.3 Visual learners find that they learn or study best by reading things that are written down or information that is presented in the form of and graphs. (2)
- 3.4 learners find they learn or study best by listening or speaking. (1)
- 3.5 Flashcards can help learners when they study for tests and exams. (1)
- 3.6 Activities that help auditory learners include and (3)
- 3.7 learners find that they learn best from activities that involve them physically (1)

Section B: 25 marks

Question 4: Self-concept formation

(12 marks)

Faldielah is a natural leader and very popular at school. She says that being a Muslim, and having a close family, with whom she spends most of her time outside of school, helps her to have a good self-concept.

4.1 What does it mean to have a good self-concept? (2)

4.2 What is self-motivation? (2)

4.3 How does culture and religion affect our self-concept? (3)

4.4 List three other factors that affect self-concept formation. (3)

4.5 "Teenagers should break the habit of self-talk." Do you agree with this statement? Give a reason for your answer. (2)

Question 5: Substance abuse

(13 marks)

Sibusiso's mother, who died when he was 12, was an alcoholic. He has seen what substance abuse can do to a family. He heard that his brother, whom he has not seen for three years, is still selling tik in Lansdowne. Sibu explains the effects of substance abuse to his friends. It is important to him that they understand that he will never, ever be trapped in a lifestyle of abuse.

5.1 List three negative short-term physical effects of substance abuse. (6)

5.2 List three negative long-term physical effects of substance abuse. (3)

5.3 In what other ways can substance abuse affect your future? (3)

5.4 If pregnant mothers drink too much, babies can be born with a condition. What is this condition called? (1)

Section C: 20 marks

Answer two of the three questions.

Question 6: Strategies and skills for reaching full potential

(10 marks)

Your rhythm gymnastics team has performed badly at the last two competitive events, but you know that the team has the talent to get at least silver at the upcoming provincial grading event.

What message would you give the team to help them reach their full potential? Explain some strategies and skills that will help them.

Question 7: Constructive ways of dealing with disagreement **(10 marks)**

Rashid and Nizaam are brothers who want to open up a bakery together, but they cannot agree on a name. Rashid says it must be Rashid's Baked Goods and Nizaam says it must be Nizaam's Breads and Buns. When they see each other, they sulk or argue. Nizaam says it is typical of Rashid to be so stubborn, and Rashid says, "Perhaps if Nizaam hadn't taken my car without asking and crashed it a year ago, I would be more willing to see things his way now."

Suggest some constructive ways in which the brothers can deal with their disagreement.

Question 8: Rehabilitation

A girl in your class is addicted to drugs. Her family decides to take her out of school for a while. They say that they want to keep a close eye on her at home, but you know that both her parents work, and she will be left at home alone all day. You think that the best thing for her would be to become part of a rehabilitation programme.

Total: 70 marks

Additional assessment: Term 3 Formal assessment

Name: _____ Class: _____

Task: Project on environmental health

For this project learners must gather information about a local environmental organisation. Once learners have information on the organisation, they must plan an Earth Day celebration that will link to and advertise the activities of the environmental organisation. Plans for the Earth Day celebration must be presented in class in a two to three minute presentation.

Learners must find information on the local environmental organisation of their choice outside of class time, but all planning and preparation of the presentation must be done in class.

Learners should choose an organisation that works with an issue that is personally meaningful to them. They should show enthusiasm and commitment to the issue during their presentation. The activity/activities that are chosen to form part of the Earth Day celebration should be exciting enough to get a positive response from classmates.

At the end of the presentation, there must be an opportunity for the rest of the class to pose questions about the environmental issue/organisation that the learner represents. A part of the assessment mark will be awarded with consideration of the learner's ability to answer classmates' queries.

The following marking grid outlines the assessment criteria for this project:

Assessment criteria	Mark out of 10
The learner has gathered information on a local environmental organisation.	
The learner has made plans for an Earth Day celebration that effectively links to and advertises the work of the environmental organisation.	
The learner has made plans for an Earth Day celebration that is exciting and gets a positive response from classmates.	
The learner should show enthusiasm and commitment to the issue during his/her presentation.	
The learner should be knowledgeable enough about the organisation/issue to answer classmates' queries at the end.	
The learner must present a coherent, interest piece of content that shows insight into the issue.	
The learner must present clearly.	

Total: 70 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 option that is not correct.

1.1 Theoretical activities:

- A are not included in all subjects
- B are all about learning the facts
- C are important because you need to understand why you are learning about something first
- D come before application activities

1.2 Examples of group activities are:

- A projects
- B personal reviews
- C experiment
- D discussion forums

1.3 Practical activities:

- A are the type of activities you do when you observe something, for example iron fillings with a magnet
- B come before application activities
- C do not usually help with problem-solving
- D are done outdoors or in a laboratory

1.4 The advantages of individual activities are:

- A you can use the learning style that suits you best
- B you can work at your own pace
- C you can see how well you understand the work
- D you can avoid criticism or having to compromise

1.5 The advantages of group work are:

- A that you can get other people to do most of the work
- B that you can share your work experiences
- C that you can practise your social skills
- D that you can learn from your group members

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 (3 marks)

- 2.1 Racist and sexist language is called speech. (1)
- 2.2 You have the right to take part in public demonstrations as long as it is done (1)
- 2.3 You have the right to be free of all forms of (1)

Question 3: True or false (5 marks)

Tick whether the following are true or false:

	True	False
3.1 Anti-retrovirals can cause fevers and joint pain.		
3.2 A doctor must carefully monitor a patient's antiretroviral treatment programme.		
3.3 You can get anti-retrovirals at HIV service-centres, but they are expensive.		
3.4 You must take anti-retrovirals at the same time every day.		
3.5 Someone with Aids might have to take more anti-retrovirals than they can handle.		

Question 4: Answer questions about a helpful organisation (5 marks)

Explain how each of the following organisations might be able to help you to deal with a family member or friend who is HIV positive or has Aids:

- 4.1 The Hospice Association of South Africa Aids (3)

.....

.....

.....

.....

.....

- 4.2 National Association of People Living with HIV and Aids (2)

.....

.....

.....

Question 5: Answer questions about Earth Day

(7 marks)

5.1 In which year was the first Earth Day celebrated? (1)

.....

5.2 What was the main message that people tried to bring across at the first Earth Day celebration? (1)

.....

.....

.....

5.3 Is Earth Day celebrated in South Africa only? (1)

.....

5.4 On which date is Earth Day celebrated? (1)

.....

5.5 Why is it our responsibility to find solutions to environmental problems? (1)

.....

.....

.....

.....

5.6 Give two ideas for celebrating Earth Day. (2)

.....

.....

.....

.....

.....

Section B: 25 marks

Question 6: Case study/scenario with open-ended questions

(12 marks)

Sally is a career guidance counsellor. She always tells learners that when they choose a career, they should make sure that the type of skills that will be required of them match their thinking and learning skills.

Choose any three thinking and learning skills from the list below, and explain which careers would suit people who use these skills to think and learn. Explain your reasoning.

- Memorising
- Application
- Synthesis
- Evaluation
- Analysis
- Creative thinking

[illegible]

Question 7: Environmental health issues

(13 marks)

7.1 What is an ecosystem? (2)

7.2 Describe two types of plastic pollution. (2)

7.3 How did the last Tasmanian tiger die? (1)

7.4 Mention one other animal species that is now extinct. (1)

7.5 List four major environmental issues that affect the earth. (4)

7.6 What is the purpose of an environmental health plan? (2)

7.7 What is Natural Justice? (1)

Section C: 20 marks

Answer two of the three questions.

Question 8: Bill of Rights

(10 marks)

Explain what the role of the Bill of Rights is in South Africa, with examples.

[illegible]

Question 9: Cultural diversity

(10 marks)

Social changes that have taken place in South Africa are the result of cultural diversity.

Explain what cultural diversity is, and give examples of it in South Africa, as well as of how it has contributed to social change.

Question 10: Carbon footprint **(10 marks)**

Explain what a carbon footprint is and how humans can affect the carbon cycle. Also give examples of how we can change our environmentally unfriendly behaviour to reduce our carbon footprint.

Total: 70 marks

Additional PET assessments

Term 1: Perform a cool down session

The learner is able to perform a cool down session, including light stretches.

Term 2: Play target skittle

The learner is able to play target skittle correctly (in teams of four).

Term 3: Perform the shot put glide

The learner is able to perform the shot put glide, demonstrating the correct technique.

Term 4: Perform a dance

The learner is able to perform a dance and demonstrate the correct technique.

The following rubric can be used to assess each PET.

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 × 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

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

[illegible]

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 page. The background is plain white, and there are no margins, text, or other markings present.

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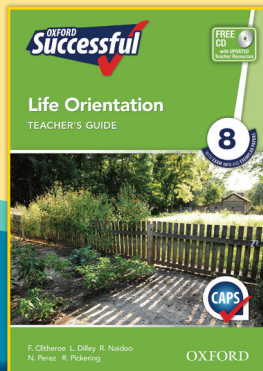
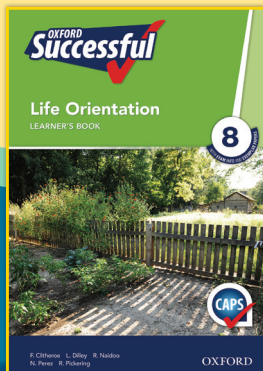
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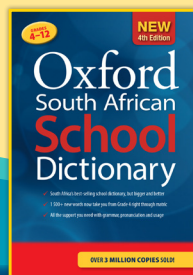
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