



Western Cape  
Government

Education



Adapted Curriculum and Assessment Policy Statement  
for  
Schools of Skills  
and Schools with Skills Units

# Life Skills and Physical Education

Year 1, 2, 3 and 4

2013

## **PREFACE TO THE ACADEMIC CURRICULUM**

This Curriculum and Assessment Policy Statement has been adapted to meet the needs of learners who experience barriers to learning and who have been placed in a School of Skills. It has been designed to enable learners who continue their schooling at a School of Skills to develop to their potential based on a curriculum that supports their cognitive ability.

The curriculum content and skills are set out as an Annual Teaching Plan (ATP). It is an exemplar for the sequencing and pacing of teaching, learning and assessment per term across the four years and is based on the curriculum as developed with teachers. It is aligned to the content and skills within the National Curriculum Statement (NCS), Curriculum and Assessment Policy Statements (CAPS) for the Foundation and Intermediate Phase.

Year One is an orientation year where learners do a baseline assessment at the start of the year to identify the content gap they experience in both Home Language and Mathematics. These results will inform the level of intervention for these two subjects. Learners in Year One will complete a post assessment at the end of the year to determine if any progress has been made during the year.

Teachers identify the appropriate curriculum level as indicated in the Home Language and Mathematics curriculum document when starting to teach. Learners may progress across the levels within a year or across years as they demonstrate their competence in Home Language and Mathematics.

Life Skills, Physical Education and Creative Arts follow a four year programme and all learners engage with these subjects from Year One. Natural Sciences and Technology will start from Year Two.

It is envisaged that all learners in a School of Skills will exit the school with an appropriate Certificate of Attainment endorsed by the WCED. It is hoped that this certificate will enable them to access further or higher education or to be part of the world of work.

## **ACKNOWLEDGEMENT**

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## SECTION 1

### INTRODUCTION TO THE ADAPTED CURRICULUM AND ASSESSMENT POLICY STATEMENT

#### 1.1 Overview

General aims of the South African Curriculum

- (a) The *National Curriculum Statement Grades R - 12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.
- (b) The National Curriculum Statement Grades R - 12 serves the purposes of: equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
  - o providing access to higher education;
  - o facilitating the transition of learners from education institutions to the workplace; and
  - o providing employers with a sufficient profile of a learner's competences.
- (c) The National Curriculum Statement Grades R - 12 is based on the following principles:
  - o Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
  - o Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
  - o High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
  - o Progression: content and context of each grade shows progression from simple to complex;
  - o Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R – 12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
  - o Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
  - o Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

- (d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:
- identify and solve problems and make decisions using critical and creative thinking;
  - work effectively as individuals and with others as members of a team;
  - organise and manage themselves and their activities responsibly and effectively;
  - collect, analyse, organise and critically evaluate information;
  - communicate effectively using visual, symbolic and/or language skills in various modes;
  - use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
  - demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

(e) Inclusion and the National Curriculum Statement

Education White Paper 6 - Special Needs Education: Building an Inclusive Education and Training System commits the state to the achievement of equality, non-discrimination and the maximum participation of all learners in the education system as a whole. Education White Paper 6 makes it an imperative that the education and training system must change to accommodate the full range of learning needs, with particular attention to strategies for instructional and curriculum transformation (Department of Education, 2001 p. 11). These principles also underlie the new Curriculum and Assessment Policy Statement (CAPS). One of the most significant barriers to learning is the school curriculum. Barriers to learning arise from the different aspects of the curriculum such as the content, the language, classroom organisation, teaching methodologies, pace of teaching and time available to complete the curriculum, teaching and learning support materials and assessment (Department of Education, 2001, p.19). In responding to the diversity of learner needs in the classroom, it is imperative to ensure differentiation in curriculum delivery to enable access to learning for all learners. All schools are required to offer variations in mode of delivery and assessment processes to accommodate all learners. Respecting diversity implies a belief that all learners have the potential to learn.

Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

## 1.2 Background to curriculum adaptation and differentiation

The right of every child to access quality education is enshrined in South Africa's Constitution. In 2001, the Minister of Education launched Education White Paper 6, the Policy on Inclusion, which spells out how barriers to learning should be removed from, and how inclusive education should be gradually introduced into the entire education system.

Learners who experience barriers to learning need to be able to exit school with an appropriate certificate of attainment, which would enable them to access further or higher education or to be part of the world of work.

The profile of a learner placed in a Special School: School of Skills, which offers an adapted curriculum programme may be identified by the following characteristics:

The learner

- is 14 or 15 years old
- has received extensive, documented support in the mainstream school
- experiences moderate cognitive barriers to learning which cause very poor scholastic progress. The learner's lack of progress may be so severe that he/she will only be able cope on a Foundation Phase level
- is not severely or profoundly intellectually disabled
- does not experience serious behavioural learning barriers
- may experience a short attention span
- may have a very poor reading ability
- attends school regularly, but does not reap the benefits of the curriculum in spite of support efforts
- may have spent more time in both Foundation and Intermediate Phase, without showing significant improvement
- is usually functioning 2 years and more below his/her age cohort and is seriously at risk of leaving school early, without attaining skills to enter the world of work successfully
- will benefit by a vocational / practical approach to the curriculum
- will develop skills in order to be able to enter the job market.

These learners have the right to follow an adapted and differentiated curriculum to achieve their academic goals. The academic curriculum content must not be seen as a "watered down" version of the mainstream curriculum, but an accurate as possible reflection of the learner's functioning level. Therefore each learner should have access to the standard of assessment best suited to his/her needs. The curriculum should be offered in flexible groups to allow straddling to take place. Each learner should be respected as an individual with unique strengths and barriers to learning. These learners must further be afforded the opportunity to achieve in areas where they can be successful, such as learning a skill. In the majority of cases it has been found that learners, who do not achieve academically, often benefit and excel through learning a skill. Thus teachers have an important responsibility to make sure that all learners from whatever background are appropriately catered for in the learning environment.

In this instance teachers are therefore required to monitor their own beliefs, attitudes and behaviours when responding to learners. They should consider the unique needs of learners when designing and placing learners in appropriate learning programmes. It is expected that teachers together with the parents must ensure that learners participate in academic and skills programmes that helps them achieve to the best of their abilities.

### **1.3 The introduction of the Skills Qualification**

This is a new way of thinking to provide for learners who are not able to reach their full potential in mainstream schooling. The proposed Skills Qualification aims to offer learners with special needs an alternative learning pathway that:

- Is standardised across the schools offering skills curricula
- Is aligned with curriculum policies and relevant skills
- addresses the learner's need to experience success by building on the strengths of the learner rather than focusing on deficits
- determines the appropriate placement of the learner in a specific pathway of learning
- provide the learner with a qualification in a chosen field of work and
- provide the employer with appropriate information.

The purpose of this skills qualification is to provide an adapted curriculum which may lead to a further qualification at a later stage. Alternate methods of teaching and assessments based on alternate attainment of knowledge (content, concepts and skills), for learners who experience moderate cognitive learning barriers forms part of the skills qualification. It must allow learners to acquire knowledge and skills that are aligned to the world of work. Each skills course is based on defined concepts and skills to provide learners with a passport to life-long work and citizenship. The adapted skills curriculum is aligned to existing SAQA qualifications so that it can be recognised in the workplace, for Recognition of Prior Learning (RPL).

### **1.4 Time Allocation**

Teaching and learning within a five day cycle is 27½ hours. It is envisaged that 50% of the notational time be allocated to skills training with sufficient learning and practice time to develop skilled routine work competence.

The table below proposes the possible instruction time and credits allocated per subject in an academic year for a learner to be considered for a skills qualification.

Subject	Time allocation per week Example: (periods in minutes per week)	Credits <sup>1</sup>
<b>Fundamentals:<sup>2</sup></b>		
1. Home Language (Level 1, 2, or 3)	5x45min (Could be 4 periods in Y 2.3.4)	14 Credits
2. First Additional Language	2x45min (Could be 3 periods in Y 2.3.4)	12 Credits
3. Mathematics (Level 1, 2 or 3)	4x45min	14 Credits
<b>Core:<sup>3</sup></b>		
1. Life Skills (EMS and SS)	4x45min	14 Credits
2. Natural Sciences and Technology (Not in year 1)	1x45min	2 Credits
3. Creative Arts	1x45min	2 Credits
4. Physical Education / Sport	1x45min	2 Credits
<b>Electives:</b>		
1. Skills:	18x45min	60 Credits

List of 19 electives	
Developed in 2011	Developed in 2012
Ancillary Health Care	Automotive Repair and Maintenance
Art and Crafts	Automotive Spray Painting
Hairdressing	Beauty and Nail Technology
Automotive Body Repair	Maintenance
Bricklaying and Plastering	Housekeeping
Basic Welding and Metal Work	Needlework and Clothing
Mixed Farming	Basic Sheet Metal Work
Hospitality Studies	Upholstery
Early Childhood Development	Woodworking
Office Administration	

## 1.5 A Learning Programme

The *National Strategy on Screening, Identification, Assessment and Support (SAIS)* will be used to determine whether a learner is eligible to follow an **adapted curriculum and assessment programme** in a special school. Learners will complete a four year learning programme

- YEAR 1: A bridging year to support learners in the academic programme based on pre-testing and post-testing. Learners will be exposed to a minimum of two different skills to determine their strengths as well as their interests. Natural Sciences and Technology will not be offered in year 1. Formal recorded assessment only for Languages and Mathematics in year 1.
- YEAR 2: Teaching and learning is based on needs identified in post testing, and learner's selected skill from orientation year.

<sup>1</sup> A credits is based on 10 hours of notional time calculated on 32 weeks per academic year

<sup>2</sup> The curriculum will focus on the full band within the GET curriculum CAPS

<sup>3</sup> The curriculum will focus on the full band within the GET curriculum CAPS

- YEAR 3: Teaching and learning is based on learners' needs, and learners continue with selected skill.
- YEAR 4: Teaching and learning is based on learners' needs, and learners continue with selected skill.

<b>A LEVEL 1 QUALIFICATION</b> (120 credits <sup>4</sup> per year) (A four year learning programme)							
<b>ACADEMIC</b> CAPS (adapted Grade R-9) 50% of contact time						<b>SKILLS</b> SAQA ALIGNED 50% of contact time	
<b>APPLIED KNOWLEDGE</b>							
<b>FUNDAMENTAL</b> 40 Credits			<b>CORE</b> 20 Credits				<b>ELECTIVE</b> 60 Credits
Language: Home level 1	Language: First Add	MATHS level 1	Life Skills / LO With (SS & EMS)	Natural Sciences & Technology	Creative Arts	Physical Education / Sport	Year 1: 2+ skills
Or level 2		Or level 2					Year 2: 1 skill
Or level 3		Or level 3					Year 3: 1 skill
14 credits	12 credits	14 credits	14 credits	2 credits	2 credits	2 credits	60 credits
							Year 4: 1 skill

<sup>4</sup> One (1) credit equals 10 hours of notional time

## SECTION 2

### INTRODUCTION TO LIFE SKILLS

#### 2.1 What is Life Skills?

Life Skills deals with the holistic development of the learner throughout childhood. It equips learners with knowledge, skills and values that assist them to achieve their full physical, intellectual, personal, emotional and social potential. The subject encourages learners to acquire and practice life skills that will assist them to become independent and effective in responding to life's challenges and to play an active and responsible role in the society. (CAPS, Intermediate Phase, DBE, 2011)

#### 2.2 The purpose of Life Skills in the School of Skill Curriculum

The purpose of Life Skills is to teach the learner social skills. The curriculum will prepare the learner for real life situations. The engagement with the topics will assist the learner to build positive values, change misconceptions about life issues and to encourage the learner to live for a meaningful life.

#### 2.3 Aims of the Life Skills

Life Skills aims to:

- (i) guide learners to achieve their full physical, intellectual, personal, emotional and social potential;
- (ii) teach learners to exercise their constitutional rights and responsibilities and to respect the rights of others;
- (iii) guide learners to make informed and responsible decisions about their health and environment;
- (iv) develop creative, expressive and innovative individuals;
- (v) develop skills such as self-awareness, problem-solving, interpersonal relations, leadership, decision-making, and effective communication.

(Adapted: CAPS, Life Skills grades 4-6, DBE, 2011)

## SECTION 3

### PLANS FOR TEACHING

#### YEAR 1: TERM 1

Week	Topic/ Sub-topic	Content	Method/ activities
1		<b>BASELINE ASSESSMENT</b>	
2	Self-knowledge	⇒ Identity: <ul style="list-style-type: none"> <li>• Who am I?</li> <li>• Understands own role in the family.</li> <li>• Identify own skills, talents, abilities and accomplishments.</li> </ul>	Produce a self-mapping collage/mind map of all characteristics and qualities of the person. Use magazines and newspapers as resources.
3	Self- knowledge	<ul style="list-style-type: none"> <li>• Discuss respect for self and for others.</li> <li>• Show understanding a range of emotions.</li> <li>• Demonstrate how to manage conflict.</li> </ul>	Use role play to show different emotions. Show steps of conflict management.
4	Healthy living	<ul style="list-style-type: none"> <li>• Discuss how to keep the body germ free.</li> <li>• Know clean and healthy lifestyle habits, i.e. washing of hands etc.</li> </ul>	Show pictures/ video/ and illustration of germs infestation etc.
5	Healthy living	<ul style="list-style-type: none"> <li>• Know what a balanced diet is:               <ul style="list-style-type: none"> <li>◦ Food pyramid</li> </ul> </li> </ul>	Demonstration: Learners categorise food types on various levels on the food pyramid.
6	Sexuality	<ul style="list-style-type: none"> <li>• Explain the preferences of male and females within the community i.e. customs of female and male roles.</li> <li>• Know the development of the body.</li> </ul>	Focus on cultural roles for male and females.
7	World of work	⇒ Do a career self-exploration programme.	Use Pace Career questionnaire Be realistic with what you can become based on your skills and abilities. DREAM BIG.
8	Safety and security	⇒ Demonstrate safety <ul style="list-style-type: none"> <li>• at home</li> <li>• school</li> <li>• workshop</li> </ul>	Use real life scenarios to demonstrate issues of safety.
9	Personal Finances	⇒ Explain sources of personal income & budgeting. <ul style="list-style-type: none"> <li>• Explain the concepts of: Income, expenses, savings, budget etc.</li> <li>• Identify ways and means in which households earn income e.g. (salaries, wages etc.)</li> <li>• Explain how to plan spending and saving from income (budget).</li> <li>• Draw up a personal budget.</li> </ul>	Learners should draw up an elementary budget from their personal income/parent's income.
10		Assessment	

## ANNUAL TEACHING PLAN

### YEAR 1: TERM 2

Week	Topic/ Sub-topic	Content/Context	Method/ activities
1	People and places	<p>⇒ Where I live:</p> <ul style="list-style-type: none"> <li>• Demonstrate how to draw a sketch map of a local area to explain the route, i.e. travelling from home to school.</li> <li>• Able to explain the route you will be travelling from home to school</li> <li>• Explain compass directions: North, south, east and west.</li> </ul>	Write sentences telling someone where to go using words like "right, left, north, south, east and west etc."
2	Sexuality and HIV/ Aids	<ul style="list-style-type: none"> <li>• Explain child abuse</li> <li>• AIDS: Know how the virus gets into your body.</li> </ul>	Use third person approach: A story / scenario / case study.
3	Healthy living	<ul style="list-style-type: none"> <li>• Drug awareness program: Identify the locally available illegal drugs i.e. dagga, tik &amp; cocaine etc.).</li> <li>• Discuss the produces and suppliers of illegal drugs.</li> <li>• Explore gangs and drugs.</li> </ul>	Introduce a drug awareness programme. Negotiate with learners the terms and conditions for this discussion.
4	Democracy and Human Rights	<ul style="list-style-type: none"> <li>• Explain the Bill of Rights including rights and responsibilities</li> <li>• Introduce the concept "diversity (tolerance and respect), culture, multi-culture".</li> <li>• Know what culture and multicultural aspects of our society</li> <li>• Cultures: Know the concepts: <ul style="list-style-type: none"> <li>○ Tolerance and respect</li> </ul> </li> <li>• Understand the concept "relationships": Positive and negative</li> <li>• How to set boundaries: Rules, time limits, routines.</li> <li>• Know what bullying is and how to avoid it.</li> </ul>	<p>Use the Constitution of South Africa to explain Human Rights. Talk about what rights you think all children should have. Children have rights AND responsibilities.</p> <p>Use case studies /scenarios</p>
5	Relationships	<p>⇒ Discuss relationships:</p> <ul style="list-style-type: none"> <li>• Identify factors that cause negative relationships.</li> <li>• Focus on healthy relationships in terms of well-being and positive interactions.</li> <li>• Foster relationships within a group and how the group deals with diversity.</li> <li>• Define a group - it is a number of people with a common purpose.</li> <li>• Discuss the rules in a group.</li> <li>• Discuss leadership roles</li> <li>• Discuss the purpose of groups</li> </ul>	<p>Different relations are identified, i.e. friendship, intimate (sexual) family, religion and community organizational relationships.</p> <ul style="list-style-type: none"> <li>- Explain: What is a "healthy relationship"?</li> <li>- Characteristics of a healthy relation is identified and its contribution towards wellbeing and positive interactions.</li> <li>- Likewise, unhealthy relationships are explained with its own consequences.</li> </ul>

Week	Topic/ Sub-topic	Content/Context	Method/ activities
6	People and places	⇒ Use maps and photos to identify where people live: <ul style="list-style-type: none"> <li>• Settlements</li> <li>• Rural settlements</li> <li>• Urban Settlements</li> </ul>	Use different sources to explain the concepts: <ul style="list-style-type: none"> <li>• Settlements</li> <li>• Rural settlements</li> <li>• Urban settlements</li> </ul>
7	People and places	⇒ Identify jobs people do in different places: <ul style="list-style-type: none"> <li>• Office</li> <li>• Shops</li> <li>• Factories</li> <li>• Schools</li> <li>• Hospitals</li> <li>• Clinics</li> <li>• Self-Employment</li> </ul>	People in different jobs are depicted and questions are being discussed: <ul style="list-style-type: none"> <li>• What job does the person do?</li> <li>• In which type of settlement can each of these jobs be found?</li> <li>• Can you think of a few other jobs that people do that are not shown?</li> </ul>
8	Personal Finances	⇒ Explain how to plan spending and savings from income (budget) ⇒ Distinguish between savings and investments <ul style="list-style-type: none"> <li>• Discuss the different products for savings and investments.</li> <li>• Solve real-life problems and make decisions related to savings and investments</li> </ul>	List needs and wants. Draw up a personal budget to see whether you can satisfy your needs without overspending.
9	Safety and security	⇒ Demonstrate how to extinguish fires <ul style="list-style-type: none"> <li>• Show the fire triangle with regards to elements of fire: heat, fuel, oxidation agent.</li> <li>• Discuss basic principles of extinguishing a fire and how to remove one of the fire elements.</li> </ul>	Demonstration of fire extinguishing equipment Know the drill to fight various fires: sand, water etc.
10		Assessment	

## ANNUAL TEACHING PLAN

### YEAR 1: TERM 3

Week	Topic/Sub-topic	7	Method/ activities
1	Sexuality and relationships	<ul style="list-style-type: none"> <li>Be aware of risky behaviour: i.e. the dangers of experimentation.</li> </ul>	Name risky behaviours. Explain things that people do that can land them into trouble.
2	Healthy living	<ul style="list-style-type: none"> <li>Show the relationship between the basic functions of the human body and its organs and personal hygiene.</li> </ul>	Various systems: <ul style="list-style-type: none"> <li>- Skeletal – bone system and keep the body rigid.</li> <li>- Blood circulatory – blood transport system- from heart to lungs-to heart – to rest of the body</li> <li>- Respiratory – oxygen system- lungs and diffusion into blood via lung capillaries into blood stream – to working organs.</li> <li>- Skeleton Muscles- responsible for movement</li> <li>- Skin- protect the body against foreign objects</li> <li>- Intestine- Metabolic system – food system where nutrition take place</li> </ul>
2	Self-knowledge	<ul style="list-style-type: none"> <li>Identify personal characteristics that promote positive self-esteem and self-image.               <ul style="list-style-type: none"> <li>o What is self-esteem?</li> <li>o How you value yourself - do you have a high regard for yourself?</li> </ul> </li> </ul>	Share in groups unique qualities – this will help acceptance and self esteem Self-esteem is a term used in <u>psychology</u> to reflect a <u>person's</u> overall evaluation or appraisal of his or her own worth. (Wikipedia 2010)
3	Leadership	⇒ Leaders: <ul style="list-style-type: none"> <li>Define leadership and why do we need leaders</li> <li>Qualities of a good leader</li> <li>Discuss the responsibilities of a class leader</li> </ul>	A good leader: <ul style="list-style-type: none"> <li>- Listens to people</li> <li>- Is a servant of the people and works for the good of others</li> <li>- Works with a team</li> <li>- Has courage</li> <li>- Is brave</li> <li>- Is dedicated and is wholeheartedly committed to others</li> <li>- Is prepared to sacrifice or give up something for the sake of others</li> </ul>

Week	Topic/Sub-topic	7	Method/ activities
4	The work place	<ul style="list-style-type: none"> <li>• Discuss behaviour and attitudes in different work environments.</li> <li>• Discuss ethical behaviour. Focus on: <ul style="list-style-type: none"> <li>○ Morality</li> <li>○ Principles</li> <li>○ Dignity.</li> </ul> </li> </ul>	Identify acceptable and unacceptable behaviours in a range of situations.
5	Diversity	<p>Discuss the concept of diversity: Different cultures.</p> <ul style="list-style-type: none"> <li>• What is a culture? – Norms and values of a particular group of people. Main cultural features of the different cultures, i.e. dress, religion, customs and practices.</li> <li>• Discuss the different cultures in South Africa and means to enhance tolerance and acceptance in relationships.</li> <li>• The eleven official languages</li> </ul>	<p>Work in groups, allocate a particular culture to a group and ask groups to research the dress, religion, customs and practices of cultures</p> <p>Report back and share info with the whole class.</p>
6 - 7	Needs and Wants	<p>⇒ Explain and list basic needs of</p> <ul style="list-style-type: none"> <li>• Individuals</li> <li>• Families</li> <li>• Communities</li> <li>• Countries</li> </ul> <p>⇒ Distinguish between primary and secondary needs</p> <p>⇒ Explain and discuss the problem of scarcity unlimited wants; limited resources to satisfy needs and wants</p>	<p>Learners can be asked to collect pictures of different kinds of needs.</p> <p>Categorise into primary and secondary needs</p> <p>Linked the problem of scarcity to budgeting Explain to learners how adults and they can satisfy their needs and wants by drawing up a budget. Emphasize the importance of not overspending</p>
8	Safety and security	<ul style="list-style-type: none"> <li>• Perform a practical drill-work on different emergency situations in the work place.</li> </ul>	Protocol for evacuation drills
9	Relationships	<ul style="list-style-type: none"> <li>• Discuss personal boundaries in a relationship with reference to own needs, desires, interests and values.</li> </ul>	<ul style="list-style-type: none"> <li>- What is a personal boundary? (Framework in which to operate)</li> <li>- Personal boundary (what you suppose to do and what not)</li> <li>- What you are allowed to do and say.</li> <li>- your parents or family do not allow you to become involved in gangster activities.</li> </ul>
10		Assessment	

# ANNUAL TEACHING PLAN

## YEAR 1: TERM 4

Week	Topic/Sub-topic	Content/Context	Method/ activities
1		<b>BASELINE ASSESSMENT</b>	
2	World of work	<ul style="list-style-type: none"> <li>• Perform an Personal Assessment Task:               <ul style="list-style-type: none"> <li>○ Aptitude: strengths and weakness.</li> </ul> </li> <li>• Do a career exploration task.</li> </ul>	The Pace exploration task could be used or a simplified version thereof.
3	Time management	<ul style="list-style-type: none"> <li>• Do practical examples of how to manage one`s time effectively. Focus on:               <ul style="list-style-type: none"> <li>○ Time and productivity;</li> <li>○ Procrastination; and</li> <li>○ Performing a task within a given time frame.</li> </ul> </li> </ul>	Use scenarios of time management. Draw up daily schedules and plans for a day.
4-5	Economic cycle	<p>⇒ Discuss households: Consumers &amp; Producers</p> <p>⇒ Define the concepts:</p> <ul style="list-style-type: none"> <li>• Household</li> <li>• Consumer</li> <li>• Producer</li> </ul> <p>⇒ Describe the role of households (family members) as consumers in the need satisfaction process.</p> <p>⇒ Describe the role of households (family members) as producers in the need satisfaction process</p> <p>⇒ Illustrate the flow of goods and services and money between households and businesses</p> <p>⇒ Formal and informal business</p> <ul style="list-style-type: none"> <li>• Describe the role of formal and informal businesses in society: e.g.               <ul style="list-style-type: none"> <li>○ Job opportunities</li> <li>○ Provision of services</li> <li>○ Satisfaction of needs</li> <li>○ Reduce poverty</li> </ul> </li> </ul> <p>⇒ Explain the concepts 'formal' and 'Informal business'</p> <p>⇒ Service</p> <p>⇒ Discuss examples of service business, it's role and purpose to the economy e.g. a doctor in private practice</p> <p>⇒ Trading</p> <p>⇒ Discuss trading as a type of business, it's role and purpose to the economy (e.g. spaza shops, flea markets, car boot sales, shops)</p> <p>⇒ Manufacturing</p> <p>⇒ Discuss manufacturing as a type of business, it's role and purpose to the economy (e.g. brickyard, bakery, factory etc.)</p>	<p>Educator uses arrows to indicate the flow of resources and services in the economic cycle. E.g. the flow of wages to households in exchange for labour; the flow of money to businesses in exchange for goods and services. Add flash cards' (arrows and explanations of the flow) to illustrate the different flows within the economic cycle. Emphasize that consumers can also be producers</p> <ul style="list-style-type: none"> <li>• Learners to list the different types of businesses in their community</li> <li>• Group into formal and informal businesses</li> <li>• Indicate whether it is a trading, manufacturing or service businesses</li> </ul>

Week	Topic/Sub-topic	Content/Context	Method/ activities
6	Sexuality and HIV/ AIDS	<p>⇒ Explain the concepts: "STIs", "STDs", "HIV", "AIDS" at a basic level.</p> <ul style="list-style-type: none"> <li>• STI- Sexually transmitted infection. This could be infection due to sexual intercourse. Normally course by a germ that can cause a disease.</li> <li>• Interpersonal skills that help to reduce the risk of sexually transmitted infections, including HIV Infection in terms of assertive communication, negotiation and decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>- Show pictures of STD conditions.</li> <li>- Discuss symptoms, causes, presentations, consequences if left untreated and prevention.</li> <li>- STD- Sexually transmitted disease such syphilis etc <ul style="list-style-type: none"> <li>o Assertiveness – Boldness, ie. Saying no!</li> <li>o Negotiation- Find the middle ground- meet each other half way.</li> </ul> </li> <li>- Decision making: way options, rank options and choose the best option.</li> </ul>
7	People and places	<p>⇒ Buildings in different places</p> <ul style="list-style-type: none"> <li>• Explain the different types of buildings and their uses <ul style="list-style-type: none"> <li>o Shops</li> <li>o Post office</li> <li>o Airport</li> <li>o Bank</li> <li>o Garage</li> <li>o Train station</li> <li>o Places of worship</li> <li>o Schools etc.</li> </ul> </li> </ul>	<p>Use sources of different types of building:</p> <ul style="list-style-type: none"> <li>• What do you think each building is used for?</li> <li>• Which settlement do you think these buildings can be found in?</li> </ul>
8	Safety & Security	<p>Discuss personal safety wrt to use of:</p> <ul style="list-style-type: none"> <li>o Tools;</li> <li>o Appliances;</li> <li>o Domestic equipment; and</li> <li>o Poisonous &amp; inflammable substances.</li> </ul>	<p>Use practical demonstration to illustrate dangers when working with domestic appliances.</p>
9 - 10		Assessment (Exam)	

## ANNUAL TEACHING PLAN

### Year 2: Term 1

Week	Topic/Sub-topic	Content	Method/ activities
1	Self-knowledge	<ul style="list-style-type: none"> <li>• Discuss how to respect the privacy of others.</li> <li>• Dealing(coping) with emotions.</li> </ul>	Use scenarios and case studies that illustrate respect for privacy.
2	Sexuality	<ul style="list-style-type: none"> <li>• Explain gender identity.</li> <li>• Identify and addressing abuse of children</li> <li>• Create awareness of abuse.</li> <li>• Know the steps of decision-making skill.</li> <li>• Understands the dangers of AIDS &amp; STI/STD.</li> </ul>	Use demonstrations and scenarios to expose learners to real life situations or use video/film/ drama to depict various situation of sexuality engagements.
3	Healthy living	<ul style="list-style-type: none"> <li>• Keep the body germ free: Environmental health risks:</li> <li>• Water: Understand the importance of the preserving this precious resource.</li> </ul>	Use sources to illustrate safe water for human consumption and use.
4	Entrepreneurship	⇒ What is an Entrepreneur <ul style="list-style-type: none"> <li>• Identify the characteristics (abilities and talents) of an entrepreneur</li> <li>• Analyse your Entrepreneurial Potential</li> </ul>	Use two case studies of successful entrepreneurs in own community and compare the characteristics and skills of the two entrepreneurs.  List the pros and cons of being an entrepreneur  Allow learners to complete an example of a characteristics survey
5	Safety and security	<ul style="list-style-type: none"> <li>• Identify safety challenges within the community.</li> <li>• Discus road safety.</li> </ul>	Learners determine own safety hazards within the community and on the roads.
6	People and places	<ul style="list-style-type: none"> <li>• Identify features (things that are noticeable and can be seen easily.)</li> <li>• Identify landmarks – structures or features of the land and town that help someone to get their destination.</li> <li>• Discuss the difference between man-made features and natural features.</li> </ul>	Use sources and answers the questions: <ul style="list-style-type: none"> <li>○ Choose a landmark or feature in the area and describe it.</li> <li>○ Where can it be found?</li> <li>○ Sketch your landmark in your workbook.</li> </ul>
7	Democracy and human rights	⇒ Discuss democracy/human rights. Background information: <ul style="list-style-type: none"> <li>• South Africa became a democracy for the first time 1994 after many years of struggle against apartheid.</li> </ul>	Use relevant sources to discuss the first democratic election of 1994.

Week	Topic/Sub-topic	Content	Method/ activities
8	Leaders	<p>⇒ Identify the quality of a good leader. Focus on:</p> <ul style="list-style-type: none"> <li>• The life and quality of Nelson Mandela</li> <li>• Sacrifices his freedom</li> <li>• Development as a leader</li> <li>• Becoming the first democratically elected South African president</li> </ul>	<p>Use a source on Nelson Mandela, i.e. Long Walk to Freedom</p> <ul style="list-style-type: none"> <li>○ Did Mandela enjoy growing up in the Transkei?</li> <li>○ He thinks that education was important. Why?</li> <li>○ When did he join the ANC?</li> <li>○ What important lesson did he teach us about freedom?</li> </ul>
9	Leaders	<p>⇒ Discuss the qualities of a good leader e.g. own community leaders</p> <ul style="list-style-type: none"> <li>• Ask and answer questions about the lives and qualities of good leaders</li> </ul>	<p>Discuss leaders in own community.</p>
10		Assessment	

## ANNUAL TEACHING PLAN

### Year 2: Term 2

Week	Topic/Sub-topic	Content	Method/ activities
1	Sexuality and HIV / Aids	⇒ Discuss the prevention of: <ul style="list-style-type: none"> <li>○ AIDS &amp; STIs/ STDs</li> </ul>	Show pictures / Use stories or case studies / articles
2	Healthy living	<ul style="list-style-type: none"> <li>• Explore Informed choices relating to healthy living, i.e.: healthy food, (Food pyramid)</li> <li>• Focus on the importance of exercise.</li> </ul>	Show the food pyramid. Use pictures.
3	Diversity	<ul style="list-style-type: none"> <li>• Address inter-relationship in various cultures.</li> <li>• Discuss etiquette: Able to apply good manners: To be polite, ie. thank you, please, etc.</li> <li>• Unity in diversity</li> </ul>	<ul style="list-style-type: none"> <li>- Use the SA constitution.</li> <li>- Use demonstrations to show good etiquette.</li> <li>- Rainbow nation</li> <li>- Customs and practices in the different groups and religions</li> </ul>
4	Democracy and human rights	⇒ Democracy/human rights <ul style="list-style-type: none"> <li>• The rights and responsibilities of citizens</li> </ul>	Use sources to explain the rights and responsibilities of citizens
5-6	Entrepreneurship	⇒ Introduce 'Factors of Production' by explaining the following concepts: <ul style="list-style-type: none"> <li>○ Natural resources</li> <li>○ Labour</li> <li>○ Capital</li> <li>○ Entrepreneur</li> </ul> ⇒ Explain how an entrepreneur will combine the factors of production to gain profit in light of the market day ⇒ Explain the following concepts: <ul style="list-style-type: none"> <li>• business idea</li> <li>• Strengths, weaknesses, opportunities and threats (SWOT) analysis</li> </ul>	<ul style="list-style-type: none"> <li>- Emphasise the importance of using resources responsibly</li> <li>- Describe your business idea</li> <li>- What skills, hobbies or interest do you have that will help you make your business successful?</li> <li>- Apply the SWOT analysis to your business idea</li> </ul>
7	Safety and security	<ul style="list-style-type: none"> <li>• Identify the crime committed in the neighbourhood and prevention</li> </ul>	Crime prevention strategies
8-10		Revision, Consolidation and Assessment	

## ANNUAL TEACHING PLAN

### Year 2: Term 3

Week	Topic/Sub-topic	Content	Method/ activities
1	Self-knowledge	<ul style="list-style-type: none"> <li>• Discuss the term "Self-image".</li> </ul>	Be your-self, exercises, focus on your own uniqueness; build your confidence
2	Sexuality and relationships	<ul style="list-style-type: none"> <li>• Identify Risky behaviour: Understand cultural rites.               <ul style="list-style-type: none"> <li>○ Know what Abortion is.</li> <li>○ Know what family planning is.</li> </ul> </li> <li>• Discuss sexual relationships &amp; dating.</li> </ul>	Role play / movie clips etc.
3	Healthy living	⇒ Discuss sport ethics: Focus on <ul style="list-style-type: none"> <li>• Fair play;</li> <li>• Sportsmanship; and</li> <li>• Drugs in sport.</li> </ul>	
4-5	Entrepreneurship	⇒ Conduct market research <ul style="list-style-type: none"> <li>• Research Process:               <ul style="list-style-type: none"> <li>○ Questionnaire design</li> <li>○ Data collection</li> <li>○ Organising and reporting</li> <li>○ Findings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Learners must develop the questionnaire</li> <li>- Collect the data</li> <li>- Organise the information</li> <li>- Compile a report on their findings</li> </ul>
6	Self-development	⇒ Identify positive and negative influences on self-esteem: <ul style="list-style-type: none"> <li>• Positive influence promote self-esteem</li> <li>• Negative influence that undermine self-esteem</li> </ul>	Use instances and scenarios of both positive and negative self-esteem.
7	Healthy living	⇒ Discuss the effects of habit-forming drugs on the individual. Focus on: <ul style="list-style-type: none"> <li>• Abuse of drugs</li> <li>• Hard drugs such as:               <ul style="list-style-type: none"> <li>○ Dagga ( marijuana)</li> <li>○ Cocaine</li> <li>○ Methamphetamine (Tik)</li> <li>○ Behaviours and actions.</li> </ul> </li> </ul>	New paper articles, serious cases of drug peddling
8	Work Place	<ul style="list-style-type: none"> <li>• Discuss own position and role in the workplace and illustrated graphically (organogram) by referring to the way that work is organised.</li> </ul>	List the hierarchy in the a typical work place, discuss work relationships and procedures
9	Work Place	⇒ Demonstrate the relationship between employer and employee. <ul style="list-style-type: none"> <li>• Discuss the role of trade unions.</li> </ul>	Use roll-play.
10		Assessment	

## ANNUAL TEACHING PLAN

### Year 2: Term 4

Week	Topic/Sub-topic	Content	Method/ activities
1	World of work	<ul style="list-style-type: none"> <li>Do a self-assessment programme to determine vocational interests</li> <li>Explore job hunting strategies: How to read an advertisement.</li> </ul>	Use newspaper adverts to show job hunting skills
2	Time management	<ul style="list-style-type: none"> <li>Setting goals               <ul style="list-style-type: none"> <li>Short</li> <li>Medium</li> <li>Long term goals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Learners set their own goals.</li> <li>Set up plan to achieve personal goals.</li> </ul>
3-4	Entrepreneurship	⇒ Explain and calculate your <ul style="list-style-type: none"> <li>Costs price</li> <li>Selling price</li> <li>Profit</li> <li>Interest</li> </ul> ⇒ Explain and calculate the start-up costs ⇒ List your sources of financing ⇒ Operating costs	<ul style="list-style-type: none"> <li>Calculate:               <ul style="list-style-type: none"> <li>Costs price</li> <li>Selling price</li> <li>Profit</li> <li>Interest</li> </ul> </li> <li>Purchases needed to make your first sales – itemize</li> <li>Calculate fixed and variable costs</li> </ul>
5	People and places	⇒ Explain how symbols are used on maps and how to include a key <ul style="list-style-type: none"> <li>Symbols such as:               <ul style="list-style-type: none"> <li>a soccer/rugby field</li> <li>a river</li> <li>a place of worship</li> <li>a petrol station</li> <li>a hospital</li> <li>a park</li> <li>a bridge</li> </ul> </li> </ul>	Identify different symbols on a map
6	People and places	⇒ Describe and draw a short journey <ul style="list-style-type: none"> <li>Travelling from one place to a destination</li> </ul>	<ul style="list-style-type: none"> <li>Write a short paragraph explaining how to get to school</li> <li>Remember to use words such as left, right etc.</li> <li>Take note of land marks, features and names of roads</li> </ul>
7	Work place	<ul style="list-style-type: none"> <li>Identify personal duties and responsibilities with reference to a job description and employment contract</li> <li>What is a job description: Focus on               <ul style="list-style-type: none"> <li>It spells out the duties, responsibilities and objectives of a position.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discuss and complete a contract</li> <li>Types of contracts</li> </ul>

## ANNUAL TEACHING PLAN

### Year 3: Term 1

Week	Topic/Sub-topic	Content	Method/ activities
1	Self-knowledge	<ul style="list-style-type: none"> <li>• Discuss own coping mechanisms in stressful situations.</li> </ul>	<ul style="list-style-type: none"> <li>- Employ coping strategies: Show steps</li> </ul>
2	Sexuality: HIV/AIDS	<ul style="list-style-type: none"> <li>• Discuss the term "Gender".</li> <li>• Identify stereotyping.</li> <li>• Avoid stigma.</li> </ul>	<ul style="list-style-type: none"> <li>- Show scenarios of stereotyping situations</li> <li>- Use role play to demonstrate stereotyping and stigma connotations.</li> </ul>
3	Healthy living	<ul style="list-style-type: none"> <li>• Keep the body germ free:               <ul style="list-style-type: none"> <li>○ Know that substances can cause bodily harm (medication, processed food)</li> <li>○ Focus on food preservation.</li> <li>○ Keep drinking water safe.</li> </ul> </li> </ul>	Show learners the difference between processed food and fresh foods.
4	Environmental health	<ul style="list-style-type: none"> <li>• Discuss recycling and pollution</li> </ul>	Clean-up project /campaign
5-6	Safety and security	⇒ Discuss public safety/transport: <ul style="list-style-type: none"> <li>• Identify forms of public transport e.g. Trains, taxi's, busses.</li> <li>• Identify risks when using public transport</li> <li>• Identify safety rules associated with these forms of transport e.g. danger or warning signs.</li> </ul> ⇒ Discuss road safety: <ul style="list-style-type: none"> <li>• Explain what is meant by road safety;</li> <li>• How safety rules help to reduce risks;</li> <li>• Identify road signs; and</li> <li>• Traffic officers.</li> </ul>	Learners identify safe situations on the road, rail, taxis etc.
7	Work place	⇒ Discuss the rights and responsibilities of an individual. Focus on: <ul style="list-style-type: none"> <li>• Reference to South African labour legislation at a basic level of understanding.</li> </ul> ⇒ Labour legislation is discussed: <ul style="list-style-type: none"> <li>• Focus on the rights and responsibilities of the employer and the employee</li> </ul>	Explain the different labour laws.  Focus on the rights and responsibilities of employer and employee
8-9	Entrepreneurship	⇒ Discuss promotion/Advertising <ul style="list-style-type: none"> <li>• Designing an advert by concentrating on:               <ul style="list-style-type: none"> <li>○ Price</li> <li>○ Product/service</li> <li>○ Location</li> </ul> </li> </ul>	Design an ad.  Choose ways to promote your stall in the local media  Create a logo.
10		Assessment	

## ANNUAL TEACHING PLAN

### Year 3: Term 2

Week	Topic/Sub-topic	Content	Method/ activities
1	Healthy living	<ul style="list-style-type: none"> <li>• Explain why food becomes contaminated.</li> <li>• Drug awareness program: Know the Socio (home) Consequences</li> </ul>	How food gets contaminated
2	Sexuality and HIV/ Aids	<ul style="list-style-type: none"> <li>• Discuss morals and values wrt to AIDS</li> </ul>	Discuss morals and values-relating to sexuality
3	Safety and security	<ul style="list-style-type: none"> <li>• Know the importance of safety clothing in the work place</li> <li>• Know Safety rules in the community</li> <li>• Know Safety rules in the community</li> </ul>	Rules with regards to safety in the work place.
4	Diversity	<ul style="list-style-type: none"> <li>• Know what customs and practices are in own context and of others</li> <li>• Understands the importance of good relationships in the community</li> <li>• Respecting people with disabilities</li> <li>• Know the steps in conflict resolution</li> </ul>	Culture and customs- Use articles or learners own experiences
5	Democracy and human rights	⇒ Discuss the purpose of the constitution of South Africa ⇒ The importance of class rules (Code of Conduct), rules at home and in the community	Explain what the constitution is: Supreme or highest law, etc.
6	Democracy and human rights	⇒ Discuss and illustrate the spheres of government <ul style="list-style-type: none"> <li>• National</li> <li>• Provincial</li> <li>• Local</li> </ul>	Use sources to illustrate and discuss the different spheres of government
7-8	Entrepreneurship	⇒ Discuss the planning of the stall in terms of: <ul style="list-style-type: none"> <li>• Layout</li> <li>• Appearance</li> <li>• Suitability</li> <li>• Security</li> </ul>	<ul style="list-style-type: none"> <li>- Groups discussions on layout, appearance, suitability and security of the stalls for the market day</li> <li>- Discuss how you are going to organising your business</li> <li>- Discuss who is going to be in charge and who will do the work</li> </ul>
9-10	Revision, Consolidation and Assessment		

## ANNUAL TEACHING PLAN

### Year 3: Term 3

Week	Topic/Sub-topic	Content	Method/ activities
1	Self-knowledge	⇒ Discuss acceptance of yourself: <ul style="list-style-type: none"> <li>• Take responsibility towards yourself and others.</li> </ul>	Focus on activities that demonstrate the skills of self-responsibility: <ul style="list-style-type: none"> <li>○ Discipline</li> <li>○ Organise</li> <li>○ Order</li> <li>○ Planning etc.</li> </ul>
2	Sexuality and relationships	⇒ Discuss HIV/AIDS: Risky behaviour Know the effect of substance abuse and how it relates to sexuality. <ul style="list-style-type: none"> <li>• Know the consequences of good and bad decision making</li> </ul>	Use sources to discuss the dangers of drugs and sexuality
3	Leaders	⇒ Explore team work <ul style="list-style-type: none"> <li>• Discuss the importance of team work</li> <li>• Explore aspects of teamwork</li> </ul> ⇒ Discuss group dynamics: Cooperation, trust, respect, tolerance <ul style="list-style-type: none"> <li>• Identify the qualities of leaders.</li> </ul>	- Team work: How to succeed as a team <ul style="list-style-type: none"> <li>○ Leaders and followers:</li> <li>- Who are leaders?</li> <li>- Who are followers?</li> <li>- Leadership styles</li> </ul>
4-6	Personal Finances	⇒ Savings and Investments <ul style="list-style-type: none"> <li>• Discuss short-term and long-term insurance</li> </ul> ⇒ Discuss the importance of medical aid ⇒ Discuss how to prepare for retirement ⇒ Discuss how to make provision for your children's tertiary education ⇒ Discuss the importance of setting financial goals.	- Investigate and report on the various funeral policies - Investigate and report on the various disability insurance policies - Discuss the importance of contributing to a pension fund - Discuss with learners how they can improve their living standards? - Explain how the use of time and resources can improve living standards
7	Safety and security	⇒ Know the Law enforcement agencies ⇒ Identify people who help us in the community e.g. <ul style="list-style-type: none"> <li>○ Police forum</li> <li>○ Community forum</li> <li>○ Police station/Mobile station</li> <li>○ Emergency numbers.</li> </ul>	Active participation in neighbourhood watch or other safety measures in the community
8	Work place	⇒ Explain information on various training options in the workplace to determine possible learning options: <ul style="list-style-type: none"> <li>• Career path in the work place</li> <li>• Requirements for promotion</li> <li>• Further training options beyond the school of skills.</li> </ul>	Investigate further career options within the workplace, at FET/AET colleges and beyond
9-10	Assessment		

## ANNUAL TEACHING PLAN

### Year 3: Term 4

Week	Topic/Sub-topic	Content	Method/ activities
1	World of work	<p>⇒ Discuss:</p> <ul style="list-style-type: none"> <li>• Job shadowing.</li> <li>• Volunteer for work.</li> </ul> <p>⇒ Discuss career pathways: Where do you go from here?</p>	Learners decide what trades they want to specialise in Job shadowing. Map out of possible job/career pathways.
2	Democracy	<p>⇒ Discuss and demonstrate the voting system in a democracy</p> <ul style="list-style-type: none"> <li>• Requirements for voting</li> </ul>	Learners participate in a mock election to illustrate voting process
3	Time management	<p>⇒ Discuss: Finish work on time;</p> <ul style="list-style-type: none"> <li>• Prioritise tasks and activities in order to plan time;</li> <li>• Identify factors that will assist you to reach your goals e.g.               <ul style="list-style-type: none"> <li>○ Positive self esteem</li> <li>○ Self-management</li> <li>○ Determination, etc.</li> </ul> </li> </ul>	Role play to practice skills of assertiveness, confidence etc.
4-5	Entrepreneurship	<p>⇒ Apply entrepreneurial knowledge and skills to actualize the market day at school.</p>	<ul style="list-style-type: none"> <li>- Participate in a market day at school.</li> <li>- Reflect on the positive and less successful experiences during market day.</li> <li>- Discussed how they can be improved.</li> </ul>
6	Personal Finances	<p>⇒ Discuss how to manage a bank account i.e. savings and cheque account.</p> <ul style="list-style-type: none"> <li>• How to open a bank account</li> <li>• How to complete deposit and withdrawal slips</li> <li>• Understanding the bank statement</li> </ul> <p>⇒ Discuss the rights and responsibilities of banks and their customers</p>	<ul style="list-style-type: none"> <li>- Complete withdrawal slips and deposit slips from different banks.</li> <li>- Discuss the items on a bank statement.</li> <li>- Discuss the SA Consumer's act with the learners.</li> </ul>
7	People and places	<p>⇒ Explain the basic services needed in a community</p> <ul style="list-style-type: none"> <li>• Food</li> <li>• Water</li> <li>• Shelter</li> <li>• Health care</li> <li>• Energy</li> </ul>	Design a poster that shows all the different resources and services that are available in your area.
8-10	Revision, Consolidation and Assessment		

## ANNUAL TEACHING PLAN

### Year 4: Term 1

Week	Topic/sub-topic	Content	Method/ activities
1	Self-knowledge	<ul style="list-style-type: none"> <li>⇒ Explore the concepts: Self-esteem, self-awareness and self-image.</li> <li>⇒ Use a variety of coping strategies in stressful situations</li> <li>⇒ Show how to use referrals:                             <ul style="list-style-type: none"> <li>○ Help line</li> <li>○ contact lists of various support services</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Using and applying the skills to enhance                             <ul style="list-style-type: none"> <li>○ Self-awareness,</li> <li>○ Self-image and</li> <li>○ Self-esteem</li> </ul> </li> </ul> Example: <ul style="list-style-type: none"> <li>○ Be confident</li> <li>○ Assertive</li> <li>○ Express yourself freely</li> </ul> <ul style="list-style-type: none"> <li>- Role play coping strategies in stressful situations.</li> </ul>
2	Sexuality	<ul style="list-style-type: none"> <li>• Explain AIDS in terms of:                             <ul style="list-style-type: none"> <li>○ Decision making: Take responsibility for your decisions;</li> <li>○ Group/ decision making; and</li> <li>○ Managing peer pressure.</li> </ul> </li> <li>• Identify risky behaviour: Know the implications of teenage pregnancy</li> <li>• Know the children's rights i.e. Sexual offences Act.</li> </ul>	Show awareness of AIDS as a deadly disease  Demonstrate peer pressure in sexuality  Know the constitutional rights in term of sexuality
3-4	Healthy living	<ul style="list-style-type: none"> <li>• Keep the body germ free: Know how communicable disease, i.e. flu) can cause bodily harm</li> <li>• Explain Inoculation.</li> </ul>	What is communicable diseases?: flu, TB etc.  The clinic card
5	Safety and security	<ul style="list-style-type: none"> <li>• Discuss "You and the law".</li> <li>• Discuss civil cases (child maintenance) and Criminal cases.</li> </ul>	When you clash with the law: <ul style="list-style-type: none"> <li>○ Why?</li> <li>○ What to do?</li> </ul>
6	Self-knowledge	<ul style="list-style-type: none"> <li>⇒ Demonstrate own strengths to participate in a community upliftment programme.</li> <li>⇒ Discuss role modelling.</li> </ul>	Participate in a community upliftment exercise such as safety.  Positive role models
7	World of work	<ul style="list-style-type: none"> <li>• Do Practical work on job shadowing.</li> <li>• Participate in a Learnership.</li> <li>• Discuss the relationships between employer and employee;</li> <li>• Understands the basic conditions of employment.</li> <li>• Understand what a work contract is.</li> </ul>	<ul style="list-style-type: none"> <li>- What is a learner ship?</li> <li>- Conditions of work</li> <li>- A work contract</li> <li>- Use practical scenarios and show real contracts and paper work of the work place</li> </ul>
8	World of work	<ul style="list-style-type: none"> <li>⇒ Discuss workers' rights and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>- The right to work</li> <li>- A constitutional protection?</li> <li>- Unemployment</li> </ul>
9 - 10		Assessment	

## ANNUAL TEACHING PLAN

### Year 4: Term 2

Week	Topic/Sub-topic	Content	Method/ activities
1	Sexuality	<ul style="list-style-type: none"> <li>• Explain HIV/AIDS: The rights and responsibilities of the infected and affected according to the Constitution and Acts that protect these rights.</li> <li>• Explain the violation of human rights of the infected and the affected according to beliefs and attitudes towards sexually transmitted infections in the workplace and society.</li> </ul>	Know your status? Pre- and post- counselling should be explained and where to go for this services.
2	Healthy living	<ul style="list-style-type: none"> <li>• Drug awareness program: Know the concept: Rehabilitation.</li> </ul>	Advantage and disadvantage of rehab centres.
3	Diversity	<ul style="list-style-type: none"> <li>• Show patriotism through (Sport).</li> </ul>	Patriotism and citizenship  Proudly SA campaigns
4-5	Economic cycle	⇒ Define the concepts: <ul style="list-style-type: none"> <li>• Government</li> <li>• Taxes</li> <li>• Direct tax e.g. Income tax</li> <li>• Indirect tax e.g. value added tax (vat)               <ul style="list-style-type: none"> <li>○ Indirect tax e.g. value added tax (vat)</li> </ul> </li> <li>• Illustrate the flow of goods and services and money between households, businesses and government</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the role of the government in the economic cycle</li> <li>- Explain how taxes is one of governments most important income.</li> <li>- Illustrate the flow of goods and services and money between households, businesses and government</li> </ul>
6-7	Safety and security	⇒ Learn basic first aid skills.	Demonstration and practical applications of an emergency situation
8	World of work	<ul style="list-style-type: none"> <li>• Do Practical work.</li> <li>• Participate in a Learner ship</li> </ul>	Job shadowing/ learner ship/ internships/ voluntary work
9-10		Assessment	

## ANNUAL TEACHING PLAN

### Year 4: Term 3

Week	Topic/Sub-topic	Content	Method/ activities
1	Sexuality and HIV/ Aids	⇒ Discuss "Know your HIV status". • Protect yourself is non-negotiable as the only way to avoid HIV infection.	HIV/Testing: Pre- and post-counselling.
2	Sexuality and HIV/ Aids	• Discuss how to care for someone living with HIV/ AIDS.	HIV counselling / treatment and care for the HIV sufferer.
3	Entrepreneurship	⇒ Apply entrepreneurial skills to actualise the Market Day at school.	- Select a business idea for market day and give reasons for choice.
4			- Identify the resources needed to produce the product
5			- Identify your target market
6			- Complete the swot-analysis of your business idea
7			- Product choice includes: • research recommendations • price • affordability • quality
8			- Explain how you will market your product
9			- Discuss the advertising plan
10			- Design an advert for your stall at the market day
11	- Calculate your costs and selling price		
12	- Calculate your profit		
13	- Calculate the start-up capital		
14	- Planning of the stall: - Layout - Appearance - Suitability - Security - Organising your business		
15	- Discuss who is going to be in charge and who will do the work		
16	- Participate in the market day at your school		
9-10	Assessment		

## ANNUAL TEACHING PLAN

### Year 4: Term 4

Week	Topic/Sub-topic	Content	Method/ activities
1	World of work	⇒ Explore job hunting skills: <ul style="list-style-type: none"> <li>• How to read an advert;</li> <li>• How to do interviews; and</li> <li>• How to draw up a CV.</li> </ul>	Role play job hunting and include all elements of the process in a practical way.
2	Goal setting	⇒ Discuss setting realistic goals: <ul style="list-style-type: none"> <li>• Sticking to timeframes</li> <li>• Stressing the importance of punctuality.</li> </ul>	Draw up a time table Set up realistic goals.
3	Personal finances and savings	<ul style="list-style-type: none"> <li>• Define the term credit</li> <li>• Discuss the different forms of credit</li> </ul> Discuss the importance of having a good credit rating	Discuss the forms of credit: <ul style="list-style-type: none"> <li>- Credit account</li> <li>- Credit card</li> <li>- Overdraft</li> <li>- Personal loan</li> </ul>
4-5	Healthy living	⇒ Discuss personal and social well-being: <ul style="list-style-type: none"> <li>• Positive outlook;</li> <li>• Healthy habits;</li> <li>• Stress management; and</li> <li>• Healthy reproductive living.</li> </ul>	Reflect on yourself; your outlook on life: Positive. How do you present yourself? Awareness of healthy reproductive practice: Family planning. Positive mind set.
6-10		Revision, consolidation and assessment	

## PHYSICAL EDUCATION

YEARS 1, 2, 3 & 4

### A GUIDE FOR TEACHERS

The Physical Education (PE) component aims to develop learners' physical wellbeing and knowledge of movement and safety. It encourages learners to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. It also aims to develop learners' confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation. These, together with the nurturing of positive values and attitudes in PE, provide a good foundation for learners' lifelong and life-wide learning.

The Physical Education Task (PET) is administered across all four school terms in Years 1-4. Learners are expected to participate in a Physical Education period once a week, which is timetabled to take place in a fixed period, labelled **Physical Education** on the school timetable. Learner participation and movement performance in the PET will, therefore, be assessed and reported in each term. The subject adviser will moderate the PET during announced school visits by observing learners performing the actual assessment task.

The focus of assessment within the PET falls into two broad categories:

- a. participation; and
- b. movement performance. (See assessment section)

## PHYSICAL EDUCATION RESOURCE FOR YEARS 1-4

### A GUIDELINE FOR THE SCHOOLS OF SKILLS

Years 1-2	Year 3	Year 4
<ul style="list-style-type: none"> <li>• Different ways to locomote, rotate, elevate and balance, using various parts of the body with control</li> <li>• A variety of modified invasion games</li> <li>• Rhythmic movements with focus on posture</li> <li>• Basic field and track athletics and swimming activities</li> <li>• Safety measures</li> </ul>	<ul style="list-style-type: none"> <li>• Movement sequences that require consistency and control in smooth and continuous combinations</li> <li>• A variety of target games</li> <li>• Rhythmic movements and step with attention to posture and style</li> <li>• A variety of field and track athletics and swimming activities</li> <li>• Safety measures</li> </ul>	<ul style="list-style-type: none"> <li>• Physical fitness programme to develop particular aspects of fitness</li> <li>• A variety of striking and fielding games</li> <li>• Rhythmic patterns of movement with coordination and control</li> <li>• Refined sequences emphasizing changes of shape, speed and direction through gymnastic actions</li> <li>• Safety measures</li> </ul>

The following table provides examples of possible physical education activities that can be presented in years 1-4

Field and track athletic activities	Invasion and target Games	Movement sequences	Safety measures
<ul style="list-style-type: none"> <li>• Field athletics: adapted shot put, discus, javelin, long jump, high jump</li> <li>• Track athletics: sprints, middle and long distances and relays.</li> </ul>	<ul style="list-style-type: none"> <li>• Netball/basketball</li> <li>• Soccer</li> <li>• Rugby</li> <li>• Hockey</li> <li>• Tennis</li> <li>• Indigenous or community games</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastical sequences which combine two or more of the following movements: running, walking, jumping, hopping, skipping</li> </ul>	<ul style="list-style-type: none"> <li>• Clothing and footwear</li> <li>• Surface of the play area</li> <li>• Use and condition of apparatus</li> <li>• Warm up and cool down</li> <li>• Basic First-aid</li> <li>• Water safety</li> <li>• Spacing of learners during activities</li> <li>• Following instructions</li> </ul>
Fitness activities and aspects of fitness	Striking and fielding Games	Rhythmic movements	
<ul style="list-style-type: none"> <li>• Aerobics: aqua (water) aerobics, stepping</li> <li>• Walking/ running/ swimming/ cycling programmes</li> <li>• Flexibility, power, speed, endurance</li> </ul>	<ul style="list-style-type: none"> <li>• Modified: cricket, baseball, volleyball</li> <li>• Indigenous or community games</li> <li>• Swimming games</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobics</li> <li>• Rhythmic gymnastics with or without hand apparatus.</li> <li>• Traditional dance patterns</li> </ul>	

**NB! The following table is a Physical Education Programme per year group. The content is a guide for teachers based on the teaching plan in the CAPS. Schools can choose any activities that suit them given their context. Teachers can adapt and add their own activities.**

**Also note that safety precautions have to be observed throughout the Physical Education Programme.**

<b>TERM 1</b>	<b>YEARS 1-2</b>	<b>Recommended resources</b>
<b>WEEKS 1-3</b>	3 hours	Textbook, resources on sport and games
Fitness: Athletics – Crouch start- Starting command: On your marks...get set...go! 50 m sprint; running in lanes. <ul style="list-style-type: none"> <li>• Cardio vascular fitness- Rounders</li> </ul> Sport: Cricket - Batting <ul style="list-style-type: none"> <li>• Tennis- Forehand and backhand shots</li> <li>• Swimming- Confidence exercises, breathing, kicking, gliding, buoyancy.</li> </ul> Games: <ul style="list-style-type: none"> <li>• Athletic games, such as relay games ( loco motor) jumps and throws</li> <li>• Games that include rotation, elevation and balance.( Individual)</li> <li>• Water activities that promote confidence</li> <li>• Mini cricket</li> <li>• Tennis set</li> </ul>		
<b>WEEKS 4-5</b>	2 hours	Textbook, resources on sport and games
Fitness: <ul style="list-style-type: none"> <li>• Athletics – Relay running, long jump, high jump. Cardiovascular fitness: Paarlauf</li> </ul> Sport: Cricket - Fielding and bowling <ul style="list-style-type: none"> <li>• Tennis- Serve and follow-through; volley</li> <li>• Swimming- Arm strokes: Crawl and backstroke</li> </ul> Games: <ul style="list-style-type: none"> <li>• Athletic games- relay running</li> <li>• Games that include rotation, elevation and balance.( Partners)</li> <li>• Water activities that promote confidence, i.e</li> <li>• Mini cricket; circle dodge ball</li> <li>• Tennis set</li> </ul>		
<b>WEEKS 6-8</b>	3 hours	Textbook, resources on sport and games
Fitness: <ul style="list-style-type: none"> <li>• Athletics – Middle distance running, cross country running.</li> </ul> Sport: Cricket - Wicket keeper and field placing <ul style="list-style-type: none"> <li>• Tennis- Serve and follow-through; volley</li> <li>• Swimming- Races</li> </ul> Games: <ul style="list-style-type: none"> <li>• Athletic games</li> <li>• Games that include rotation, elevation and balance. ( Groups)</li> <li>• Water activities- giant steps, dive to fetch colour disks; ring-a- ring- rosie</li> <li>• Mini cricket; relay running;</li> <li>• Tennis set</li> </ul>		
<b>WEEKS 9-10</b>	2 hour	Textbook, resources on sport and games
Fitness: <ul style="list-style-type: none"> <li>• Athletics – Middle distance running</li> </ul> Sport: <ul style="list-style-type: none"> <li>• Netball- Catching and passing</li> <li>• Basketball- Dribble</li> </ul> Games: <ul style="list-style-type: none"> <li>• Obstacle course ( Eelements of locomotion, rotation, balance, elevation)</li> <li>• Circle dodge ball; Relay races; Free tag; catch your partner; shuttle relay etc.</li> </ul>		

<b>TERM 2</b>	<b>YEARS 1-2</b>	<b>Recommended resources</b>
<b>WEEKS 1-3</b>	3 hours	Textbook. resources on safety, sport and games
Fitness: <ul style="list-style-type: none"> <li>• Running; agility; speed; power, strength and flexibility</li> </ul> Sport: <ul style="list-style-type: none"> <li>• Netball- Catching and passing                      Hockey- Grip and dribble                      Soccer- passing</li> <li>• Basketball- Dribble and dodging                      Rugby- Passing</li> </ul> Games: <ul style="list-style-type: none"> <li>• Obstacle course</li> <li>• Jockeys and horses; Bull in the ring; potato relay.</li> </ul>		
<b>WEEKS 4-5</b>	2 hours	Textbook, resources on games and sport
Fitness: <ul style="list-style-type: none"> <li>• Running- jogging; agility- running zigzag; speed- 50 sprint; power-running on the spot, strength- squad jumps, press-ups, etc.; and flexibility – stretching all body regions</li> </ul> Sport: <ul style="list-style-type: none"> <li>• Netball- shooting    Hockey- Passing    Soccer- Trapping</li> <li>• Basketball- Passing    Rugby- Kicking    Volleyball- Passing</li> </ul> Games: <ul style="list-style-type: none"> <li>• Obstacle course</li> <li>• Cranes and crows, keep the basket full, Mr Wolf, traditional games etc.</li> </ul>		
<b>WEEKS 6-8</b>	3 hours	Textbook, resources on games and sport
Fitness: <ul style="list-style-type: none"> <li>• Running- jogging; agility- running zigzag; speed- 50 sprint; power-running on the spot, strength- squad jumps, press-ups, etc.; and flexibility – stretching all body regions</li> </ul> Sport: <ul style="list-style-type: none"> <li>• Netball- Positions and tactics    Hockey- Striking at goal    Soccer- stop of the ball</li> <li>• Basketball- Shooting    Rugby- Punting</li> </ul> Games: <ul style="list-style-type: none"> <li>• Obstacle course</li> <li>• Mini soccer; mini basketball; mini hockey , touch rugby, mini netball ( Open skill application)</li> </ul>		
<b>WEEKS 9-10</b>	2 hours	Textbook, resources on games and sport
Fitness: <ul style="list-style-type: none"> <li>• Running- jogging; agility- running zigzag; speed- 50 sprint; power-running on the spot, strength- squad jumps, press-ups, etc.; and flexibility – stretching all body regions</li> </ul> Sport: <ul style="list-style-type: none"> <li>• Netball- Catching and passing    Hockey- Grip and dribble    Soccer- dribble... passing</li> <li>• Basketball- Lay-up    Rugby- Passing and kicking</li> </ul> Games: <ul style="list-style-type: none"> <li>• Obstacle course</li> <li>• Catch the tigers tail; horse and cart, chase your partner, cops and robbers etc.</li> </ul>		





<b>TERM 1</b>	<b>YEAR 3</b>	<b>Recommended resources</b>
<b>WEEKS 1–3</b>	3 hours	Textbook, resources on safety and movement activities
Fitness: Athletics – Sprinting; relay running <ul style="list-style-type: none"> <li>• Cardio vascular fitness- Lap running, time trials</li> </ul> Sport: Cricket - Batting and bowling; fielding <ul style="list-style-type: none"> <li>• Tennis- Forehand and backhand shots: Grip and foot positions</li> <li>• Swimming- Confidence exercises, breathing, kicking, gliding, buoyancy.</li> </ul> Games: <ul style="list-style-type: none"> <li>• Athletic games- team races</li> <li>• Games that include rotation, elevation and balance.( Individual)</li> <li>• Water activities that promote confidence</li> <li>• Mini cricket</li> <li>• Tennis set; cat and mouse (Impuku nehati)</li> </ul>		
<b>WEEKS 4-5</b>	2 hours	Textbook, resources on athletic activities
Fitness: Athletics – Sprinting 80 m: relay running- (1) fastest starter (2) bend runner (3) back straight (4) fastest finisher. <ul style="list-style-type: none"> <li>• Cardio vascular fitness- Lap running- time trials</li> </ul> Sport: Cricket - Fielding- defensive and attacking <ul style="list-style-type: none"> <li>• Tennis- Foot positions for forehand and backhand respectively</li> <li>• Swimming- Strokes- arm and leg actions</li> </ul> Games: <ul style="list-style-type: none"> <li>• Athletic games</li> <li>• Games that include rotation, elevation and balance.( partners)</li> <li>• Water activities that promote confidence</li> <li>• Mini cricket</li> <li>• Tennis set</li> <li>• Traditional games</li> </ul>		
<b>WEEK 6-8</b>	3 hours	Textbook, resources on movement sequences activities
Fitness: Athletics – Crouch start- Starting command: On your marks...get set...go! 50 m sprint; running in lanes. <ul style="list-style-type: none"> <li>• Cardio vascular fitness- Shuttle relay</li> </ul> Sport: Cricket - Catching <span style="float: right;">Gymnastics: Rhythmic</span> with/ without hand apparatus <ul style="list-style-type: none"> <li>• Tennis- Forehand and backhand shots</li> <li>• Swimming- Confidence exercises, breathing, kicking, gliding, buoyancy.</li> </ul> Games: <ul style="list-style-type: none"> <li>• Athletic games</li> <li>• Games that include rotation, elevation and balance.( Group)</li> <li>• Water activities that promote confidence</li> <li>• Mini cricket</li> <li>• Tennis set; three -legged game</li> <li>• Rhythmic Gymnastics</li> </ul>		
<b>WEEKS 9–10</b>	2 hours	Textbook, resources on athletic activities
Fitness: <ul style="list-style-type: none"> <li>• Running- jogging; agility- running zigzag; speed- 50 sprint; power-running on the spot, strength- squad jumps, press-ups, etc.; and flexibility – stretching all body regions; rope skipping</li> </ul> Sport: <ul style="list-style-type: none"> <li>• Netball- Catching and passing <span style="margin-left: 100px;">Hockey- Grip and dribble</span> <span style="margin-left: 100px;">Soccer- dribble...</span>                      passing</li> <li>• Basketball- Lay-up <span style="margin-left: 150px;">Rugby- Passing and kicking</span></li> </ul> Games: <ul style="list-style-type: none"> <li>• Obstacle course with Music Rhythmic Gymnastics; traditional dance; ropes skipping.</li> </ul>		

<b>TERM 2</b>	<b>YEAR 3</b>	<b>Recommended resources</b>
<b>WEEKS 1-3</b>	3 hours	Textbook, resources on safety, games and sport
Fitness: <ul style="list-style-type: none"> <li>Running- Jogging; agility- shuttle relay; speed- 50m sprints; power-squad jumps, strength-press-ups and flexibility- sit and reach</li> </ul> Sport: <ul style="list-style-type: none"> <li>Netball- Catching and passing</li> <li>Basketball- Dribble and dodging</li> <li>Balancing-</li> </ul> Hockey- Grip and dribble Rugby- Passing Soccer- passing Gymnastics: <ul style="list-style-type: none"> <li>Obstacle course</li> <li>Chase your partner, cops and robbers etc.</li> </ul>		
<b>WEEKS 4-5</b>	2 hours	Textbooks resources on games and sport
Fitness: <ul style="list-style-type: none"> <li>Running- jogging; agility- running zigzag; speed- 50 sprint; power-running on the spot, strength- squad jumps, press-ups, etc.; and flexibility – stretching all body regions</li> </ul> Sport: <ul style="list-style-type: none"> <li>Netball- shooting</li> <li>Basketball- Passing</li> </ul> Hockey- Passing Rugby- Kicking Soccer- Trapping Volleyball- Passing Games: <ul style="list-style-type: none"> <li>Obstacle course</li> <li>Cranes and crows, keep the basket full, Mr. Wolf, traditional games etc.</li> </ul>		
<b>WEEK 6-8</b>	3 hours	Textbook, resources on games and sport
Fitness: <ul style="list-style-type: none"> <li>Circuit training</li> </ul> Sport: <ul style="list-style-type: none"> <li>Netball- Positions and tactics</li> <li>Basketball- Shooting</li> <li>Forward/backward roll</li> </ul> Hockey- Striking at goal Rugby- Punting Soccer- stop of the ball Gymnastics- Games: <ul style="list-style-type: none"> <li>Obstacle course</li> <li>Mini soccer; mini basketball; mini hockey , touch rugby, mini netball , hand ball( Open skill application)</li> </ul>		
<b>WEEKS 9-10</b>	2 hours	Textbook, resources on games and sport
Fitness: <ul style="list-style-type: none"> <li>Circuit training: Stations (1) Running into back lying (2) sit-ups (3) squad jumps (4) press-ups (5) Burpees</li> </ul> Sport: <ul style="list-style-type: none"> <li>Netball- Catching and passing</li> <li>Basketball- Lay-up</li> </ul> Hockey- Grip and dribble Rugby- Passing and kicking Soccer- dribble... Games: <ul style="list-style-type: none"> <li>Obstacle course</li> <li>Catch the tigers tail; horse and cart, chase your partner, cops and robbers etc.</li> </ul>		

<b>TERM 3</b>	<b>YEAR 3</b>	<b>Recommended resources</b>
<b>WEEKS 1–3</b>	3 hours	Textbook, resources on safety and rhythmic movements
Fitness: <ul style="list-style-type: none"> <li>Running- Cardiovascular fitness- lap running; Paarlauf; shuttle relay.</li> </ul> Sport: <ul style="list-style-type: none"> <li>Netball- Defense trapping</li> <li>Basketball- Passing Rhythmic</li> </ul> Games: <ul style="list-style-type: none"> <li>Shuttle relay games</li> <li>Mini netball, mini-hockey; mini soccer; touch rugby; mini-basketball etc. as open skill application</li> </ul>		
<b>WEEKS 4-5</b>	2 hours	Textbook, resources on rhythmic movements
Fitness: <ul style="list-style-type: none"> <li>Running- jogging; agility- running zigzag; speed- 50 sprint; power-running on the spot, strength- squad jumps, press-ups, etc.; and flexibility – stretching all body regions</li> </ul> Sport: <ul style="list-style-type: none"> <li>Netball- Catching and passing</li> <li>Basketball- Lay-up Rhythmic/ floor work</li> </ul> Games: <ul style="list-style-type: none"> <li>Obstacle course</li> <li>Catch the tigers tail; horse and cart, chase your partner, cops and robbers etc.</li> </ul>		
<b>WEEK 6-8</b>	3 hours	Textbook, resources on rhythmic movements
Participation In rhythmic movements with focus on posture and style.           Fitness: <ul style="list-style-type: none"> <li>Circuit training</li> </ul> Sport: <ul style="list-style-type: none"> <li>Netball- Catching and passing</li> <li>Basketball- Lay-up rhythmic</li> </ul> Games: <ul style="list-style-type: none"> <li>Obstacle course</li> <li>. Mini netball, mini-hockey; mini soccer; touch rugby; mini-basketball etc. as open skill application</li> <li>Gymnastics: Pyramids</li> </ul>		
<b>WEEKS 9–10</b>	2 hours	Textbook, resources on rhythmic movements
Fitness: <ul style="list-style-type: none"> <li>Running- jogging; agility- running zigzag; speed- 50 sprint; power-running on the spot, strength- squad jumps, press-ups, etc.; and flexibility – stretching all body regions; rope skipping</li> </ul> Sport: <ul style="list-style-type: none"> <li>Netball- Catching and passing</li> <li>Basketball- Lay-up</li> </ul> Games: <ul style="list-style-type: none"> <li>Obstacle course</li> <li>With Music Rhythmic Gymnastics; traditional dance;</li> <li>Follow the leader; rope skipping games</li> </ul>		





<b>TERM 2</b>	<b>YEAR 4</b>	<b>Recommended resources</b>
<b>WEEKS 1-3</b>	3 hours	Textbook, resources on safety, games and sport
Fitness: <ul style="list-style-type: none"> <li>Running- Jogging; agility- shuttle relay; speed- 50m sprints; power-squad jumps, strength-press-ups and flexibility- sit and reach</li> </ul> Sport: <ul style="list-style-type: none"> <li>Netball- Catching and passing</li> <li>Basketball- Dribble and dodging Sequences</li> <li>Hockey- Grip and dribble</li> <li>Rugby- Passing</li> <li>Soccer- passing</li> <li>Gymnastics: Floor</li> </ul> Games: <ul style="list-style-type: none"> <li>Obstacle course</li> <li>Chase your partner, cops and robbers etc.</li> </ul>		
<b>WEEKS 4-5</b>	2 hours	Textbooks resources on games and sport
Fitness: <ul style="list-style-type: none"> <li>Running- jogging; agility- running zigzag; speed- 50 sprint; power-running on the spot, strength- squad jumps, press-ups, etc.; and flexibility – stretching all body regions</li> </ul> Sport: <ul style="list-style-type: none"> <li>Netball- Tactics</li> <li>Basketball- Passing</li> <li>Hockey- corner</li> <li>Rugby- scrum and line-out</li> <li>Soccer- Trapping</li> <li>Volleyball- Passing</li> </ul> Games: <ul style="list-style-type: none"> <li>Gymnastics- Agility</li> <li>Obstacle course</li> <li>Cranes and crows, keep the basket full, Mr. Wolf, traditional games etc.</li> </ul>		
<b>WEEK 6-8</b>	3 hours	Textbook, resources on games and sport
Fitness: <ul style="list-style-type: none"> <li>Circuit training</li> </ul> Sport: <ul style="list-style-type: none"> <li>Netball- Positions and tactics keeping/ Striking</li> <li>Basketball- Shooting Forward/backward roll</li> <li>Hockey- Striking at goal</li> <li>Rugby- Punting</li> <li>Soccer- Goal</li> <li>Gymnastics-</li> </ul> Games: <ul style="list-style-type: none"> <li>Obstacle course</li> <li>Mini soccer; mini basketball; mini hockey , touch rugby, mini netball ( Open skill application)</li> </ul>		
<b>WEEKS 9-10</b>	2 hours	Textbook, resources on games and sport
Fitness: <ul style="list-style-type: none"> <li>Circuit training: Stations (1) Running into back lying (2) sit-ups (3) squad jumps (4) press-ups (5) Burpees</li> </ul> Sport: <ul style="list-style-type: none"> <li>Netball- Catching and passing passing</li> <li>Basketball- Lay-up Rhythmic</li> <li>Hockey- Grip and dribble</li> <li>Rugby- Passing and kicking</li> <li>Soccer- dribble...</li> <li>Gymnastics.-</li> </ul> Games: <ul style="list-style-type: none"> <li>Obstacle course</li> <li>Catch the tigers tail; horse and cart, chase your partner, cops and robbers etc.</li> </ul>		

<b>TERM 3</b>	<b>YEAR 4</b>	<b>Recommended resources</b>
<b>WEEKS 1–3</b>	3 hours	Textbook, resources on safety and rhythmic activities
Fitness: <ul style="list-style-type: none"> <li>• Running- Cardiovascular fitness- lap running; Paarlauf; shuttle relay.</li> </ul> Sport: <ul style="list-style-type: none"> <li>• Netball- Defense trapping</li> <li>• Basketball- Passing Rhythmic</li> </ul> Hockey- Goal keeping Soccer- Heading/ Rugby- Scrumming/ line-out Gymnastics-		
Games: <ul style="list-style-type: none"> <li>• Shuttle relay games</li> <li>• Mini netball, mini-hockey; mini soccer; touch rugby; mini-basketball etc. as open skill application</li> <li>• Indigenous games; volleyball; softball etc.</li> </ul>		
<b>WEEKS 4-5</b>	2 hours	Textbook, resources on rhythmic movements
Fitness: <ul style="list-style-type: none"> <li>• Running- jogging; agility- running zigzag; speed- 50 sprint; power-running on the spot, strength- squad jumps, press-ups, etc.; and flexibility – stretching all body regions</li> </ul> Sport: <ul style="list-style-type: none"> <li>• Netball- Catching and passing passing</li> <li>• Basketball- Lay-up Rhythmic/agility</li> </ul> Hockey- passing Soccer- dribble... Rugby- Passing and kicking Gymnastics-		
Games: <ul style="list-style-type: none"> <li>• Obstacle course</li> <li>• Catch the tigers tail; horse and cart, chase your partner, cops and robbers etc.</li> <li>• Indigenous games; volleyball; softball etc.</li> </ul>		
<b>WEEK 6-8</b>	3 hours	Textbook, resources on rhythmic movements
Fitness: <ul style="list-style-type: none"> <li>• Circuit training</li> </ul> Sport: <ul style="list-style-type: none"> <li>• Netball- Catching and passing passing</li> <li>• Basketball- Lay-up rhythmic</li> </ul> Hockey- Grip and dribble Soccer- dribble... Rugby- Passing and kicking Gymnastics- Agility/		
Games: <ul style="list-style-type: none"> <li>• Obstacle course</li> <li>• . Mini netball, mini-hockey; mini soccer; touch rugby; mini-basketball etc. as open skill application</li> <li>• Gymnastics: Pyramids</li> </ul>		
<b>WEEKS 9–10</b>	2 hours	Textbook, resources on rhythmic movements
Fitness: <ul style="list-style-type: none"> <li>• Running- jogging; agility- running zigzag; speed- 50 sprint; power-running on the spot, strength- squad jumps, press-ups, etc.; and flexibility – stretching all body regions; rope skipping</li> </ul> Sport: <ul style="list-style-type: none"> <li>• Netball- Catching and passing passing</li> <li>• Basketball- Lay-up sequence</li> </ul> Hockey- Grip and dribble Soccer- dribble... Rugby- Passing and kicking Gymnastics- Floor		
Games: <ul style="list-style-type: none"> <li>• Obstacle course</li> <li>• With Music Rhythmic Gymnastics; traditional dance;</li> <li>• Follow the leader; rope skipping games, v</li> </ul>		



## Assessment Tool for Physical Education

The assessment tool for learner performance in the two criteria of the task:	Limited	Adequate	Proficient	Excellent
<p><b>CRITERION 1:</b>  <b>Divide</b> number of times a learner participated by number of PE periods per term and <b>multiply</b> by 100 to obtain a percentage and then convert to a mark out 15.</p>				
<p><b>FREQUENCY OF PARTICIPATION DURING PHYSICAL EDUCATION PERIODS (15 marks)</b></p>	<p>0% = 0 marks (did not participate at all)            1-5% = 1 mark            6-9% = 2 marks            10-15% = 3 marks</p>	<p>16-19% = 4 marks            20-25% = 5 marks            26-29% = 6 marks            30-35% = 7 marks</p>	<p>36-39% = 8 marks            40-45% = 9 marks            46-49% = 10 marks            50-59% = 11 marks</p>	<p>60-69% = 12 marks            70-79% = 13 marks            80-89% = 14 marks            90-100% = 15 marks</p>
<p><b>CRITERION 2:</b>            While a record will be kept of learner participation per period, each learner will not be assessed on movement performance in every Physical Education period, but will be formally observed at least two times across a school term for formal assessment purposes to determine their level of movement performance.            Allocate a mark out of five (5) for each of the two observations, total out of ten (10) and then divide by (2), to obtain a final mark out of five (5).</p>				
<p><b>OUTCOME OF MOVEMENT PERFORMANCE (5 marks)</b></p>	<p>Very clumsy and/or ineffective – movements do not produce the desired outcome at all            (0 -1 mark)</p>	<p>Requires further attention and refinement – lapses in movements which do not always produce the desired outcome            (2 -3 marks)</p>	<p>Efficient, effective and appropriate – movements mostly produce the correct desired outcome            (4 marks)</p>	<p>Exceptional level of skill – movements always produce the desired outcome            (5 marks)</p>

**Please note: The above instrument is used nationally but teachers can adapt it to suit the School of Skills context.**

## SECTION 4

### ASSESSMENT

#### 4.1 Introduction

This section on assessment *standardises* the recording and reporting processes for Year 1-4 learners within the framework of the adapted skills curriculum in Special Schools that offer a skills programme. It also provides a policy framework for the management of school based assessment and school assessment records.

It is still required of teachers to offer a differentiated form of assessment as learners following an adapted curriculum with a skills focus have specific barriers to learning. Since a learner or learners may be functioning on different grades or levels (straddling), the assessment / recording / reporting system must make provision to reflect the *functioning* level(s) of each learner. Each learner, regardless of his/her number of years in the School of Skills, must have access to the standard of assessment best suited to his/her needs. The learner's *abilities* determine what will be expected of him/her and the *pacing* of instruction must accommodate the individual learner.

#### 4.2 Assessment Principles

##### 4.2.1 Definition

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment is a process that measures individual learners' attainment of knowledge (content, and concepts) and skills by collecting, analysing and interpreting the data and information obtained from this process to:

- enable the teacher to judge a learner's progress in a reliable way.
- inform learners of their strengths, weaknesses and progress.
- assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of learners.

Assessment should be mapped against the content, skills, intended aims and assessment criterion specified in the curriculum. In both informal and formal assessments it is important to ensure that in the course of a school year:

- all of the content is covered.
- the full range of skills is included.
- a variety of different forms of assessment are used.

#### 4.2.2 Informal Assessment or Daily Assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can mark these assessment tasks. Self assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily, informal assessment tasks are not taken into account for progression, promotion and certification purposes.

Informal, ongoing assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to the formal tasks in the Programmes of Assessment.

#### 4.2.3 Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal Assessment Tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment Tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained. Formal assessment tasks form part of a year-long formal Programme of Assessment.

a. Why use a Formal Assessment task

**“Formal Assessment Task (assessment of learning)”** – is a systematic way of assessment used by teachers to determine how well learners are progressing in a level and in a particular subject.

b. What is a Formal Assessment Task?

It is a set of questions and or instruction that learners need to respond to. A task may consist of a range of activities. A formal task must be valid, fair and reliable and must cover sufficient knowledge and or skills to report on the learners' progress.

Teachers must ensure that assessment criteria are very clear to the learners before the assessment process. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses. Feedback should be provided to the learners after assessment and could take the form of whole-class discussion or teacher-learner interaction. Examples of formal assessments include projects, oral presentations, demonstrations, performances, tests, examinations, practical demonstrations, etc. The forms of assessment used should be appropriate to the age and the developmental level of the learners. The assessment tasks should be carefully designed to cover the content and or skills of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed.

Practical Assessment Tasks allow for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed in a written format, e.g. test or examination.

### 4.3 Managing Assessment

#### 4.3.1 People Involved in Assessment

The school and the teachers have overall responsibility for the assessment of learners. Teachers are expected to create a valid, reliable and credible assessment process.

#### 4.3.2 School Assessment Programme

##### 4.3.2.1 Academic Curriculum

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term.

Year X	<b>Formal School-Based Assessments</b>			<b>Final End-of-Year Assessments</b>
	Term 1	Term 2	Term 3	Term 4
	• Suitable forms of assessment as determined by each academic subject	• Suitable forms of assessment as determined by each academic subject	• Suitable forms of assessment as determined by each academic subject	• Suitable forms of assessment as determined by each academic subject
	Dates:	Dates:	Dates:	Dates:
Term Report	100%	100%	100%	25%
End of Year	CASS 75%			25%

**Please note the time allocation for Life Skills: Four (4) hours per week is allocated for Life Skills in all years.**

The programme of assessment is designed to spread formal assessment tasks throughout the school year.

In Life Skills learners are expected to complete a total of four formal assessment tasks per grade. The four formal tasks make up 30% of the total mark for the subject for each of year 1,2, 3 and 4.

The weighting of marks for the four formal assessment tasks is as follows:

Term 1				Term 2	Term 3	Term 4			
Task 1				Task 2	Task 3	Task 4			
Year 1	Year 2	Year 3	Year 4	Years 1 – 4		Year 1	Year 2	Year 3	Year 4
Assignment / Design and make/ other 25 marks =100% = 80%	Assignment / Case study/ Design and make/other 25 marks = 80%	Assignment/ Design and make/other 25 marks =80%	Assignment/ Case study: other 25 Marks = 80%	Test: 25 marks = 80%	Project: 25 marks = 80%	Examination 25 marks = 80%	Examination 25 marks = 80%	Examination 25 marks = 80%	Examination: 50 marks = 80%
PE 20%	PE 20%	PE 20%	PE 20%	PE 20%	PE 20%	PE 20%	PE 20%	PE 20%	PE 20%
← 75% SBA →						← 25% Examination →			
Notes:						Notes:			

Note: For Year 4, the examination will be written out of a mark of 50 and divided by 2, that is,  $50 / 2 = 25$  marks for recording.

#### a. Project

The project will be any piece of work in which knowledge, skills and values which lead towards competence in specified content are demonstrated. The task will involve collecting, interpreting and presenting findings into a written product that may be reported or performed by the learners. Learners will collect data/ resources/ information to perform the task outside of contact time. The completion of the project must be facilitated by the teacher in class time to ensure the authenticity of the product.

The nature of the project will be determined by the content covered according to the annual teaching plan. Learners must be given adequate guidance at the outset of the project and progress must be monitored throughout. All assessment criteria applicable to the project must be discussed with the learners prior to the commencement of the project. Learners must be given enough time to complete the project. It should be given before the end of the second term for submission during the third term.

#### b. Assignment

This form of assessment will allow for a more holistic assessment of knowledge, skills and values and their application in different contexts. The assignment will be a problem-solving exercise with clear guidelines and of a specified length. The focus and nature of the task will be determined by the content covered according to the annual teaching plan. The teacher will provide learners with resources and information required to deliver the task.

### **c. Case study**

The case study will involve a detailed description of a specific situation or phenomenon. The description can either be real or hypothetical and can be taken from a book, newspaper, magazine, video or the radio. The case study will enable the teacher to assess whether learners can apply the knowledge, skills and values to an unfamiliar context. The focus will be determined by the content covered according to the annual teaching plan for the personal and Social Well-being. The teacher will provide learners with resources and information required to deliver the task.

### **d. Design and make**

Design and making involves the production of the actual product using creative processes to achieve a certain competency. Making is the end product of a design. Learners will be required to design, make and write descriptive statements on the task and show an understanding of knowledge gained and the application of knowledge and skills. The focus will be determined by the content covered according to the annual teaching plan. The teacher will provide learners with resources and information required to deliver the task. All assessment criteria applicable to the task must be discussed with the learners prior to the commencement of the task.

### **e. Test**

Tests will be administered at the end of the second term. They will consist of a range of questions that will assess knowledge recall, understanding and application of knowledge.

### **f. Examinations**

Examinations of at least 45 minutes in Year 1-3 and 75 minutes in Year 4 must be administered at the end of the year as part of the internal examination timetable of the school/ district / province. The examinations will address the knowledge and skills covered according to the annual teaching plan for Life Skills. They will incorporate more than one type of question and require the application of knowledge and skills.

### **g. Other tasks**

Other form of assessment could also be used provided it adheres to the minimum standards of the tasks discussed above.

### **Outline for examinations and tests**

The outline below will be followed when setting the Personal and Social Well-being examination and test papers.

The Year 1-3 examinations and tests will consist of two sections. Total for examination or test:

## 25 Marks

Section A: 15 marks	Section B: 10 marks
<p>All questions are compulsory.</p> <ul style="list-style-type: none"> <li>The questions must be matching columns and fill in/ complete sentences or list.</li> <li>They will test understanding and factual knowledge.</li> </ul>	<p>All questions are compulsory.</p> <ul style="list-style-type: none"> <li>Case study may be used.</li> <li>The questions must be a combination of three or more types of questions, ranging from state, explain, discuss and describe.</li> <li>They will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Well-being class.</li> <li>Learners must provide direct responses and full sentences in point form.</li> <li>One question will focus on the application of knowledge and skills and responses will either be full sentences in point form or a short paragraph.</li> <li>Learners will solve problems, make decisions and give advice. They will provide few direct responses.</li> </ul>
<p>Note. Information provided in the case studies must be current, up-to-date, age-appropriate and learner-friendly.</p>	

The Year 4 test will follow the Year 1-3 examination outline. The Year 4 examination paper will consist of three sections. Total for examination: **50 Marks**

Section A: 25 marks	Section B: 15 marks	Section C: 10 marks
<p>All questions are compulsory.</p> <ul style="list-style-type: none"> <li>The questions must be matching columns, true or false, multiple choice or list.</li> <li>They will test understanding and factual knowledge.</li> <li>Response must be short and direct and maybe one word, a phrase or a sentence.</li> </ul>	<p>All questions are compulsory.</p> <ul style="list-style-type: none"> <li>Case study may be used.</li> <li>The questions must be a combination of three or more types of questions, ranging from state, explain, discuss and describe.</li> <li>They will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Well-being class.</li> <li>Learners must provide direct responses and full sentences in point form.</li> </ul>	<p>Learners will be expected answer a 10-mark and a 5-mark questions.</p> <ul style="list-style-type: none"> <li>Questions will focus on the application of knowledge and skills.</li> <li>Learners will make decisions and give advice. They will provide few direct responses and a short paragraph that states, explains or describes an issue.</li> <li>Each question will focus on the specific information or the integration of content.</li> <li>A short text/ diagram/ data can be provided as a stimulus.</li> </ul>
<p>Note. Information provided in the texts must be current, up-to-date, age-appropriate and learner-friendly.</p>		

**NB.** A marking memorandum or guideline suitable to each of the tasks above must be used to assess learner performance. The nature of the task and the knowledge, skills and values that are to be assessed will provide guidance on the type of the assessment tool. Provision must be made in the marking memorandum or guideline for the learner's own interpretation of the questions.

#### 4.4 Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skill. Records of learner performance should provide evidence of the learner's progression. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- learners' names;
- dates of assessment;
- name and description of the assessment activity;
- the results of assessment activities, according to Subject;
- comments for support purposes.

Teachers report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the table below. Recording is a process in which the teacher documents the level of a learner's performance. Teachers record the actual raw marks against the task using a record sheet. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

Note: The seven point scale should have clear descriptions that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

#### **Codes and percentages for reporting in Grades R – 12**

<b>Rating code</b>	<b>Description of competence</b>	<b>Percentage</b>
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

All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process. The school assessment policy determines the details of how record books must be completed. Schools are required to provide quarterly feedback to parents on the Programme of Assessment, using a formal reporting tool, such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.

**NOTE:**

Criterion referencing is best used to describe learner's performance in a skill. Teachers must make use of suitable analytical rubrics when assessing a learner's competence for a specific skill using practical demonstrations.

#### 4.5 Moderation of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, and provincial levels if necessary. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. The Formal School Based Assessment and the practical assessment tasks should be moderated by the relevant subject specialists at the district and, if necessary, provincial levels in consultation with the moderators at school.

Moderation serves five purposes:

1. It must ascertain whether subject content and skills have been sufficiently covered.
2. The moderator must ensure that the correct balance of cognitive demands are reflected in the assessments.
3. The assessments and marking are of an acceptable standard and consistency.
4. The moderator must make judgements about the comparability of learner performance across schools; whilst recognising that teachers teach in different ways.
5. The subject specialist/moderator must identify areas in which a teacher may need development and support and must ensure that this support is provided.

Moderation is therefore an ongoing process and not a once-off end-of-year event.

#### 4.6 General

This document should be read in conjunction with:

- White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001),
- *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*; and (NPPPR) (2011)
- The policy document; *National Protocol for Assessment Grades R – 12*. (NPA) (2011)
- Responding to Diversity through Curriculum and Assessment Policy Statements (2011)
- Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2007)
- Operational manual to the National strategy on Screening, identification, Assessment and support (2008)
- Guidelines for full-service/inclusive schools (2010)

## SECTION 5

### REFERENCE

#### A) SAQA UNIT STANDARDS: LIFE ORIENTATION AET LEVEL 4:

- Demonstrate knowledge of self in order to understand one`s identity and role within the immediate community and South African society (SAQA US ID 14661)
- Demonstrate an understanding of how to participate effectively in the workplace ( SAQA US ID 14569)
- Demonstrate an understanding of factors that contribute towards healthy living (SAQA US ID 14659)
- Demonstrate an understanding of sexuality and sexually transmitted infections including HIV/AIDS (SAQA US ID 14656)
- Identify security, safety and environmental risks in the local environment ( SAQA US ID 113966)
- Demonstrate knowledge of diversity within different relationships in the South African society (SAQA US ID 14664)

**B)** NCS grades R-9 Life Orientation, DBE, 2005

**C)** NCS grades R-12, CAPS for Life Skills, grades 4-6, DBE, 2010

**D)** Department of Basic Education: Life Orientation CAPS Intermediate Phase , 2010

**E)** Western Cape Education Department: Physical Education: A Resource for Teacher Grades 1-