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LIFE ORIENTATION 2024

FILE/ADMINISTRATION GUIDELINES

GR 8 - 9

TEACHER FILE

Every teacher must have a file.

Cover of file must contain: School name, **EMIS number**, district, subject, grade and name of teacher.

Print all the necessary documents for your files.

Make **dividers** for your file – Be guided by the index.

1. **Timetable:** please ensure that LO PET period is also indicated on the timetable.
2. **Annual Teaching Plan** – Add the 2023/2024 ATP.
3. **Programme of Assessment** – Add the correct programme and complete with dates in black pen.
4. **Lesson preparation** – Complete with dates in black pen when topics were covered and the activity number the learners did in their daily activity books.
5. **Policy Documents:** - In the file must be the CAPS document/NPPPR/NPA. **Include Section 4 of 2021 and Grade 12 Examination writing guidelines.**
6. **Formal tasks** – Put all the tasks (question papers and memos) in your file under the correct term.
7. **PET lessons** – Put the lessons in your file under the correct term per grade.
8. **Recording sheets:**
 - SASAMS mark sheets must be **signed by the teacher and the DH/Principal.** (To verify marks)
 - Also include your subject mark sheets. (SES/DH to verify if marks were correctly transferred)
 - PET recording sheet – Complete per term with **dates and lesson number.** and a tick for participating, **x** for not participating, **a** for absent.
9. **Moderation:**
 - Internal moderation – use the tool to moderate the file and informal activities.
 - SBA moderation – Must be completed for every term by the DH/subject head/neighbouring school.
 - If the DH does not have knowledge of LO, then the school must be part of cluster moderation where possible. (Grade 12)
10. **Item and Error analysis** must be completed for every term (pass rate and reasons for failures etc.)
11. **Subject Improvement Plan** must indicate how you will ensure improvement of marks etc.
 - The SIP must also indicate the number of learners failing.
 - On the SIP a paper trail with dates, methods/efforts done by the teacher on how that learner was/learners were given a second chance or more, must be reflected.
 - The learner/parent must sign next to the dates.



LIFE ORIENTATION INDEX GRADE 8 AND 9

A. PERSONAL

1. Educator profile (trainings, workshops, years teaching this subject)
2. Timetable (specify streams PET, LO and show duration of each period)
NB: PET SHOULD HAVE A FIXED PERIOD OF 1 HOUR PER WEEK,
i.e., double period.

B. POLICIES

1. CAPS
2. NPA
3. NPPPPR
4. SCHOOL SUBJECT POLICY (align with the above policies)
5. AMENDMENT OF SECTION 4(download)

C. PLANNING

1. Annual Teaching Plan (divide into Term 1, 2, 3 & 4)
2. Lesson Plans (divide into Term 1, 2, 3 & 4). Weekly plan that shows SKV and concepts.
3. PET Lesson plans (divide into Term 1, 2, 3 & 4).
4. Trackers (divide into Term 1, 2, 3 & 4).
5. Activity Book (punched and divided into Term 1, 2, 3 & 4)
NB: should correlate with learner's books (each activity indicates the topic addressed and has an instruction)
6. Curriculum coverage tool (divide into Term 1, 2, 3 & 4).

D. ASSESSMENT

1. Programme Of Assessment (reflect school name, dates, form of assessment, tool, marks, controlled, stamped and signed by both the subject teacher and the DH, be used as the index for learners' portfolios)
2. FORMAL ASSESSMENT TASKS
(With memos, rubrics and should always be typed, neat, and moderated)
 - I. Term 1
 - II. Term 2
 - III. Term 3
 - IV. Term 4

E. RECORDING

1. RECORD SHEETS (SA-SAMS, manual and completed print-out)
(No conversion of marks)
 - I. Term 1
 - II. Term 2
 - III. Term 3
 - IV. Term 4
2. ANALYSIS OF RESULTS (per term/class and grade)
3. Diagnostic report (After every formal task)

F. INTERVENTIONS (talk to each other/ correlation)

1. Subject Improvement Plan
2. Item and Error Analysis (copy of a question paper be attached/ reasons for underperformance)
3. Intervention Strategies (reasons for failure, mediation)
4. List of progressed/ retained learners (only if LO was part of subjects failed)

G. MODERATIONS

1. Internal (DH-pre and post, quality task, curriculum implementation and coverage)
NB: Relevant tools be used.
2. External (District and Province)

H. MEETINGS: (Strictly Subject related)

1. Meetings' invitations (dates and agenda)
2. Meeting minutes (dated and approved)

I. CELEBRATIONS and EVENTS: (Subject related)

1. Career Simulation

J. LTSM

1. List of textbooks used by the teacher.
2. List of textbooks used by learners.
3. List of names of learners with textbooks

K. ANY OTHER SUBJECT RELATED RESOURCE MATERIAL



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LIFE ORIENTATION PROGRAMME OF ASSESSMENT GRADE 8 & 9

TERM	DATE	TASK	MARK	MARKING GUIDELINE	DATE COMPLETED
1.	MARCH 2024	1. WRITTEN TASK	70	MEMO/RUBRIC	
		2. PE	30	RUBRIC	
2	JUNE 2024	3. CONTROLLED TEST	70	MEMO	
		4. PE	30	RUBRIC	
3	SEPT 2024	5. PROJECT	70	RUBRIC	
		6. PE	30	RUBRIC	
4	NOV 2024	7. CONTROLLED TEST	70	MEMO	
		8. PE	30	RUBRIC	
TOTAL YEAR MARK			400		

	NAMES	SIGNATURES	DATE
SUBJECT TEACHER			
DEPARTMENTAL HEAD			
SUBJECT ADVISOR			

SCHOOL STAMP



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GRADE 8: TERM 1 LESSON PREPARATIONS

WEEK 1: 17 – 19 January			
TOPIC	DEVELOPMENT OF SELF IN SOCIETY	Date	Activity
Content	Basic hygiene principles: ➤ Goal setting skills: Personal lifestyle.		
WEEK 2: 22 – 26 January			
TOPIC	DEVELOPMENT OF SELF IN SOCIETY	Date	Activity
Content	Basic hygiene principles: ➤ Media ➤ Environment ➤ Friends and peers ➤ Family ➤ Culture ➤ Religion ➤ Community		
WEEK 3: 29 January – 2 February			
TOPIC	DEVELOPMENT OF SELF IN SOCIETY	Date	Activity
Content	Influence on personal lifestyle choices: ➤ Positive self-talk: individuality and uniqueness and personal achievement. ➤ Strategies and skills to extend personal potential.		
WEEK 4: 5 – 9 February			
TOPIC	DEVELOPMENT OF SELF IN SOCIETY	Date	Activity
Content	Concept Sexuality: ➤ Concept: Sexuality: Understanding one's sexuality: Personal feelings that impact one's sexuality. ➤ The influence of friends and peers on one's sexuality.		
WEEK 5: 12 – 16 February			
TOPIC	DEVELOPMENT OF SELF IN SOCIETY	Date	Activity
Content	Concept Sexuality: ➤ Family and community norms that influence sexuality. ➤ Social pressures including media that impact sexuality.		
Number of content items covered: _____ ÷ 5 x 100 = _____ % of Curriculum coverage			
WEEK 6: 19 – 23 February			
Topic	DEVELOPMENT OF SELF IN SOCIETY	Date	Activity
Content	Concept Sexuality: ➤ Problem – solving skills: identify formation and development.		
WEEK 7: 26 February – 1 March			
Topic	DEVELOPMENT OF SELF IN SOCIETY	Date	Activity
Content	Relationships and friendships: Relationship at home, school and in the community: ➤ Appropriate ways to initiate a relationship. ➤ Appropriate ways to sustain a relationship.		

	WEEK 8: 4 – 8 March		
Topic	DEVELOPMENT OF SELF IN SOCIETY	Date	Activity
Content	Relationships and friendships: Relationship at home, school and in the community: ➤ Problem solving skill: Appropriate behavior in a relationship.		
	WEEK 9 11 – 15 March		
Topic	DEVELOPMENT OF SELF IN SOCIETY	Date	Activity
Content	Relationships and friendships: Relationship at home, school and in the community: ➤ Communication skills: Ability to disagree in constructive ways and appropriate ways to end relationships.		
	WEEK 10: 11 – 15 March		
Topic	WORLD OF WORK	Date	Activity
Content	Different learning styles: ➤ Visual ➤ Aural		
	WEEK 11: 18 – 20 March		
Topic	WORLD OF WORK	Date	Activity
	Different learning styles: ➤ Kinesthetic ➤ Reading and writing		
	Number of content items covered: _____ ÷ 11 x 100 = _____ % of Curriculum coverage		
SBA (FORMAL ASSESSMENT)	WRITTEN TASK Date: • The source-based task must be completed independently under controlled conditions. • The teacher is required to facilitate the process in class time. However, the completion of the task should not be administered as a class test. PET: Date:		



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GRADE 8: TERM 2 LESSON PREPARATIONS

	WEEK 1: 3 – 5 April		
TOPIC	WORLD OF WORK	Date	Activity
Content	Basic hygiene principles: ➤ Identify and own learning style (self-management skills)		

	WEEK 2: 8 – 12 April		
TOPIC	WORLD OF WORK	Date	Activity
Content	Six career categories (identify category of essential workers): ➤ Investigative ➤ Enterprising ➤ Realistic ➤ Artistic ➤ Conventional ➤ Social		
	WEEK 3: 15 – 19 April		
TOPIC	WORLD OF WORK	Date	Activity
Content	Six career categories (identify category of essential workers): ➤ Interests and abilities related to each career category ➤ Thinking and learning skills required by each career category		
	WEEK 4: 22 – 26 April		
TOPIC	WORLD OF WORK	Date	Activity
Content	Six career categories (identify category of essential workers): ➤ School subjects related to each career category ➤ The role of work in relation to South Africa's social and economic needs.		
	Number of content items covered: _____ ÷ 4 x 100 = _____ % of Curriculum coverage		
	WEEK 5: 29 April – 3 May		
TOPIC	WORLD OF WORK	Date	Activity
Content	Six career categories (identify category of essential workers): ➤ Identify needs in the community and country		

	WEEK 6: 6 – 10 May		
Topic	WORLD OF WORK	Date	Activity
Content	Six career categories (identify category of essential workers): ➤ How work can meet social and economic needs in South Africa.		
	WEEK 7: 13 – 17 May		
Topic	HEALTH AND SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	Date	Activity
Content	➤ Social factors that contribute to substance abuse, including community and media.		
	WEEK 8: 20 – 24 May		
Topic	HEALTH AND SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	Date	Activity

Content	➤ Appropriate behaviour to stop and avoid substance abuse: Refusal and decision-making skills.		
WEEK 9: 27 – 31 May			
Topic	HEALTH AND SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	Date	Activity
Content	➤ Long and short-term consequences of substance abuse: Link to crime, violence and educational outcomes. ➤ Rehabilitation options: Where to find help and care and support.		
Number of content items covered: _____ ÷ 9 x 100 = _____ % of Curriculum coverage			
WEEK 10: 3 – 7 June			
Topic	Formal assessment	Date	Activity
Content			
WEEK 11: 10 -14 June			
Topic	Formal assessment	Date	Activity
Content			
SBA (FORMAL ASSESSMENT)	CONTROL TEST • The form of assessment at the end of Term 2 will be a controlled test based on Term 1 and Term 2's work and a Physical Education task PET:		
	Date: Date:		



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GRADE 8: TERM 3 LESSON PREPARATIONS

WEEK 1: 9 – 12 July			
TOPIC	WORLD OF WORK	Date	Activity
Content	Basic hygiene principles: ➤ Relationships between performance in school subjects and interests and abilities: Types of learning activities related to different subjects: ❖ Practical activities ❖ Theoretical activities ❖ Individual activities ❖ Group activities		
WEEK 2: 15 – 19 July			
TOPIC	WORLD OF WORK	Date	Activity
➤ Content	Basic hygiene principles:		

	➤ Demands of each subject: Thinking and learning skills required.		
	WEEK 3: 22 – 26 July		
TOPIC	WORLD OF WORK	Date	Activity
Content	Basic hygiene principles: ➤ Decision-making process: steps in choosing career category relating to individual strength, ability, interest and passion.		
	WEEK 4: 29 July – 2 August		
TOPIC	HEALTH AND SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	Date	Activity
Content	Environmental and health issues: ➤ Application of laws and policies to protect environmental health: Address an environmental issue.		
	Number of content items covered: _____ ÷ 4 x 100 = _____ % of Curriculum coverage		
	WEEK 5: 5 – 8 August		
TOPIC	HEALTH AND SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	Date	Activity
Content	Environmental and health issues: ➤ Earth Day and preservation of the environment – honouring Earth Day: Ways of being kinder to the earth.		
	WEEK 6: 12 – 16 August		
Topic	HEALTH AND SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	Date	Activity
Content	Environmental and health issues: ➤ Develop and implement an environmental health programme.		
	WEEK 7: 19 August – 23 August		
TOPIC	HEALTH AND SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	Date	Activity
Content	Informed, responsible decision-making about health and safety: ➤ HIV/AIDS and COVID-19. ➤ Management with medication, diet, healthy living and positive attitude		
	WEEK 8: 26 August – 30 August		
TOPIC	HEALTH AND SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	Date	Activity
Content	Environmental and health issues: ➤ Application of laws and policies to protect environmental health: Address an environmental issue.		
	WEEK 9: 02 September – 06 September		
TOPIC	HEALTH AND SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	Date	Activity

Content	Informed, responsible decision-making about health and safety: ➤ Prevention and safety issues relating to HIV/AIDS and COVID-19. ➤ Caring for people living with HIV/AIDS and COVID-19.		
	WEEK 10: 09 September – 13 September		
TOPIC	HEALTH AND SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	Date	Activity
Content	Informed, responsible decision-making about health and safety: ➤ Coping with grief, trauma, loss and crises.		
	Number of content items covered: _____ ÷ 9 x 100 = _____ % of Curriculum coverage		
	WEEK 11: 16 September – 20 September		
TOPIC	CONSTITUTIONAL RIGHTS AND RESPONSIBILITY	Date	Activity
Content	➤ Nation-building: Definition. ➤ Different ways to promote nation-building in different contexts: Community, school and home. ➤ Contributions of women and men towards nation-building: Individuals and groups.		
SBA (FORMAL ASSESSMENT)	PROJECT Date: • The source-based task must be completed independently under controlled conditions. • The teacher is required to facilitate the process in class time. However, the completion of the task should not be administered as a class test. PET: Date:		



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GRADE 8: TERM 4 LESSON PREPARATIONS

	WEEK 1: 1 – 4 October		
TOPIC	CONSTITUTIONAL RIGHTS AND RESPONSIBILITY	Date	Activity
Content	Basic hygiene principles: ➤ Concept: Human rights violations ➤ Types of violations ➤ Counterstrategies to violations of human rights.		
	WEEK 2: 7 – 11 October		
TOPIC	CONSTITUTIONAL RIGHTS AND RESPONSIBILITY	Date	Activity
Content	Basic hygiene principles: ➤ Concept: Human rights violations ➤ Types of violations ➤ Counterstrategies to violations of human rights.		
	Number of content items covered: _____ ÷ 2 x 100 = _____ % of Curriculum coverage		
	WEEK 3: 14 – 18 October		
TOPIC	CONSTITUTIONAL RIGHTS AND RESPONSIBILITY	Date	Activity
Content	Concept: Gender equity		

	➤ Gender equity issues in a variety of athletic and sport activities.		
	WEEK 4: 21 – 25 October		
TOPIC	CONSTITUTIONAL RIGHTS AND RESPONSIBILITY	Date	Activity
Content	➤ Defining gender-based violence ➤ Emotional, health and social impact of rape and gender-based violence ➤ Prevention of violence against women: Law on sexual offences ➤ Sources of help for victims: Safety for girls and women.		
	WEEK 5: 28 October – 1 November		
TOPIC	CONSTITUTIONAL RIGHTS AND RESPONSIBILITY	Date	Activity
Content	Concept: Cultural diversity in South Africa - Diverse cultural norms and values in relation to personal and community issues: ➤ Influence of cultural norms and values on individual behaviour, attitude and choices: Cultural expectations, practices and traditions.		
	WEEK 6: 4 – 8 November		
Topic	CONSTITUTIONAL RIGHTS AND RESPONSIBILITY	Date	Activity
Content	➤ Understanding diverse cultures: Recognition of diverse cultures to enrich South African society ➤ Respect difference: Culture, religion and gender		
	Number of content items covered: _____ ÷ 6 x 100 = _____ % of Curriculum coverage.		
	WEEK 7: 11 November – 15 November		
TOPIC	CONSTITUTIONAL RIGHTS AND RESPONSIBILITY	Date	Activity
Content	➤ Celebrate unity in diversity: Respect difference and celebrate similarity ➤ Contributions to social development by organisations from various religions.		

	WEEK 8 to WEEK 10: 18 November – 11 December		
	FINAL EXAMINATION		
SBA (FORMAL ASSESSMENT)	FINAL EXAMINATION	Date:	



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GRADE 9: TERM 1 LESSON PREPARATIONS

	WEEK 1: 17 – 19 January		
TOPIC	DEVELOPMENT OF SELF IN SOCIETY	Date	Activity
Content	Basic hygiene principles: ➤ Goal setting skills: Personal lifestyle.		
	WEEK 2: 22 – 26 January		
TOPIC	DEVELOPMENT OF SELF IN SOCIETY	Date	Activity
Content	Basic hygiene principles: ➤ Media ➤ Environment ➤ Friends and peers ➤ Family ➤ Culture ➤ Religion ➤ Community		
	WEEK 3: 29 January – 2 February		
TOPIC	DEVELOPMENT OF SELF IN SOCIETY	Date	Activity
Content	Influence on personal lifestyle choices: ➤ Appropriate responses to influences on personal lifestyle choices: ➤ Informed decision-making skills: Positive and negative influences.		
	WEEK 4: 5 – 9 February		
TOPIC	DEVELOPMENT OF SELF IN SOCIETY	Date	Activity
Content	Concept Sexuality: ➤ Assertiveness skills: Confident and firm decision-making.		

	WEEK 5: 12 – 16 February		
TOPIC	DEVELOPMENT OF SELF IN SOCIETY	Date	Activity
Content	➤ Sexual behaviour and sexual health: Risk factors leading to unhealthy sexual behaviour ➤ Unwanted results of unhealthy sexual behaviour: ❖ Teenage pregnancy ❖ Sexually transmitted infections (STIs) ❖ HIV/AIDS ❖ Low self-esteem ❖ Emotional scars.		
	Number of content items covered: _____ ÷ 5 x 100 = _____ % of Curriculum coverage		
	WEEK 6: 19 – 23 February		
Topic	DEVELOPMENT OF SELF IN SOCIETY	Date	Activity
Content	➤ Factors that influence personal behavior, including family, friends, peers and community norms. ➤ Strategies to deal with unhealthy sexual behaviour: Abstinence and change of behavior.		
	WEEK 7: 26 February – 1 March		
Topic	DEVELOPMENT OF SELF IN SOCIETY	Date	Activity
Content	➤ Protective factors, where to find help and support: community structures that offer protection or resilience against high-risk behavior. ➤ Adverse consequences and implications of teenage pregnancy for teenage parent(s) and the children born to teenagers.		
	WEEK 8: 4 – 8 March		
Topic	WORLD OF WORK	Date	Activity
Content	Relationships and friendships: Relationship at home, school and in the community: ➤ Problem solving skill: Appropriate behavior in a relationship.		
	WEEK 9: 11 – 15 March		
Topic	WORLD OF WORK	Date	Activity
Content	➤ Time-management skills: Accountability in carrying out responsibilities.		
	WEEK 10: 11 – 15 March		
Topic	WORLD OF WORK	Date	Activity
Content	➤ How to organise one's work ➤ How to use time effectively and efficiently.		
	WEEK 11: 18 – 20 March		
Topic	WORLD OF WORK	Date	Activity
	➤ Reading and writing for different purposes: Keeping a journal, summarising and improving reading and writing skills.		
	Number of content items covered: _____ ÷ 11 x 100 = _____ % of Curriculum coverage		
SBA (FORMAL)	WRITTEN TASK Date: • The source-based task must be completed independently under controlled conditions.		

ASSESSMENT)	The teacher is required to facilitate the process in class time. However, the completion of the task should not be administered as a class test. PET: Date:
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GRADE 9: TERM 2 LESSON PREPARATIONS

WEEK 1: 3 – 5 April			
TOPIC	CONSTITUTIONAL RIGHTS AND RESPONSIBILITY	Date	Activity
Content	Basic hygiene principles: Issues relating to citizens' rights and responsibilities: Respect for others' rights – People living with different disabilities and HIV/AIDS (infected and affected)		
WEEK 2: 8 – 12 April			
TOPIC	CONSTITUTIONAL RIGHTS AND RESPONSIBILITY	Date	Activity
Content	Celebrations of national and international days: - Human Rights Day - Freedom Day - Heritage Day - Reconciliation Day - Youth Day - Worker's Day - Women's Day - Africa Day - Nelson Mandela Day - World Refugees' Day - National health days		
WEEK 3: 15 – 19 April			
TOPIC	CONSTITUTIONAL RIGHTS AND RESPONSIBILITY	Date	Activity
Content	Plan and participate in a local celebration of a national day.		
WEEK 4: 22 – 26 April			
TOPIC	CONSTITUTIONAL RIGHTS AND RESPONSIBILITY	Date	Activity

Content	➤ Constitutional values as stated in the South African Constitution ➤ Positive and negative role models.		
Number of content items covered: _____ ÷ 4 x 100 = _____ % of Curriculum coverage.			
	WEEK 5: 29 April – 3 May		
TOPIC	CONSTITUTIONAL RIGHTS AND RESPONSIBILITY	Date	Activity
Content	➤ Role models for upholding constitutional values: Parents and leaders in the community/society ➤ Applying these values in daily life		

	WEEK 6: 6 – 10 May		
Topic	WORLD OF WORK	Date	Activity
Content	➤ Options available after completing Grade 9: National Senior Certificate (NSC: Grades 10–12) and National Certificate Vocational (NCV: TVET colleges) qualifications.		
	WEEK 7: 13 – 17 May		
Topic	WORLD OF WORK	Date	Activity
Content	➤ Implications of choices: Choice between NSC and NCV.		
	WEEK 8: 20 – 24 May		
Topic	WORLD OF WORK	Date	Activity
Content	➤ Knowledge of the world of work: Rights, responsibilities and opportunities in the workplace		
Number of content items covered: _____ ÷ 8 x 100 = _____ % of Curriculum coverage			
	WEEK 9 – WEEK 11: 3 – 14 June		
Topic	Formal assessment	Date	Activity
Content			
SBA (FORMAL ASSESSMENT)	CONTROL TEST Date: The form of assessment at the end of Term 2 will be a controlled test based on Term 1 and Term 2's work and a Physical Education task PET: Date:		


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GRADE 9: TERM 3 LESSON PREPARATIONS

	WEEK 1: 9 – 12 July		
TOPIC	WORLD OF WORK	Date	Activity
Content	Basic hygiene principles Career and subject choices: ➤ Subjects in Grade 10, 11 and 12.		
	WEEK 2: 15 – 19 July		
TOPIC	WORLD OF WORK	Date	Activity
➤ Content	Career and subject choices: ➤ Careers related to different subjects.		
	WEEK 3: 22 – 26 July		
TOPIC	WORLD OF WORK	Date	Activity
Content	Career and subject choices: ➤ Qualities relating to different careers and subjects: Strengths and weaknesses; and interests and abilities.		
	WEEK 4: 29 July – 2 August		
TOPIC	WORLD OF WORK	Date	Activity
Content	Career and subject choices: ➤ Decision-making skills: Steps in choosing subjects relating to interests and abilities and career of interest.		
	Number of content items covered: _____ ÷ 4 x 100 = _____ % of Curriculum coverage		
	WEEK 5: 5 – 8 August		
TOPIC	HEALTH AND SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	Date	Activity
Content	Volunteerism: ➤ Individual and community responsibility.		
	WEEK 6: 12 – 16 August		
Topic	HEALTH AND SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	Date	Activity
Content	➤ Different types of volunteer organisations: Contributions of community-based and non-profitable organisations to social and environmental health and sustainable development.		
	WEEK 7: 19 August – 23 August		
TOPIC	HEALTH AND SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	Date	Activity

Content	➤ Different types of volunteer activities: Helping those less privileged and assisting those affected and infected by HIV/AIDS and terminal illnesses.		
WEEK 8: 26 August – 30 August			
TOPIC	HEALTH AND SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	Date	Activity
Content	Health and safety issues related to violence: ➤ Common acts of violence at home, school and in the community. ➤ Reasons that violence occurs in families and communities and among friends and peers.		
WEEK 9: 02 September – 06 September			
TOPIC	HEALTH AND SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	Date	Activity
Content	Health and safety issues related to violence: ➤ Impact of violence on individual and community health and safety.		
WEEK 10: 09 September – 13 September			
TOPIC	HEALTH AND SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	Date	Activity
Content	Health and safety issues related to violence: ➤ Alternatives to violence: Problem-solving skills and managing conflict. ➤ Protecting oneself and others from acts of violence: Where to find help.		
Number of content items covered: _____ ÷ 9 x 100 = _____ % of Curriculum coverage			
WEEK 11: 16 September – 20 September			
TOPIC	HEALTH AND SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	Date	Activity
Content	Health and safety issues related to violence: ➤ National health and/or safety promotion programmes.		
SBA (FORMAL ASSESSMENT)	PROJECT Date: • The source-based task must be completed independently under controlled conditions. • The teacher is required to facilitate the process in class time. However, the completion of the task should not be administered as a class test. PET: Date:		



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GRADE 9: TERM 4 LESSON PREPARATIONS

	WEEK 1: 1 – 4 October		
TOPIC	CONSTITUTIONAL RIGHTS AND RESPONSIBILITY	Date	Activity
Content	Basic hygiene principles: ➤ Contributions of various religions in promoting peace		
	WEEK 2: 7 – 11 October		
TOPIC	CONSTITUTIONAL RIGHTS AND RESPONSIBILITY	Date	Activity
Content	➤ Contributions of various religions in promoting peace.		
	Number of content items covered: _____ ÷ 2 x 100 = _____ % of Curriculum coverage		
	WEEK 3: 14 – 18 October		
TOPIC	CONSTITUTIONAL RIGHTS AND RESPONSIBILITY	Date	Activity
Content	➤ Sport ethics in all physical activities.		
	WEEK 4: 21 – 25 October		
TOPIC	DEVELOPMENT OF SELF IN SOCIETY	Date	Activity
Content	➤ Challenging situations: Depression, grief, loss, trauma and crisis.		
	WEEK 5: 28 October – 1 November		
TOPIC	DEVELOPMENT OF SELF IN SOCIETY	Date	Activity
Content	➤ Causes of depression, grief, loss, trauma and crisis.		
	WEEK 6: 4 – 8 November		
Topic	DEVELOPMENT OF SELF IN SOCIETY	Date	Activity
Content	➤ Counterproductive coping techniques: Using alcohol and drugs.		
	Number of content items covered: _____ ÷ 6 x 100 = _____ % of Curriculum coverage.		
	WEEK 7: 11 November – 15 November		
TOPIC	WORLD OF WORK	Date	Activity
Content	➤ Study and career funding providers. ➤ Plan for own lifelong learning: Goal-setting for lifelong learning.		

	WEEK 8 to WEEK 10: 18 November – 11 December		
	FINAL EXAMINATION		
SBA (FORMAL ASSESSMENT)	FINAL EXAMINATION	Date:	



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LIFE ORIENTATION MODERATION INSTRUMENT

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Educator	Task	Term	Grade

SECTION A: PRE – MODERATION

1. ADMINISTRATIVE ASPECTS

1.1. Are the following indicated on the formal task?

Name of school		Name of subject		Grade		Date	
YES	NO	YES	NO	YES	NO	YES	NO

Form of assessment		Duration / Time		Instructions		Total	
YES	NO	YES	NO	YES	NO	YES	NO

Does the form of assessment correlate with the programme of assessment?

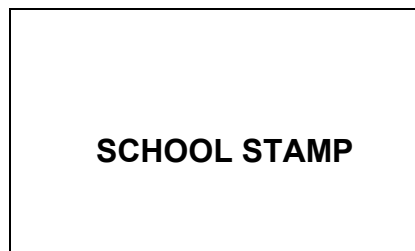
YES/NO

2. SUBJECT SPECIFICS

ASPECTS	YES	NO	COMMENTS
Are clear instructions given to learners?			
Are marks correctly allocated?			
Is the task addressing the content as stipulated in CAPS?			
Is the task relevant to the form of assessment?			
Is there any repetition of questions? Double testing?			
Is the language used appropriate and relevant?			
Comment on the quality of the task: Cognitive levels: • Lower order questions • Middle order questions • Higher order questions			
Is the task neatly typed and is the numbering correct?			
MEMORANDUM	YES	NO	COMMENTS
Is a neatly typed memorandum /rubric included?			

Is the memorandum/rubric relevant and appropriate for the marking of the set task?			
Are answers given in the memorandum correct responses to questions in the task?			
Is the mark allocation appropriate for responses expected?			
Is the memorandum/rubric complete with mark allocation and mark distribution within questions?			
Is the memorandum/rubric easy to use?			
SUGGESTIONS:			

Moderator	Signature	Date



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SECTION B: POST-MODERATION

1. MARKING AND RECORDING

ASPECT	YES	NO	COMMENTS
Are all learners' tasks marked?			
Is the placement of ticks above the facts/correct?			
Is the total obtained clearly indicated on the front of the task with a signature and date attached?			
Is the marking done according to the assessment tool?			
Is there any deviation in marks?			
Are marks recorded correctly?			
Is the results-analysis completed?			
Is the item-analysis completed?			
Comment(s) on marking/deviation(s):			

SCRIPTS MODERATED			
Name and surname	Mark	Moderated mark	Comments
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Moderator	Signature	Date



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LIFE ORIENTATION DIAGNOSTIC ANALYSIS FOR GRADES 8 and 9

The following instrument must be used by the teacher to analyse the results of the mid-year and end of year examination.

Educator	Task	Term	Grade

Purpose:

- ✓ ☐ Analyse question by question.
- ✓ ☐ Performance of learners in each question.
- ✓ ☐ Weak and strong areas in teaching and learning.
- ✓ ☐ Assist in the intervention strategies.

		SECTION A (25)				SECTION B (25)			SECTION C (20)			Total
QUESTIONS		1	2	3	4	5	6	7	8	9	10	
TOTAL		6	6	7	6	10	10	5	10	10	10	70
No	Learner names											
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
	TOTAL											
	AVERAGE %											



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LIFE ORIENTATION: GRADES 8 & 9
ANALYSIS OF RESULTS

Task	Term	Grade

NUMBER OF LEARNERS ENROLLED	NUMBER OF LEARNERS WROTE	NUMBER OF LEARNERS PASSED (Above 30 %)	PASS %	AVERAGE %

DISTRIBUTION OF RATING CODES						
7	6	5	4	3	2	1
80-100%	70-79%	60-69%	50-59%	40-49%	30-39%	0-29%

Official	Signature	Date
Educator		
Departmental Head		

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INTERNAL MODERATION REPORT FOR GRADES 8 & 9 TEACHER'S FILE

School	Teacher	Number of learners	Date
TEACHER FILE			
	Yes	No	
1. Index			
2. Timetable			
3. Annual Teaching Plan			
4. Programme of Assessment			
5. Lesson preparations/Abridged work schedule			
6. CAPS Document			
7. Formal assessment tasks	Question paper	Memo	
6.1 Written task			
6.2 Controlled test			
6.3 Project			
6.4 Final Examination			
7 PET	Lesson plan	Recording sheet	
7.1 Term 1			
7.2 Term 3			
8 Mark sheets/SBA recording	Yes	No	
8.1 Term 1			
8.2 Term 2			
8.3 Term 3			
8.3 Term 4			
9 Analysis of results			
10 Item and Error analysis			
11 Subject improvement plan			
12 Moderation reports			
12.1 Term 1			
12.2 Term 2			
12.3 Term 3			
12.4 Term 4			
Comments/recommendations:			
LEARNER EVIDENCE: INFORMAL ACTIVITIES			
Name of learner	Name of learner	Name of learner	Name of learner
TERM 1	TERM 2	TERM 3	TERM 4



PHYSICAL EDUCATION ASSESSMENT TOOL

Name of learner	Grade	Term

LEVEL	LIMITED	ADEQUATE	PROFICIENT	EXCELLENT	First Observation Mark
Marks	0 1	2 3	4	5	
Criterion: Outcome of movement performance	Needs significant attention: movements do not produce the desired outcome at all.	Requires attention and refinement: lapses in movements which do not always produce the desired outcome	Efficient, effective and appropriate: movements mostly produce the correct and desired outcome.	Exceptional level of skill: movements always produce the desired outcome.	
LEVEL	LIMITED	ADEQUATE	PROFICIENT	EXCELLENT	Second Observation Mark
Marks	0 1	2 3	4	5	
Criterion 2: Outcome of movement performance	Needs significant attention: movements do not produce the desired outcome at all.	Requires attention and refinement: lapses in movements which do not always produce the desired outcome.	Efficient, effective and appropriate: movements mostly produce the correct and desired outcome.	Exceptional level of skill: movements always produce the desired outcome.	
Total Mark					____/10

Signature of teacher	Signature of DH	Date

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LEARNER'S PORTFOLIO: GRADE 8 and 9

1. **Index**
2. ***Programme of Assessment*** with marks, signature of learner and date.
3. Dividers for the portfolio.
4. Term 1: Evidence of Written task + questions + memo.
PE lessons for the learner's portfolio – lessons must be in portfolio.
PE Assessment tool for learner – complete with marks, signature and these marks must correlate with SASAMS.
5. Term 2: Evidence of Controlled test + questions + memo
PE lessons for the learner's portfolio – lessons must be in portfolio.
PE Assessment tool for learner – complete with marks, signature and these marks must correlate with SASAMS.
6. Term 3: Evidence of Project + questions + memo.
PE lessons for the learner's portfolio – lessons must be in portfolio.
PE Assessment tool for learner – complete with marks, signature and these marks must correlate with SASAMS.
7. Term 4: Evidence of Controlled Test paper + questions.
PE lessons for the learner's portfolio – lessons must be in portfolio.
PE Assessment tool for learner – complete with marks, signature and these marks must correlate with SASAMS.

If the school has a print problem and memos cannot be copied for learners, then there must be evidence of corrections done in pencil on the scripts.



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GRADE 8 & 9 LEARNER PORTFOLIO INDEX

PROGRAMME OF ASSESSMENT

TERM 1

- **WRITTEN TASK**
- **PET (Instructions and assessment tool)**

TERM 2

- **CONTROLLED TEST**
- **PET (Instructions and assessment tool)**

TERM 3

- **PROJECT**
- **PET (Instructions and assessment tool)**

TERM 4

- **FINAL EXAMINATION**
- **PET (Instructions and assessment tool)**



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Learner: Informal activity book (Gr 8 -9)

- Each learner must have an ***Informal book*** to do ***weekly*** activities in.
- In front of the book: Examination writing skills
Pass requirements (Gr 08 and 09)
- Each activity must have a heading: **Topic/Sub-topic**
Activity number (1.1)
Date
- Check every period if work was done.
- Learners can mark their own answers.
- Evidence of ***corrections*** in pencil is especially important.
- The teacher can check/sign work once every two weeks.
- Be strict about homework.



Life Orientation exam writing skills

SECTION A: 25 marks COMPULSORY	SECTION B: 25 marks COMPULSORY	SECTION C: 20 marks
- Multiple choice - Give one word/term - Answer the following questions	Answers must be in full sentences	- Answer any TWO questions (2 x 10 = 20) - Responses in full sentences and must be in paragraphs.

<u>Terminology/key terms for exams</u> Mention/name/state – Write about something without explaining. No details. Define – Give the exact meaning of the term/word. Discuss – Give a fact and a supporting statement/qualifier, in this way you are giving a well-explained response. Describe – Give an account of something where you recall what you have learned. Explain – Make it clear, explain in detail so that it can be understood. Recommend – A suggestion/proposal about what should be done. There must be a supporting statement (what impact will your suggestion have/how will it assist and solve the problem)	Differentiate – Look at two or more things and show similarities and differences. Evaluate – Give your own opinion. Give evidence to support your evaluation. Make judgements based on facts. Assess – Make a judgement that you justify by giving reasons. Suggest/propose – Give possible reasons/ideas. Fact/statement and well-explained responses. Identify – Recognise and name someone or something.
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<u>Examples of questions</u> - Name any THREE lifestyle diseases - Discuss TWO exam writing skills... - Define the term unemployment... - Differentiate between volunteering and community work - Assess why each of...	- State/name/give TWO reasons for... - Evaluate the chances of... - Suggest TWO strategies... - Recommend TWO habits... - Describe TWO ways that...
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LEVEL 1- Low order (30%) REMEMBER	LEVEL 2 – Middle order (40%) UNDERSTANDING	LEVEL 3 – High order (30%) APPLY
• Name • List • State • Identify • Define • Give	• Differentiate • Discuss • Describe • Explain	• Assess • Recommend • Evaluate • Suggest • Motivate

HOW TO ANSWER SECTION B - COMPULSARY.

What are the instructions?

Answer **ALL** the questions in this section

- Make sure you understand what the question is asking of you.
- Underline/circle all the key words/phrases.
- You must answer in full sentences.
- Make sure you answer all the questions and be guided by the mark allocation so that you do not write too much.
- Every 2 marks answer must have a statement and a qualifier/motivating statement

For example: (2 x 2) (4) – 2 **statements** and EACH statement must have a **qualifier** (well-explained response).

1. statement + qualifier/ motivating statement=2

2. statement + qualifier/ motivating statement=2

- Discuss THREE skills a Gr 12 learner can use when writing exams.

Answer: Learners should read all the questions carefully (✓) so that they do not overlook key instructions due to stress. (✓)

HOW TO ANSWER SECTION C.

What are the instructions?

Answer any **TWO** questions in this section

- Read through all three questions before deciding on the best combination.
- Only the first two questions will be marked.
- Your responses must be in a form of paragraphs.
- You must write in full sentences.
- NO introduction and NO conclusion.
- There must be paragraphs, each question (bullet) must be answered in a new paragraph.
- Make sure you answer all the questions and be guided by the mark allocation so that you do not write too much.
- Every answer must have a fact/statement and a qualifier.

For example: (2 x 2) (4) – 2 **statements** and EACH statement must have a **qualifier** (well-explained response).

1. statement + qualifier/ motivating statement = 2

2. statement + qualifier/ motivating statement = 2

Where mark allocation is 3 marks, the answer must have a statement, a motivating statement and an outcome/conclusion

For example: (2 x 3) (6) – 2 **statements** and EACH must have a **qualifier** (well explained response) AND give an **OUTCOME/CONCLUSION** for each.

1. Statement + qualifier + outcome = 3

2. Statement + qualifier + outcome = 3

- Recommend TWO practical ways in which employers could reinforce work ethics to counteract absenteeism in the workplace. For EACH answer also indicate how EACH measure may improve the work ethics of workers. (2 x 3) (6)

Answer: Enforce the work attendance policy (✓) so that the workers may realise the seriousness thereof (✓) and in this way there may be more discipline with regard to attendance in the workplace. (✓)

Section B and C total 45/70 marks. Give a lot of attention to these two sections!

General tips:**Plan each answer before you start writing**

Jot down skeleton answer-plans, on a page which you will later cross out as rough work, before writing the actual answers to be read by the examiners. This will help you to make sure your answer is clearly structured.

Answer the question

Make sure you answer the question that is on the paper and not the one you hoped would be there!

Write legibly

Your handwriting is important, and you must take care to ensure that it is legible so that it can be understood.

Note from the marker: If you know your handwriting is difficult for others to read, train yourself to write more clearly. We have to mark large numbers of scripts to a tight timetable; if a marker finds himself/herself going cross-eyed trying to make out the words of one script, it will be very difficult for him/her to assess the answers at their true value - apart from the irritation, if writing is so unclear that the words have to be puzzled out one by one then it is hard to put the separate words together in one's mind and grasp the overall meaning.

Use all the time available

You should aim to complete your answers well before the close of the exam, but it is wise to use any extra time you have to check your answers and correct any mistakes.

NB. Practice Past Papers

There really is no better way to get exam ready than by attempting past papers. (Activity book/revision activities/bank of questions)

This process is **not** just about preparing an answer for a specific question, it is about **understanding how you approach a question** in an exam, how to structure your answer, the timing you should assign and what information will get marks.

General tips:

- Read through all the questions quickly, answering all the ones you definitely know first and leaving the hard ones until last.

What should I do if my mind goes blank mid-answer?

Reread your answer to see if this prompts you to remember and try looking back over your plan. If this does not work, do not worry - leave a gap and come back to it later.

You will probably remember it when you relax. This often happens towards the end of the exam, and you can return to your answer and finish it

What if I run out of time?

- Do not panic. Look at how many questions you have left to answer and then work out how much time you have left to spend on each question.
- You will probably gain the most marks if you attempt all the answers rather than spending time doing one 'perfect answer', so set yourself deadlines and be strict.
- If you have lots more ideas and are reluctant to move on, try jotting these down in pencil so you can return to the question later if you have time.
- If you know you always tend to run out of time in exams, then it is a good idea to practice doing past papers in exam conditions
- Make sure you are clear about how many questions you need to answer.
- If questions are divided into multiple sub-questions, check whether you have to answer any one of the sub-questions or all of them.
- Check the back of the paper for further questions/sections.