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CAPS

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Life Orientation

Grade 9

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This material may be reproduced for class use with *Oxford Successful Life Orientation Grade 9 Learner's Book.*

Note to teachers:

The formal assessment worksheets in this book are taken from the *Oxford Successful Life Orientation Grade 9 Learner's Book and Teacher's Guide*. The answers to the worksheets can be found in the *Oxford Successful Life Orientation Grade 9 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 60	PET Term 1	TG page 50
		PET Term 2	TG page 85
Worksheet Term 3	TG page 114	PET Term 3	TG page 113
		PET Term 4	TG page 125

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 87
End-of-year exam	TG page 132

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 139
PET Term 1	TG page 141
Mid-year exam (Term 2)	TG page 143
PET Term 2	TG page 146
Formal Assessment Term 3	TG page 151
PET Term 3	TG page 152
End-of-year exam (Term 4)	TG page 155
PET Term 4	TG page 158

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

Progress tracker for Oxford Successful Life Orientation Grade 9					
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 1–4	**Plus: Basic hygiene principles** **Goal-setting skills: Personal lifestyle choices** – Influence on personal lifestyle choices: media, environment, friends and peers, family, culture, religion and community – Appropriate responses to influences on personal lifestyle choices	**8** 9 15	4 hours (4 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 1–4	**Activities that improve physical wellness (fitness) level** – Participation in activities that improve physical wellness (fitness) level – Safety issues relating to fitness activities	**17** 17 18	4 hours (4 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 5–7	**Sexual behaviour and sexual health** – Risk factors leading to unhealthy sexual behaviour – Unwanted results of unhealthy sexual behaviour – Factors that influence personal behaviour – Strategies to deal with unhealthy sexual behaviour – Protective factors and where to find help and support – Adverse consequences and implications of teenage pregnancy for teenage parent(s) and the children born to teenagers	**19** 19 20 25 26 27 29	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 5–7	**Activities that improve physical wellness (fitness) level** – Participation in activities that improve physical wellness level – Participation and movement performance in activities that improve physical wellness (fitness) level	**32** 32 33	3 hours (3 weeks)		

Term 1: 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	**Time-management skills** – Accountability in carrying out responsibilities – How to organise one's work – How to use time effectively and efficiently **Reading and writing for different purposes** – Keeping a journal, summarising and improving reading and writing skills	**35** 35 37 38 **40** 42	4 hours (4 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 8–11	**Activities that improve physical wellness (fitness) level** – Participation in activities that improve physical wellness level – Participation and movement performance in activities that improve physical wellness (fitness) level	**45** 45 46	4 hours (4 weeks)		
Weeks 10–11	**Suggested formal assessment** – Written task – Physical Education Task Unit 4, Activity 17	48 (TG p. 60) 32 (TG p. 50)			

Progress tracker for Oxford Successful Life Orientation Grade 9					
Term 2: 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** **Issues relating to citizens' rights and responsibilities** – Respect for others' rights – Celebrations of national and international days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Youth Day, Workers' Day, Women's Day, Africa Day, Nelson Mandela Day, World Refugee Day and national health days – Plan and participate in a local celebration of a national day	**52** 52 55 57	3 hours (3 weeks)		
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**
Weeks 1–3	**Game plan for individual or team sport** – Participation in a programme that improves movement techniques and executes a game plan for individual or team sport – Safety issues related to participation in a sport	**58** 58 59	3 hours (3 weeks)		

Term 2: 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 4–5	**Constitutional values** – Constitutional values as stated in the South African constitution – Positive and negative role models – Role models to uphold constitutional values – Applying these values in daily life	**60** 60 60 62 66	2 hours (2 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 4–5	**Game plan for individual or team sport** – Participation in a programme that improves movement technique – Participation in, and execution of, a game plan for individual or team sport – Participation and movement performance in a game plan for individual or team sport that improves movement techniques	**68** – 68 70	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	**Options available after completing Grade 9** – National Senior Certificate (NSC: Grades 10–12) and National Certificate Vocational (NCV: TVET Colleges) qualifications – Implications of choices **Knowledge of the world of work** – Rights, responsibilities and opportunities in the workplace	**71** 71 74 **76** 76	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	**Game plan for individual or team sport** – Participation in a programme that improves movement technique – Participation in, and execution of, a game plan for individual or team sport – Participation and movement performance in a game plan for individual or team sport that improves movement techniques	**80** – 80 81	4 hours (4 weeks)		
Weeks 10–11	**Suggested formal assessment** – Mid-year exam – Physical Education Task Unit 6, Activity 28	TG p. 87 82 (TG p. 85)			

Progress tracker for Oxford Successful Life Orientation Grade 9					
Term 3: 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 1–4	**Plus: Basic hygiene principles** **Career and subject choices** – Subjects in Grades 10, 11 and 12 – Careers related to different subjects – Qualities relating to different careers and subjects – Decision-making skills	**86** 87 88 89 93	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	**Movement activities** – Participation in a programme that improves movement, and refinement of own and peer performance in movement activities – Safety issues relating to movement activities	**95** 95 96	4 hours (4 weeks)		
Term 3: 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 5–7	**Volunteerism** – Individual and community responsibility – Different types of volunteer organisations – Different types of volunteer activities	**97** 97 98 101	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	**Movement activities** – Participation in a programme that improves movement, and refinement of own and peer performance in movement activities – Safety issues relating to movement activities	**105**	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	**Health and safety issues related to violence** – Common acts of violence at home, school and in the community – Reasons that violence occurs in families and communities and among friends and peers – Impact of violence on individual and community health and safety – Alternatives to violence – Protecting oneself and others from acts of violence – National health and/or safety promotion programmes	**108** 108 109 111 113 116 119	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	**Movement activities** – Participation in a programme that improves movement, and refinement of own and peer performance in movement activities – Safety issues relating to movement activities	**121**	4 hours (4 weeks)		
	Suggested formal assessment – Project – Physical Education Task Unit 6, Activity 21	123 (TG p. 114) 122 (TG p. 113)			

Progress tracker for Oxford Successful Life Orientation Grade 9

Term 4: 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 1–2	**Plus: Basic hygiene principles** **Contributions of various religions** – Contributions of various religions in promoting peace	134	2 hours (2 weeks)		

**** Note:** On the 2023/24 Life Orientation ATP, the planned timeline of the Constitutional rights and responsibilities content in Term 4 Unit 3 of* Oxford Successful Life Orientation Grade 9 *is sequenced at the start of Term 4.*

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 activities** – Participation and refinement of own performance in an outdoor recreational activity – Safety issues relating to participation in recreational activities	132	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
Week 3	**Sport ethics** – Sport ethics in all physical activities	139	1 hour (1 week)		

***** Note:** On the 2023/24 Life Orientation ATP, the planned timeline of the Constitutional rights and responsibilities content in Term 4 Unit 5 of* Oxford Successful Life Orientation Grade 9 *slots in at Week 3.*

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**
Week 3	**Outdoor recreational activities** – Participation and refinement of own performance in an outdoor recreational activity – Safety issues relating to participation in recreational activities	141	1 hour (1 week)		
Term 4: Unit 7: 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	**Challenging situations: Depression, grief, loss, trauma and crisis** – Causes of depression, grief, loss, trauma and crisis – Counterproductive coping techniques: Using drugs and alcohol	**143** 143 150	3 hours (3 weeks)		
***** Note:** *On the 2023/24 Life Orientation ATP, the planned timeline of the Development of the self in society content in Term 4 Unit 7 of* Oxford Successful Life Orientation Grade 9 *slots in at Weeks* 4–6*.*					
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 4–6	**Outdoor recreational activities** – Participation and refinement of own performance in an outdoor recreational activity – Safety issues relating to participation in recreational activities	141	4 hours (4 weeks)		

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 7	**Study and careers** – Study and career funding providers – Plan for own lifelong learning	**126** 126 130	1 hour (1 week)		
******* Note:*** *On the 2023/24 Life Orientation ATP, the planned timeline of the World of work content in Term 4 Unit 1 of* Oxford Successful Life Orientation Grade 9 *slots in at Term 4 Week 7.*					
Term 4: 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 7	**Outdoor recreational activities** – Participation and refinement of own performance in an outdoor recreational activity – Safety issues relating to participation in recreational activities	153	1 hour (1 week)		
Weeks 8–10	**Suggested formal assessment** – End-of-year exam – Physical Education Task Unit 6, Activity 12	(TG p. 132) 142 (TG p. 125)			

Worksheet: Term 1

Task: Case study

Name: _____ **Class:** _____

Royden taught himself to play the guitar when he was just a small kid. He was always musical. His mother said that she did not know where his gift of music came from because nobody else in the family could even hold a note. When Royden was 12, his uncle took him and his cousins to see a jazz band perform. From that moment, Royden knew what he wanted to do with his life: He wanted to play in a band.

He told his dad with great excitement and expected an enthusiastic response. But his dad shook his head firmly. He looked angry, and said, “Don’t be ridiculous! You must get these ideas out of your head. You will study and get a real job, like a doctor or a lawyer – a good job, so that you can take care of your family. I don’t want to hear about this again!”

From that day on, Royden practised in secret. His parents often went out and left him with his uncle, who did not mind listening to Royden play, and even bought him a music book. Royden’s love for music grew. He sang in the school choir and taught himself to play the school piano during break time. One day, Miss Dwyer, the music teacher, walked into the hall during break time. She stopped and listened. “Not bad, Royden! I didn’t know you played the piano. How long have you been taking lessons?” Royden told her his whole story, how his dad felt about music, how he had taught himself and how much he loved to play and hoped to be a musician one day. She was quiet for a while; then she said softly, “So you are really serious about a career in music, Royden? Perhaps I can help”. Royden wasn’t sure what she meant. What would she do?

The same evening, the family had just finished dinner when the doorbell rang. His dad got up to open the door and Royden realised with a shock that the pleasant woman’s voice coming from the next room belonged to Miss Dwyer. Royden could hear that there was a man with her too. What was going on? The grown-ups disappeared into the lounge and Royden was sent to his bedroom to do his homework. He longed to hear what Miss Dwyer was telling his dad. Would she tell him that Royden had been playing the piano at school? His stomach was in a knot!

Suddenly his mom was at his bedroom door. “Your dad would like to talk to you, Royden,” she said. As he entered the lounge he was surprised to see all the adults – even his dad – smiling. Then he recognised the man sitting next to Miss Dwyer. He was the famous jazz musician, Hugh Tennison! His dad said, “Sit down, son”. And what his dad said next took him completely by surprise. “Miss Dwyer has been telling me that she thinks you have a great musical talent, and she has offered to give you free music lessons. If you are interested, you can start tomorrow.”

Later that evening, after the guests had left, Royden’s mom explained to him what had happened in the lounge. The famous jazz musician had told his dad that he was a doctor by profession. He used to play music in his free time, and managed to pay for his studies by performing over weekends during his university years. Nowadays, he rarely has time to be a doctor, because he is always recording music or on tour. Dr Tennison, the famous jazz musician, had convinced Royden’s dad to give him a chance to fulfil his dream!

Now answer these questions:

1 What was Royden’s dad’s idea of success? (5)

2 What influence did this have on Royden’s lifestyle choices? (5)

3 What is your idea of success for your own life? (5)

4 Think about your own situation. How does your family influence your lifestyle choices? What is their idea of success? Would they support all your choices? (10)

5 Is there ever a time when it is not appropriate to use assertiveness skills in your decision-making? (5)

6 Evaluate whether the way you are influenced by the following is healthy. Explain how you are influenced by each of these, and say why you think the influence is healthy or not healthy.

6.1 the media (5)

6.2 your environment (5)

6.3 your friends and peers (5)

6.4 your family (5)

6.5 your culture (5)

6.6 your religion (5)

6.7 your community. (5)

7 Why is it important to evaluate your influences rather than just accept them? (5)

Total: 70 marks

Worksheet: Term 3

Task: Project

Name: _____ **Class:** _____

Task: Project on volunteer organisations

Take note of the following instructions:

1 This project should be completed by a pair of learners.

2 The project consists of two parts:

Part 1: Gather information about a volunteer organisation in your community

Part 2: Develop a volunteer programme in your community

3 Although one learner will take responsibility for Part 1 of the project and the other learner for Part 2, the two parts should relate to each other. The volunteer programme that is developed in Part 2 should build on the research of a similar/related already-existing organisation in the community. As the first learner gathers information about the already-existing volunteer organisation, the second learner should use the information to develop the new volunteer organisation.

4 The learner doing Part 1 must gather information on a volunteer organisation in the community and write down the following:

4.1 the name of the organisation
4.2 what the organisation does
4.3 how the organisation is funded
4.4 how to become a volunteer for this organisation
4.5 a description of challenges that the organisation faces.

5 The learner who is responsible for Part 2 must develop a related volunteer organisation in the community. For example, if Learner A researches a home for the elderly that makes use of volunteer services, Learner B might develop a transport service in which volunteers raise funds for petrol and give their time to drive the elderly around. Learner B must use the information gathered by Learner A to develop a realistic volunteer programme.
Learner B must include the following information:

5.1 the name of the organisation
5.2 what the organisation does
5.3 how the organisation is funded
5.4 a description of challenges that the organisation might face.

6 Learners must present the project as a team to the class, explaining why the research in Part A helped them to choose a volunteer organisation in Part B,

and how they can develop the organisation, as well as what challenges they expect they would face.

7 After the presentation, the rest of the class should be allowed to ask the pair questions about their idea, and the class should respond with feedback (do they think it is a viable idea or not?).

8 Both learners will be assessed on the following criteria:

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

NOTE: You will 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.

Total: 70 marks

Assessment sheet:

Term 1 Physical Education Task

Activity 17: Do the 12-minute run test

Name: _____ **Class:** _____

Run as many laps as you can in 12 minutes on the track or field.
You will be reassessed on the 12-minute run test at the end of the term.

PET assessment

Activity 17 in Unit 4 can be used as a Formal Assessment activity.
You will do the 12-minute run test.
The tables on page 50 of the Learner's Book will give you an indication of your cardiovascular endurance level.

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 complete the 12-minute run test.

Total: 30 marks

Assessment sheet:

Term 2 Physical Education Task

Activity 28: Perform defending drills

Name: _____ **Class:** _____

1 Work in pairs for one-on-one defending. Swap partners at least three times.
2 Play ‘monkey-in-the-middle’. Remember your basketball double-dribble rule.
3 Form teams of three and play three-on-three.
4 Now play ‘ten passes’. Form teams of 10 to 15. Using half the court, one team would attempt to make 10 successful passes between team members, while the other team’s players try to deflect the ball while it is in the air on a pass. Each team would have two or three tries at completing the 10 passes before changing the offence to the other team.

Remember to continually move into open spaces away from the defence and to pass the ball only to a player moving into an open space. You will be assessed on your ability to move into open spaces and work as a team player.

PET assessment

Activity 28 in Unit 6 can be used as a Formal Assessment activity.

You will participate in defending drills, and will be assessed on your ability to move into open spaces and work as a team player.

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 move into open spaces and work as a team player.

Total: 30 marks

Assessment sheet:

Term 3 Physical Education Task

Activity 21: Perform a ballroom dance

Name: _____ **Class:** _____

So far, you have participated in individual or group dances. Ballroom dance is a set of partner dances. Work with your partner to practise your dance movements.

You and your partner will be assessed on your movement (dance steps) while performing a ballroom dance.

PET assessment

Activity 21 in Unit 6 can be used as a Formal Assessment activity.
You will perform a ballroom dance with a partner.
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 a ballroom dance.

Total: 30 marks

Assessment sheet:

Term 4 Physical Education Task

Activity 12: Play modified tennis

Name: _____ **Class:** _____

1 You will be assessed on your ability to play modified tennis with your partner. Focus on your forehand and backhand stroke technique.
2 You can use your homemade tennis equipment to play if necessary. Modify the rules of the game to suit your environment.

PET assessment

Activity 12 in Unit 6 can be used as a Formal Assessment activity.

You will play modified tennis with a partner and will be assessed on your ability to play the modified game.

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 demonstrate the correct forehand and backhand strokes.

Total: 30 marks

Exemplar mid-year exam

Name: _____ **Class:** _____

Section A: 25 marks

Question 1: Multiple Choice (5 marks)

Choose the incorrect statement from the four options given.

1.1 If someone has a sexually transmitted infection (STI) …
- A he or she might only show symptoms months or even years after being infected.
- B there is a good chance that he or she will get another STI.
- C he or she is more likely to get HIV than someone who does not have an STI.
- D he or she might not have got it by having sex; there are many ways of getting STIs.

1.2 Syphilis:
- A is painful
- B symptoms include sores inside the genital area
- C symptoms include a sore throat
- D cannot be treated

1.3 Gonorrhoea:
- A is not painful
- B symptoms include joint pain
- C symptoms include feeling ill
- D can be treated if detected early on

1.4 Thrush:
- A symptoms include a sore and itchy penis or vagina
- B is not very common
- C gives women a white or yellow discharge from their vagina
- D can be treated

1.5 HIV:
- A can be passed on during rape
- B can be cured by having sex with a virgin
- C can be passed on when a woman breastfeeds a baby
- D can be passed on by a pregnant woman to her unborn child during pregnancy

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

Column A	Column B
2.1 TECHNISA	A Bursaries for some NCV courses at public FET Colleges
2.2 National Senior Certificate	B You have to study the approved selection of subjects that your school offers
2.3 National Student Financial Aid Service	C Where you can study for an NCV
2.4 NCV	D One of the leading colleges for distance education
2.5 FET Colleges	E Opportunities for job shadowing and practical workplace exposure

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 Our ..... environment affects the income and social status that we consider appropriate and that we try to reach for ourselves. (1)

3.2 If you are ..... it means that you do not follow other people blindly. (1)

3.3 Culture changes with ----------. (1)

3.4 Our ---------- is the place and time in which we find ourselves. (1)

3.5 Your friends can influence you to set high goals for yourself when they make ..... lifestyle choices. (1)

Question 4: Answer questions about abstinence (5 marks)

4.1 What is abstinence? (1)

4.2 Which influences often affect young people to choose abstinence? (2)

4.3 Why is abstinence a good choice? (2)

Question 5: Answer questions about time-management skills (5 marks)

5.1 How can you apply accountability to your time-management? (2)

5.2 What is a work schedule? (2)

5.3 How can a work schedule help you to practise better time-management skills? (1)

Section B: 25 marks

Question 6: Answer questions about rights and responsibilities in the workplace (10 marks)

Brad's older brother is doing holiday work for a construction company. On the first day, the supervisor hands out hard hats, gloves and overalls to all the workers. He also gives them yellow-and-black tape to create safety barriers in dangerous areas. A week later, one of the workers is injured when a heavy beam collapses and hits him across the head. He was not wearing his hard hat. Brad's brother thinks that the worker will not be able to claim compensation for his injury.

6.1 Which law describes employees' rights in the workplace? (1)

6.2 The government wants to make sure that all employees know what their rights are in the workplace. How does this happen? (3)

6.3 What are employees' responsibilities in the workplace? (6)

Question 7: Answer questions about summarising (10 marks)

Imagine that you are the kind of learner who likes to make notes. You find that writing helps you to remember your school work, so you usually re-write everything that you want to remember.

7.1 What is summarising? (2)

7.2 Is it possible to summarise narrative text? (1)

7.3 Explain why summarising will help you to study better (rather than simply rewriting everything), and give two tips to ensure that your summaries are useful as a study tool. (5)

7.4 Name two ways of summarising. (2)

Question 8: Time-management skills (5 marks)

8.1 Why is it important to plan your time? (1)

8.2 Explain how you can use the following table to plan your time. (4)

Urgent and important	**Urgent**
Not urgent, but still important	**Not urgent**

Section C: 20 marks

Answer two of the three questions.

Question 9: Consequences of teenage pregnancy for fathers and mothers (10 marks)

"Although the government provides a social grant to help pay for the baby's care, teenage pregnancy is a heavy burden for both the mother and father."

Discuss this statement.

Question 10: Social integration of people with disabilities (10 marks)

Why is it so important for the government to ensure the social integration of people with disabilities, and how does the government do this?

Question 11: Career path (10 marks)

Cherie wants to start her own beauty salon after school, and thinks that she should study the National Certificate Vocational after Grade 9. Explain why this is a good choice for her, where Cherie will have to go for the NCV course and what the entrance requirements will be.

Total: 70 marks

Exemplar end-of-year exam

Name: _____ **Class:** _____

Section A: 25 marks

Question 1: Match the column (10 marks)

Connect the information in Column B with the term that best matches it in Column A. Write the correct letter from Column B in the box below.

Column A		Column B	
1.1	Mediation	A	People need goods and services such as food, water and clothing
1.2	Volunteerism	B	Alcohol
1.3	Denial	C	People use drugs and alcohol
1.4	Internship	D	People keep a balance between improving their lives and not harming the environment
1.5	Indirect trauma	E	People attack each other verbally or physically
1.6	Confrontation	F	People read about violence and see it on television
1.7	Sustainable development	G	People promote or improve quality of life
1.8	Social health	H	People spend a period of time at work as part of their qualification
1.9	Counterproductive coping techniques	I	People talk about a problem without insulting or blaming
1.10	Depressant	J	People say there is no problem

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: Fill in the missing word (5 marks)

2.1 ..... is compulsory at school. (1)

2.2 You can study this subject as a ....., a First Additional Language or a Second Additional Language. (1)

2.3 Everyone has to do either Mathematics or ..... in the FET Phase. (1)

2.4 For a career in engineering or medicine, you must take the ..... option. (1)

2.5 If you stay at school until Grade 12, you have no choice about four subjects, but you do have a choice about ----------- (number) other subjects. (1)

Question 3: Bursaries (10 marks)

3.1 What is a bursary? (1)

3.2 What do you have to do to ensure that your bursary is renewed at the end of the year? (1)

3.3 List two different kinds of bursaries. (2)

3.4 What are the advantages and disadvantages of each of the different kinds of bursaries? (6)

Section B: 25 marks

Question 4: Organisations that help (10 marks)

4.1 What do you call an organisation in which people do not get paid for their work? (1)

4.2 Describe the contribution of each of the following organisations:

4.2.1 The Food Gardens Foundation (3)

4.2.2 The Wildlife and Environmental Society of South Africa (3)

4.2.3 The Red Cross Organisation (3)

Question 5: Should I go to a music concert? (10 marks)

Imagine that you are a great fan of the singer Dustin Bieberlake. You find out that he is performing in South Africa, in your city, on 12 November. The problem is that the concert is in the middle of your final exams, and you are writing your Life Orientation exam the next day.

5.1 Explain how you will solve the problem of deciding whether you should go or not. (7)

5.2 What would the best decision be? (1)

5.3 How do you know that you've made a good decision? (2)

Question 6: Sport ethics (5 marks)

6.1 What is sports ethics? (3)

6.2 Why should professional sportspeople be careful about taking medicine when they have the flu? (2)

Section C: 20 marks

Answer two of the three questions.

Question 7: Toy guns (10 marks)

"In South Africa, toy stores should not be allowed to stock toy guns." Do you agree with this statement? Give reasons for your answer.

Question 8: Hospice care (10 marks)

Your friend's family has been caring for her grandmother since she was diagnosed with cancer. Initially they thought that she might get better, but doctors say that she does not have long to live. The problem is that your friend's mom has recently started working, which means that there is nobody at home during the day. They wonder whether hospice care is the best option for the grandmother.

Tell the family about the Hospice Association and the work that they do, so that they can decide whether hospice care would be the best decision for the grandmother.

Question 9: Choosing your subjects (10 marks)

You are a smart kid and you know that choosing your subjects is a big deal. Explain why it's so important and what steps you will take to make your subject choice.

Total: 70 marks

Additional assessment: Term 1 Formal assessment

Name: _____ **Class:** _____

Task: Assignment

Copy the following table and complete it:

1 Your personal picture of success that influences your lifestyle choices: Describe the long-term goals that you set for yourself in each of the following areas:			
Fitness and health			
Education			
Relationships			
Work			
Spirituality			
Personal values			
Area	**2 Picture of success in this area**	**3 How can this affect your personal lifestyle choices positively?**	**4 How can this affect your personal lifestyle choices negatively?**
Media			
Your environment			
Your friends and peers			
Your family			
Your culture			
Your religion			
Your community			
5 The influences that are most likely to hold you back from reaching your goals and enjoying your personal lifestyle choices are:			
6 Your strategy for dealing with the negative influences in your life is:			

You will need to write one or two paragraphs in each cell/row, so make sure that you allow yourself enough space when you duplicate the basic structure of the table.

For Number 1, think about your personal picture of success in the long term. You might try to picture the kind of lifestyle that you would like one day when you leave school. Do not, at this point, allow your influences to play a role in your thinking. Imagine that you were free of those influences to make any choice. These are the choices that would lead you to a contented life, as a unique individual.

For Number 2, think of the pictures of success that the different influences in your life present. For example, the media might present the idea to you that you should be thin and athletic, sexually confident and popular. Think about the different areas of your life that are listed, and write down how each of these present you with their own picture of success. Try not to judge at this point whether these pictures of success are good or bad; just write them down as you think they are presented to you. Another way of thinking about it is to ask yourself, "When would they consider me successful?"

For numbers 3 and 4, judge the influences that affect your lifestyle choices. Here you must write down what is good or bad about each influence. Think about the things that will support you to make your lifestyle choices or that might hold you back. You might also find that an influence affects only one of your lifestyle choices negatively, but it supports your other choices. Write this down. Or you might find that there are no negative/positive influences in a particular area. Write that down.

For Number 5, write down which problem areas you can identify. These are influences that are likely to hold you back.

Think about how you can reach your dreams in spite of the problem areas that you identified. You will probably write three or four paragraphs. This is important, so think about it carefully and realistically.

You will be assessed according to the checklist below.

	Criteria for assessment	Mark out of 10
1	Learner was able to describe his or her personal picture of success that influences his or her lifestyle choices.	
2	Learner was able to describe the picture of success in each of the areas that influence him or her.	
3	Learner was able to describe how the influences affect his or her personal lifestyle choices positively.	
4	Learner was able to describe how the influences affect his or her personal lifestyle choices negatively.	
5	Learner was able to describe the influences that are most likely to hold him or her back.	
6	Learner was able to describe a realistic, well-considered strategy.	
7	General effort and level of thinking/introspection: Learner has tried to think carefully and realistically about his or her situation, and has presented a piece of work that shows maturity and understanding of the issues surrounding personal lifestyle choices.	

Total: 70 marks

Additional assessment: Term 1 PET

Name: _____ **Class:** _____

Perform strength exercises

Your teacher will plan a circuit in which certain core-strengthening exercises are required. You will be assessed on your ability to perform these exercises. The following rubric will be used.

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 strength exercises.

Total: 30 marks

Additional assessment: Term 2 Formal assessment

Name: _____ **Class:** _____

Mid-year exam

Section A: 25 marks

Question 1: Match the column (10 marks)

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

Column A		Column B	
1.1	Sharpeville Massacre	A	Women's Day
1.2	Umkhonto we Sizwe was established	B	Workers' Day
1.3	1 May	C	Heritage Day
1.4	Not celebrated in South Africa	D	Youth Day
1.5	Hector Pieterson died	E	Freedom Day
1.6	9 August	F	Africa Day
1.7	18 July	G	World Aids Day
1.8	1 December	H	Nelson Mandela day
1.9	Free and fair elections were held	I	Human Rights Day
1.10	Cultural diversity is celebrated	J	Reconciliation Day

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: Multiple choice (4 marks)

2.1 The name of South Africa's Public Protector who retired in 2017, is …
- A Edmund Burke
- B Lesego Motsepe
- C Manto Tshabalala-Msimang
- D Thuli Madonsela

2.2 The name of a self-proclaimed HIV/Aids ambassador is …
- A Edmund Burke
- B Lesego Motsepe
- C Manto Tshabalala-Msimang
- D Thuli Madonsela

2.3 The name of the person who said "Evil triumphs when good men do nothing" is
- A Edmund Burke
- B Lesego Motsepe
- C Manto Tshabalala-Msimang
- D Thuli Madonsela

2.4 The name of the former health minister who promoted a beetroot and garlic diet in the treatment against HIV/Aids is …
- A Edmund Burke
- B Lesego Motsepe
- C Manto Tshabalala-Msimang
- D Thuli Madonsela

Question 2:

Write your answers in the table below:

2.1	
2.2	
2.3	
2.4	

Question 3: Fill in the missing word (6 marks)

3.1 It is the duty of ..... to provide a safe working environment. (1)

3.2 The South African Labour ..... indicates that employees have a shared responsibility for health and safety in the workplace. (1)

3.3 This means that employees need to identify dangers if they see them and ..... these to their employers. (1)

3.4 Workers must act responsibly at work and support employers in making the workplace ...... (1)

3.5 To ensure safety, workers must wear ..... clothing when necessary. (1)

3.6 In order to achieve the targets in a company, an employer needs his or her employees to .... during working hours. (1)

Question 4: Options after Grade 9 (5 marks)

4.1 What qualification can you study for after Grade 9 instead of completing Grades 10 to 12 at school? (1)

4.2 If you study for this qualification (the alternative option to staying in school), where will you do the theory and practical parts of the course? (2)

4.3 How long does it take to complete this qualification (the alternative option to staying in school)? (1)

4.4 How many subjects must you study to get this qualification (the alternative option to staying in school)? (1)

Section B: 25 marks

Question 5: World of work (6 marks)

5.1 List three skills that you develop at school that you will need in the workplace. (3)

5.2 List three opportunities that you will find in the workplace apart from earning money. (3)

Question 6: Influence of media on personal lifestyle choices (10 marks)

6.1 What is the media? (1)

6.2 Give examples of two forms of visual media. (2)

6.3 Why should teenagers beware of the influence of the media on their personal lifestyle decisions? (3)

6.4 What does it mean to be discerning? (2)

6.5 Give two hints that teenagers can apply to be discerning with regard to the influence of the media on their lives. (2)

Question 7: Strategies for dealing with unhealthy sexual behaviour (9 marks)

Your friend is going on her first-ever date. On the phone, she asks your opinion about what she should wear. Then you talk about what she should do if the boy wants to have sex at the end of the evening. Your friend says that she is not ready. She says, "If he makes any funny moves, I'm calling you to come help me. Do you think your brother will come to pick me up in his car if I pay for his petrol?"

7.1 What suggestions can you make to help your friend stay safe on her first date? (6)

7.2 What is abstinence, and why is it a good strategy? (3)

Section C: 20 marks

Answer TWO of the three questions.

Question 8: The rights of disabled people (10 marks)

What are the rights of disabled people in South Africa and how is the government working to protect those rights?

Question 9: Case study about the rights of employees (10 marks)

Sarah often has to remind her employer to pay her weekly wage. Sometimes he says that he can only pay her if there is enough money in the till, and if there is not, she must wait until Monday. Sarah got the job two months ago. There was a sign on the butchery window saying “Cashier needed”, so she went inside and asked about it. She started right away and has never signed any papers. Although she was employed as a cashier, the shop owner often asks her to cut up meat when the butchery is empty. Sarah is a bit scared of the big electric saw, but she is too scared to say no to her employer. She needs the job.

Imagine that you could advise Sarah about the basic conditions of employment. Explain to her what the South African Labour Guide says to ensure that she is being treated fairly.

Question 10: The consequences of teenage pregnancy (10 marks)

Shireen is 15 and six months pregnant. She is excited because she thinks that having a baby will make people treat her more like a grown-up, and that her boyfriend will not leave her now that she is pregnant. Besides, the government grant will give them money, so she will finally have some cash to buy new clothes and go to the movies. Life is good!

Imagine that you can explain to Shireen what the consequences of teenage pregnancy are.

Total: 70 marks

Additional assessment: Term 2 PET

Name: _____ **Class:** _____

Dribble a ball

You must dribble the ball, showing the correct technique. The following rubric will be used 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 dribble a ball, demonstrating the correct technique.

Total: 30 marks

Additional assessment: Term 3 Formal assessment

Name: _____ **Class:** _____

Task: Project

For this project, you will research a job that interests you. You will need to find information outside of class time, but you must make/prepare your brochure in class time.

Instructions

- You will need three A4 sheets of paper, which you must fold in half to make a booklet that consists of a front cover, six A5 pages and a back cover.
- Write the title of the career/job down on the cover of your booklet.
- On the first page (inside the cover page), write the following down: the interests and abilities that a person would have who wants to do this job, and why you think that this job is suited to your interests and abilities.
- On the second page, write a brief job description, including the duties that a person must perform who holds this job. Also write down the duty that you think you would enjoy the most and the one that you think you will not enjoy much at all.
- On the third page, paste or draw a picture of a person who does this job. If possible, include more than one picture.
- On the fourth page, describe the work environment and dress code that are suitable for a person in this job.
- On the fifth page, describe the academic requirements needed to do the job, including whether you need to study or get on-the-job training. Include the cost of education for the job. Also state what school subjects are needed to qualify for the job.
- On the sixth page, describe the average salary earned at entry-level in this job, promotion opportunities, other opportunities for lifelong learning and the benefits that you can expect.
- On the back of your brochure, write your name.

You will be assessed using the marking grid on the next page.

Assessment criteria	Mark out of 10
1 The learner folded the brochure correctly and wrote the title of the career/job down on the cover; booklet/brochure was presented neatly.	
2 The learner described the interests and abilities that a person would have who wants to do this job, and why he or she thinks that he or she is suited to the job.	
3 The learner gave a brief job description, including the duties that a person must perform who holds this job. He or she also wrote down the duty that he or she likes and dislikes most.	
4 The learner pasted or drew a picture of a person who does this job.	
5 The learner described the work environment and dress code that are suitable for a person in this job.	
6 The learner described the academic requirements needed to do the job, including whether he or she needs to study or get on-the-job training, the cost of education for the job and school subjects.	
7 The learner described the average salary earned at entry-level in this job, promotion opportunities, other opportunities for lifelong learning and the benefits that he or she can expect.	

Total: 70 marks

Additional assessment: Term 3 PET

Name: _____ **Class:** _____

Make a sling for arm injuries

You must make a sling for arm injuries, demonstrating the correct technique.

The following rubric will be used 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 must demonstrate the ability to make a sling, following the steps listed below.

Step 1: Place the triangular bandage under the injured arm with the point of the bandage placed at the injured elbow.

Step 2: Gently wrap the lower end of the bandage around the injured arm.

Step 3: Tie a knot behind the person's neck. The knot should be closer to the injured side and not in the centre of the neck. The arm should rest in the sling at a 90°angle.

Total: 30 marks

Additional assessment: Term 4 Formal assessment

Name: _____ **Class:** _____

End-of-year exam

Section A: 25 marks

Question 1: Multiple choice (4 marks)

1.1 Which career will NOT benefit from studying Geography?
- A food technologist
- B soil scientist
- C demographer
- D archaeologist

1.2 Which subject can you NOT choose at school?
- A English Home Language
- B English Second Additional Language
- C English Foreign Language
- D English First Additional Language

1.3 Which of the following statements is false?
- A In the FET Phase, you have a choice between Mathematics and Mathematical Literacy.
- B If you want to study to be a doctor, you must take the Mathematical Literacy option.
- C If you want to study to become an engineer, you must take the Mathematics option.
- D You should research your study options and think about what career you want to follow before you choose between Mathematics and Mathematical Literacy.

1.4 Which option is false? In the FET Phase, you can choose …
- A to study additional languages if your school offers them.
- B to study extra subjects.
- C any amount of subjects that your school offers.
- D three subjects from a range that your school offers.

Question 1:

Write your answers in the table below:

1.1	
1.2	
1.3	
1.4	

Question 2: Fill in the missing word (4 marks)

2.1 ..... and ..... are the only two countries in the world where the number of deaths by gun violence is more than road deaths. (2)

2.2 Each day the news in the newspapers and on television and radio is filled with incidents of political and taxi conflicts, crimes and domestic violence incidents involving guns; as a result, many South Africans are ..... indirectly. (1)

2.3 A person who is paralysed from the neck down is called a ..... . (1)

Question 3: Match the columns (4 marks)

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

Column A		Column B	
3.1	Creative activities	A	Computer technician
3.2	Physical work	B	Computer programmer
3.3	Practical activities	C	Web designer
3.4	Analytical work	D	Fitness instructor

Column A	Column B
3.1	
3.2	
3.3	
3.4	

Question 4: Answer questions on volunteering (13 marks)

4.1 Give two examples of ways in which you can volunteer your skills in your community. (2)

4.2 What is a community? (2)

4.3 How can community members volunteer their time to reduce crime? (3)

4.4 What does the following statement mean: “Volunteer organisations work to improve social and environmental health and to promote sustainable development”? (6)

Section B: 25 marks

Question 5: Time management (8 marks)

Farahnaaz is always tired, running from one activity to the next, and she never seems to get everything done. “Mom, is Grade 9 supposed to be so busy?” she sighs. “Well, perhaps it would help you to reconsider your time management,” her mom replies. Farahnaaz looks puzzled, “Time management; what’s that?”

5.1 What is time management? (2)

5.2 Explain how Farahnaaz can implement time management for the year. (6)

Question 6: Violence (10 marks)

"The South African government carried out a survey through the Centre for the Study of Violence and Reconciliation on the nature of crime in South Africa. The results of the study showed that South Africans are exposed to high levels of violence as a result of different factors."

6.1 Why does violence occur in South African families and communities? (5)

6.2 Why is crime against women and girls such a big problem in South African communities, and why is it so difficult for the police to do something about it? (5)

Question 7: Study funding (7 marks)

7.1 Which learners can apply to the National Student Financial Aid Scheme? (3)

7.2 Who funds the National Student Financial Aid Scheme? (1)

7.3 What is the great advantage of using the National Student Financial Aid Scheme, rather than another form of study funding? (1)

7.4 What is a contract bursary? (2)

Section C: 20 marks

Answer TWO of the three questions.

Question 8: Religions and peace (10 marks)

Do you agree that religion has had a big impact on peacekeeping efforts in South Africa? Explain your answer.

Question 9: Three styles of managing conflict (10 marks)

When conflict happens, there are three ways in which you can respond. Discuss them, and say whether you think each one is a good or a bad way of handling conflict.

Question 10: Handling your emotions in a difficult situation (10 marks)

If something happened that made you feel really angry and helpless, for example a close family member is hijacked or attacked, you would have to find a way of handling your emotions.

Explain why we need to learn to handle our emotions, and give some guidance (hints/tips) on how people can handle their emotions in a difficult situation.

Total: 70 marks

Additional assessment: Term 4 PET

Name: _____ **Class:** _____

Perform some basic cardio kickboxing

You must demonstrate that you are able to perform some basic cardio kickboxing and can use the correct technique.

You will be assessed with the following rubric.

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 some basics of cardio kickboxing, demonstrating the correct techniques.

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 "**E**at **A**n **A**pple **A**s **A** **N**ice **S**nack" 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

TEACHER NOTES

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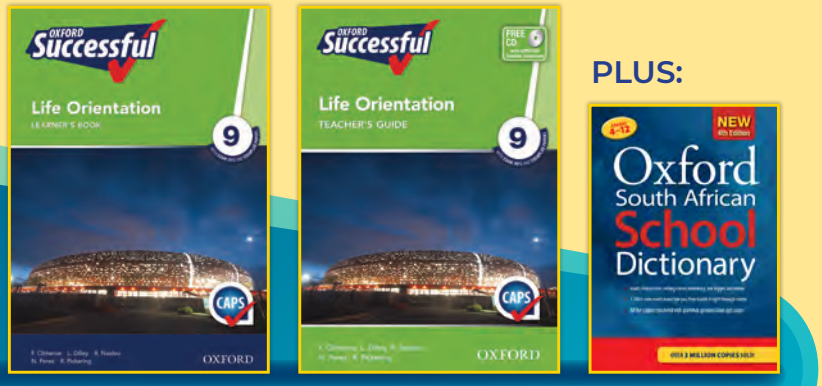

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