

**GENERAL EDUCATION &
TRAINING PHASE (GET)**

LIFE ORIENTATION

SBA EXEMPLAR BOOKLET

GRADES 5-7



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



FOREWORD



The Department of Basic Education has pleasure in releasing a subject exemplar booklet for School Based Assessment (SBA) to assist and guide teachers with the setting and development of standardised SBA tasks and assessment tools. The SBA booklets have been written by teams of subject specialists to assist teachers to adapt teaching and learning methods to improve learner performance and the quality and management of SBA.

The primary purpose of this SBA exemplar booklet is to improve the quality of teaching and assessment (both formal and informal) as well as the learner's process of learning and understanding of the subject content. Assessment of and for learning is an ongoing process that develops from the interaction of teaching, learning and assessment. To improve learner performance, assessment needs to support and drive focused, effective teaching.

School Based Assessment forms an integral part of teaching and learning, its value as a yardstick of effective quality learning and teaching is firmly recognised. Through assessment, the needs of the learner are not only diagnosed for remediation, but it also assists to improve the quality of teaching and learning. The information provided through quality assessment is therefore valuable for teacher planning as part of improving learning outcomes.

Assessment tasks should be designed with care to cover the prescribed content and skills of the subject as well as include the correct range of cognitive demand and levels of difficulty. For fair assessment practice, the teacher must ensure that the learner understands the content and has been exposed to extensive informal assessment opportunities before doing a formal assessment activity.

The exemplar tasks contained in this booklet, developed to the best standard in the subject, is aimed to illustrate best practices in terms of setting formal and informal assessment. Teachers are encouraged to use the exemplar tasks as models to set their own formal and informal assessment activities.



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DIRECTOR-GENERAL

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PURPOSE

The primary purpose of this handbook is to strengthen the School-based assessment. Factors to be considered when developing School-based assessment are suggested and exemplars are given to heighten teacher understanding of what each form of assessment is characterised by. This guideline should therefore be viewed as a teacher support. The examples given are intended to guide and capacitate teachers to develop the assessment tasks that respond to their learners' contexts.

What is school-based assessment?

The definition of School-based assessment (SBA) should be preceded by a general understanding of what assessment is, what its purpose is and what it is or should be used for. To fulfil this critical prerequisite, it is reasonable to depart from the definition of assessment adopted in the Curriculum and Assessment Policy Statement (CAPS). According to CAPS assessment is defined thus:

'...a continuous planned process of identifying, gathering and interpreting information regarding 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 and formal. In both cases regular feedback should be provided to learners to enhance their learning experience'.

The above definition emphasises four fundamental steps that should be carried out sequentially in the process of assessment; however, the essential part of this definition is *using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching*. Simply put, assessment is not only about allocating scores for purpose of promotion of learners, but to strengthen teaching and to enhance learner achievement. This, therefore, also suggests that assessment is and should be integral to teaching and learning and should be conducted throughout the year. The key question is how do we overcome a presumed standard practice of assessing

learners only when we want to determine whether to promote them or not? The SBA provides the answer to this question.

CAPS differentiates between SBA and End-of-the-year examination. SBA is developed and administered at school level. It can either be formal or informal. The formal part of the SBA in the Intermediate and Senior Phase contributes 75% and 40% respectively to the promotion of learners. In the Foundation Phase, the SBA accounts for 100% towards the promotion of learners. Given this scenario, it is evident that if the SBA is not properly managed at school level, it can have far reaching consequences for learner achievement.

Determinants of quality SBA task for life orientation

Informal assessment, which is predominantly formative, should be a precursor towards formal assessment. If properly designed and well thought through it is most likely to determine the success of learners when they are assessed formally. It should be used regularly to track learners' understanding of mathematics concepts, and to improve teaching. In other words regular use of informal assessment accompanied by regular feedback provides mathematics teachers with instant information regarding whether or not learners have grasped the concepts taught. Misconceptions can be identified at an early stage and be attended to. Essentially this will necessitate self-reflection by the teacher and there may be a need to adjust the teaching approaches they employed earlier.

Formative assessment can therefore be used to prepare learners for the formal assessment that will take a form of examination, investigation, assignment, test and a project. In other words before learners can be assessed using, for instance, an investigation, they can be given an investigation as an informal assessment beforehand. Learners should not be exposed to any form of assessment the first time they are assessed formally.

Teaching methodologies: Assessment is regarded as an integral part of teaching and learning. This suggests that we cannot divorce the assessment from teaching and learning. Essentially planning for teaching should encompass planning for assessment. The adoption of this practice implies that assessment should mirror what is/was taught.

The use of an investigation can best be used to illustrate this view: Investigation is one of the forms of assessment that learners should be exposed to. However, for learners to demonstrate their full potential when handling investigations, teachers should adopt an *investigative approach* to teaching. The same goes for using *project-based learning* as a teaching approach to prepare learners for a project as a form of assessment.

Evaluating learner responses (identification of errors and misconceptions):

Evaluating learner responses or what is commonly known as ‘marking’, should not be viewed exclusively as a means of determining correct or wrong answers, and subsequently the allocation of credits, but also as a means to identify errors that might culminate in misconceptions. Errors and misconceptions, however undesirable, can assist teachers to reflect on the effectiveness of their teaching methodologies. This can contribute immensely to the development of teachers and improvement of learner performance.

Assessment in Physical Education

The Physical Education Task (PET) is evaluated across all four school terms in Grades 7, 8 and 9. Learners are expected to participate in Physical Education periods every week which are scheduled to take place in fixed periods, labelled Physical Education on the school time-table. All Physical Education periods will focus on practical physical and mass participation in movement activities for enjoyment and enrichment purposes.

Learner’s participation and movement performance in the PET will be assessed through class observation and reported at the end of each term. The mark allocation for the PET comprises 30% of the total mark for the subject.

The subject advisor 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: Participation and movement performance.

The teacher will observe whether the performance of a movement has a desired outcome, focusing on the overall performance of the movement rather than the detailed mechanics of the movement

A class list will be used to generate a mark out of 20 for participation and a mark out of 10 for movement performance at the **end of each** term. This means, **four** lists for each of Grades 7, 8 and 9. The number of PE periods per term will depend on the Department of Basic Education school calendar for the year.

	TERM	FREQUENCY OF PARTICIPATION						MOVEMENT PERFORMANCE			TOTAL
	LEARNERS' NAMES	P1	P2	P3	P4	%	MARKS 20	1 st observation	2 nd observation	Total marks 10	30
1											
2											
3											
4											

Criterion 1: frequency of participation – each learner will be allocated a mark out of 20 at the end of each term based on his/her frequency of participation. An “a” will indicate the learner was absent for that particular period and an “x” that the learner was present, but did not participate.

Criterion 2: each learner will be formally observed at least twice across a school term for formal assessment purposes to determine the level of movement performance.

Programme of assessment in the senior phase

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

The weighting of marks for the four internal formal assessment tasks for Life Orientation, Grades 7 to 9 is as follows:

Term 1	Term 2	Term 3	Term 4
Task 1 Written Task	Task 2 Mid-year examination:	Task 3 Project:	Task 4 End of year exam
70 marks	70 marks	70 marks	70 marks
PET 30 marks	PET 30 marks	PET 30 marks	PET 30 marks

Weighting of formal assessment task

Weighting	Cognitive level	Bloom's taxonomy	Examples
40 %	Lower order	Level 1 & 2	What? Why? Who? When? Where? List
40 %	Middle order	Levels 3 & 4	Discuss, explain, describe
20 %	Higher order	Levels 5 & 6	Evaluate, synthesize, critically, evaluate, examine

Nature of the formal tasks

Section 4 of CAPS stipulates the different forms of assessment that should be used when assessing learners. Project, Assignment, Case Study, Design and Make, Test and Examinations have been prescribed for Life Skills/Orientation. These various forms of assessment are aimed at addressing the diverse needs of learners, e.g. some learners are able to learn effectively, demonstrate their full potential and improve their skills and performances when they undertake a particular task in Life Orientation. Each form of assessment has its own unique characteristics. It is therefore significant that Life Orientation teachers should clearly understand the defining characteristics of each form of assessment and the appropriate time during which each form should be administered.

Essentially, when Life Orientation teachers understand the characteristics of each form of assessment, they will be able to identify the content that is suited for each form of assessment. While the abovementioned forms of assessment are used during formal assessment, it is expected that teachers use the same forms of assessment during informal assessment as a way to adequately prepare learners for formal assessment.

The next section provides the characteristics (entrenched in the definition and purpose) of each form of assessment and an exemplar to illustrate the development of assessment

tasks using appropriate mathematics content. In the case of an examination, cognitive levels will also be exemplified.

DIFFERENT FORMS OF ASSESSMENT

Project

It is an assessment task that requires considerable effort. It is a form of assessment that is used to enable learners to apply their knowledge and skills. Generally, a project takes a long time to complete, as a result it is ideal that it is done in groups of about five and marked at different stages of development. The project will involve collecting, analysing and/or evaluating data and information that will result in the synthesising of the findings into a written product that may be reported, modelled or performed by the learners. Learners will generally collect data/resources/information outside the contact time to perform the task.

The topic and nature of the project will be determined by the content covered according to the annual teaching plan. Learners should be given enough time to complete the project. A project should be given before the end of the second term for submission during the third term.

Design and making

Design and making involves the production of the actual product using creative processes to achieve a certain competency. Making is the end product of the design. Learners will be required to design, make and write a descriptive paragraph(s) on the task. Learners are required to show an understanding of the knowledge gained and application of knowledge and skills.

Exemplar of Design and making:

SEE PAGE 27 OF 7-9 CAPS

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 is a problem-solving exercise with clear guidelines and of a specified length. The focus of the assignment will be determined by the context covered according to the annual teaching plan.

Case study

A case study will involve a detailed description of a specific situation of phenomenon. The description can either be real or hypothetical and can be taken from a book, newspaper, magazine, video or the radio. The aim of the case study is 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.

Test

Tests usually consist of a range of questions. Learners are required to respond within a specified time. Questions are useful to assess knowledge recall and test understanding and comprehension. If questions are correctly phrased they can also test application knowledge.

Examination

Definition and Purpose: An examination is an example of a summative assessment and it is predominantly used as a formal assessment (i.e. for recording purposes). A primary distinction between a test and an examination is the scope of content covered. An examination is the most comprehensive form of testing, typically given at the end of the term or midyear. In life orientation an examination ideally covers the work that was taught in the entire term if it is written at the end of a term, or the work done at the end of the semester if it is written midyear. A half-yearly examination should therefore cover most of the concepts and skills prescribed for Term 1 and Term 2 for the appropriate grade. In other words it is used to consolidate the work done beforehand. For School-Based Assessment the minimum number of examinations prescribed in the Curriculum and Assessment Policy Statement (CAPS) for life orientation is one half-yearly examination for each grade in the Intermediate Phase and Senior Phase.

Scope and Cognitive levels: When setting an examination, two critical issues should be considered, namely the appropriate content taught during the specific term(s) for the grade, and diverse questions that require different cognitive demands.

BLOOMS TAXONOMY- HOW TO DEVELOP QUESTIONS

Questions for the revised bloom's taxonomy

LEVEL 1 REMEMBERING		LEVEL 2 UNDERSTANDING		LEVEL 3 APPLYING	
Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers		Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas		Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in different ways	
Key words	Questions	Key words	Questions	Key words	Questions
choose	What is ...?	classify	How would you classify the type of ...?	apply	How would you use ...? What examples
define	Where is ...?	compare	How would you compare ...?	build	
find	How did ____	contrast	How would you contrast ...?	choose	

how	happen?	demonstrate	Contrast ...?	construct	can you find to ...?
label	Why did ...?	explain	Will you state or interpret in your own words ...?	develop	How would you solve ____ using what you've learned ...?
list	When did ...?	extend		experiment with	
match	How would you show ...?	illustrate	How would you rephrase the meaning ...?	identify	How would you organize ____ to show ...?
name	Who were the main ...?	infer		interview	
omit		interpret	What facts or ideas show ...?	make use of	How would you show your understanding of ...?
recall	Which one ...?	outline		model	
relate	How is ...?	relate	What is the main idea of ...?	organize	
select	When did ____ happen?	rephrase	Which statements support ...?	plan	What approach would you use to ...?
show	How would you explain ...?	show	Can you explain what is happening ...? What is meant ...?	select	How would you apply what you learned to develop ...?
spell		summarize		solve	What other way would you plan to ...?
tell	How would you describe..?	translate	What can you say about ...?	utilize	What would result if ...?
what	Can you recall ...?		Which is the best answer ...?		Can you make use of the facts to ...?
when			How would you summarize ...?		What elements would you choose to change ...?
where					What facts would you select to show ...?
which					What questions would you ask in an interview with ...?
who	Can you select ...?				
why	Can you list the three ...?				
	Who was ...?				

LEVEL 4 - ANALYZING		LEVEL 5 - EVALUATING		LEVEL 6 - CREATING	
Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.		Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.		Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	
Key Words	Questions	Key Words	Questions	Key Words	Questions
analyze	What are the parts or features of ...?	agree	Do you agree with the actions...? With the outcome...?	adapt	What changes would you make to solve ...?
assume		appraise		build	
categorize		assess		change	
classify	How is ____ related to ...?	award	What is your opinion of ...?	choose	How would you improve ...?
compare	Why do you think ...?	choose	How would you prove ...? Disprove...?	combine	
conclusion		compare		compile	What would happen if ...?
contrast	What is the theme ...?	conclude		compose	
discover		criteria	Can you assess the value or importance of ...?	construct	Can you elaborate on the reason ...?
dissect	What motive is there ...?	criticize		create	
distinguish	Can you list the parts ...?	decide		delete	Can you propose an alternative...?
divide		deduct	Would it be better if ...?	design	
examine	What inference can you make ...?	defend		develop	Can you invent ...?
function		determine	Why did they (the character) choose ...?	discuss	
inference	What conclusions can you draw ...?	disprove		elaborate	How would you adapt ____ to create a different ...?
inspect		dispute	What would you recommend...?	estimate	
list		estimate		formulate	
motive	How would you classify...?	evaluate	How would you rate the ...?	happen	How could you change (modify) the plot (plan) ...?
relationships		explain		imagine	
simplify	How would you	importance	What would you cite to defend the	improve	What could be

survey	categorize...?	influence	actions ...?	invent	done to
take part in	Can you identify the different parts ...?	interpret	How could you determine...?	make up	minimize (maximize) ...?
test for	What evidence can you find ...?	judge	What choice would you have made ...?	maximize	What way would you design ...?
theme	What is the relationship between ...?	justify	How would you prioritize ...?	minimize	What could be combined to improve (change) ...?
	Can you distinguish between ...?	mark	What judgment would you make about ...?	modify	Suppose you could ____ what would you do ...?
	What is the function of ...?	measure	Based on what you know, how would you explain ...?	original	How would you test ...?
	What ideas justify ...?	opinion	What information would you use to support the view...?	originate	Can you formulate a theory for ...?
		perceive	How would you justify ...?	plan	Can you predict the outcome if ...?
		prioritize	What data was used to make the conclusion...?	predict	How would you estimate the results for ...?
		prove	What was it better than?	propose	What facts can you compile ...?
		rate	How would you compare the ideas ...?	solution	Can you construct a model that would change ...?
		recommend	People ...?	solve	
		rule on		suppose	
		select		test	
		support		theory	
		value			

					Can you think of an original way for the ...?
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Bloom's Taxonomy Question Stems

<u>REMEMBERING</u>	<u>UNDERSTANDING</u>	<u>APPLYING</u>	<u>ANALYZING</u>	<u>EVALUATING</u>	<u>CREATING</u>
What happened after...? How many...? What is...? Who was it that...? Can you name...? Find the definition of ... Describe what happened after... Who spoke to...? Which is true or false...? Where is...? Which one...? When did...? Who were the main characters?	Can you explain why...? Can you write in your own words...? How would you explain...? Can you write a brief outline...? What do you think could have happened next...? Who do you think...? What was the main idea? Can you clarify...? Can you illustrate...? Does everyone act in the way that _____ does? How would you compare/contrast...? What is meant by...?	Do you know of another instance where...? Can you group by characteristics such as...? Which factors would you change if...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? What examples can you find to support...?	Which events could not have happened? If _____ happened, what might the ending have been? How is _____ similar to _____? What do you see as other possible outcomes? Why did ... changes occur? Can you explain what must have happened when...? What are some of the problems of...? Can you distinguish between...? What were some of the motives behind...? What was the turning point?	Is there a better solution to...? Judge the value of _____. What do you think about...? Can you defend your position about...? Do you think _____ is a good or bad thing? How would you have handled...? What changes to _____ would you recommend? Do you believe...? How would you feel if...? How effective are...? What are the consequence	If you had been _____, what would you have done differently? How many ways can you think of to...? Predict what would be true if _____. How can you explain...? Hypothesize what would happen if ... How would you improve..

Describe the setting. Can you tell three...? When did _____ happen? How did the story end?	Retell the story. How did the character feel about...? Explain what is happening when the author says... Explain why the story has the title that it does. Look at the picture. Explain what happened before and after the picture.	Think of a situation that occurred to a person in the selection and tell what you would have done. What would result if...? Using what you know, how would you solve...? What would you do if you could go to the place where the main character lived? If you had to cook a meal for the main character, what would you make? Write/tell what you have learned and how you can use this information in your life.	What is the theme of...? What motive is there...? What conclusions can you draw about...? How would you classify/categorize...? What inferences can you make...? What was the problem with...? What was the funniest part? What was the most exciting part? What was the saddest part? Distinguish between two facts and opinions. What would be a good title for this story?	s...? What influence will _____ have on our lives? What are the pros and cons of...? Why is _____ of value? What are the alternatives? Who will gain and who will lose? Compare two characters in the selection. Which was a better person and why? Which character would you most like to spend the day with and why? Do you agree with the actions of...? What choice would you have made about...? What data was used to make the conclusion?	.? What changes would you make to...? Suppose you could _____. What would you do? How would you rewrite the selection from _____'s point of view? Can you design a ... to...? Can you see a possible solution to...? If you had access to all resources, how would you deal with...? Why don't you devise your own way to...? What would
--	--	--	--	---	--

					have happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you develop a proposal which would...?
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DIAGNOSTIC ANALYSIS

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

Purpose:

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

SUBJECT: LIFE ORIENTATION

GRADE:

DATE:

FORMAL ASSESSMENT: EXAMINATION

No	Name	Q 1	Q 2	Q 3	Q 4	Q 5	Tot
	Total	20	15	10	10	15	70
1	Learner A	10	7	6	6	2	31
2	Learner B	2	7	5	3	1	18
3							
	Total	12	14	11	9	3	
	Average	6	7	5.1	4.2	1.1	
	%	30%	50%	50.1%	40.2%	20.1%	

Comments: (Example)

1. Learners fared the worst in question 5 that dealt with world of work
2. 50% of learners showed their awareness of HIV prevalence in the country
3. Learners did not respond very well in the short questions, which were higher level questions

SUMMARY MARK SHEETS- ANNUAL COMPOSITE

GRADE (CLASS): _____ NUMBER OF LEARNERS: _____ TEACHER: _____

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MODERATION

WHAT IS MODERATION

Moderation is the quality assurance process.

The purpose of moderation is to provide assurance that assessment is fair, valid and at the national standard, and that the assessors are making consistent judgments about learner performance. Moderation also helps to improve assessment practices.

Moderation is a means of ensuring that the collection, analysis/interpretation, recording and reporting of assessment evidence and/or results takes place in accountable and transparent ways

With regard to moderation at school level it could take place at classroom level, with the educator acting as moderator; at grade, subject or learning area level, with the Head of Department assuming the role of moderator, or at provincial/national level, with duly appointed chief markers moderating the quality of external markers.

At classroom level the educator/s teaching a particular subject/learning area could check/moderate whether or not learners judged their own or their peers' performance fairly and objectively during self- or peer assessments. In this case the teacher would moderate the results of self- and peer assessments at the end of the period or day on which these took place and, if required to do so, make the necessary adjustments in consultation with the learners involved.

At subject, grade or learning area level, the subject head or Head of Department would typically moderate end-of-term and end-of-year assessment instruments, processes and results with a view to ensuring that learners in the same grade are assessed fairly and with equal rigor.

Moderation of grades is most successful when:

- it is collaborative;
- involves open and transparent communication among assessors;
- provides constructive feedback and professional support.

GRADE 7

TASKS

CASE STUDY : GRADE 7

TOPIC : DEVELOPMENT OF THE SELF IN SOCIETY

SUB-TOPIC : CONCEPT: SELF-IMAGE

TERM : ONE

MARKS : 70

Read the case study below and answer the questions that follow.

Lucas Sithole

Twenty-five-year old Lucas Sithole is number one in the wheel chair tennis quads division. But it has not been an easy ride to the top for Lucas. "I was 12 years old when my life changed forever", he says. "I was coming home from the shops when I walked past a stationary train that suddenly started moving back. I fell under the train and it rode over me. I lost most of my right arm and both my legs. I was rushed to hospital in a critical state – I had lost a lot of blood and the doctors thought I would not survive. I spent a lot of time in intensive care and underwent several operations. I was very depressed and angry. I thought my life would be over forever. I would not be able to play sports again; I would be rejected by my friends, I would be a burden on my family. I had always loved sport, and had set my sights on being a soccer star, but after the accident, I could not see how it would be possible to live a normal life."

Lucas suffered from depression for a long time before things changed for him. "It was only when I went to Bumbisiswe, a school for the disabled outside Newcastle, that I learned to cope with my disability and started to regain my confidence and self-esteem. I had to learn to do everything again, from writing with my left hand (I was previously right-handed) to dressing myself. Over the years, I became very independent. I even learned to climb a tree with one arm! Once I had been in a wheel chair for a while, I started playing sports again. I played wheelchair rugby, wheelchair basketball and wheelchair tennis and have received national colours for all three sports. I consider everything a challenge and believe I can do almost anything that I want to. I like to think of it like this- in life you have two choices- to sleep or dream. It is up to you to choose. Either you wake up and chase your dream or you give up and continue sleeping. You don't have to be afraid when life gets hard; just be happy that you are living it! You hold the passport to your future."

Lucas competed in the 2012 Olympic Games.

Adapted from an article in the Jet Club publication, June 2012 www.tennis.co.za

1. In what way is Lucas Sithole unique and special? (2)
2. Did he believe in his own ability before his accident? Give a reason for your answer. (2)
3. What do you understand by interests, abilities and potential? Give an example of each (9)
4. Lucas says that his 'life changed forever'. In what way did his life change? (4)
5. How did he feel after the accident? (2)
6. Was his life improved after the accident? Give reasons for your answer. (2)
7. Explain how Lucas' self-esteem was affected during his period of depression. (4)
8. How did he overcome this and start to believe in himself again? (4)
9. What role might other people have played to help Lucas to become the well-known sports star that he is now? (8)
10. How could Lucas' interests, abilities and potential have helped him overcome the difficulties he was facing? (4)
11. Write short notes on how each of the following relates to Lucas' story:
 - 11.1. Self-respect (3)
 - 11.2. Peer pressure (3)
 - 11.3. Dignity (3)
 - 11.4. Respect for diversity (3)
 - 11.5. Discrimination (3)
12. If you had visited Lucas while he was recovering from his accident, what **FIVE** things could you have said to him in order to enhance his self-esteem? (5)
13. In your own words, write Lucas's message to young people. (5)
14. Explain the following concepts in your own words
 - 14.1. Quads.
 - 14.2. Disabled (4)

GRAND TOTAL 70

MEMORANDUM

1. He is living a full life and carrying out physical activity even though he has no legs and only one arm.√√
2. He did; he loved sports and had set his heart on becoming a soccer star.√√
3. Interests are those things that a person likes to do√√, eg hiking.√ Abilities are those things that a person is able to do√√, eg I can paint.√ A potential is an ability that has not yet fully developed.√√ eg An ability to talk that can be developed into public speaking.√
4. He was permanently physically disabled and had to learn to function again.√√ He had to adapt in order to play sports from a wheelchair.√√
5. He felt depressed and lonely.√√
6. To start off with, his life was hard but through his own efforts he became a sports star and probably became stronger physically and mentally than he ever was before.√√ Any relevant answer.
7. He believed that he would be rejected by his friends and become a burden to his family.√√ He could not see how he could live a normal life.√√
8. He went to a school for disabled people where he learned to cope with his disability.√√ He built up his strength, became independent and learned new sports√√ He started dressing himself.√√. He taught himself to write with his left hand.√√
9. His family and friends would have encouraged him√ and supported him.√ They would have given him positive feedback√ and not been judgmental of him as he struggled.√ His school would have provided the facilities he needed√ and also given him support.√ He would have been with others who had had to overcome obstacles.√ This would have made him realise he was not alone.√
10. He was interested in sport and believed he had potential to become a soccer star.√√ This would have helped him both physically and mentally when he was getting back into playing sports.√√

11. Notes:

- 11.1. Self-respect- Lucas had to build up his self-respect again, ✓ and start believing in himself ✓ When he was depressed he believed that he was not worthy of respect. ✓ (Any relevant response)
- 11.2. Peer pressure- Lucas was concerned about how his friends would react; he thought they would reject him and expect him to carry on as if nothing had changed and this contributed to his depression. ✓✓ ✓ (Any relevant response)
- 11.3. Dignity- Lucas probably suffered some humiliation from the loss of his limbs. Learning things that had come so easily to him before would have made him feel undignified, especially things such as learning to dress and feed himself or use the bathroom. ✓✓ ✓ (Any relevant response)
- 11.4. Diversity- Lucas became a very different person after his accident but he has earned the respect of all South Africans for his achievements on the tennis court, probably because of these differences. He played wheelchair rugby, wheelchair basketball and wheelchair tennis ✓✓✓ (Any relevant response)
- 11.5. Discrimination- It is easy to discriminate against someone who is disabled and Lucas feared discrimination from his peers who now regarded him as an invalid and a liability. He would have experienced some discrimination but he overcame all obstacles ✓✓ ✓ (Any relevant response)
12. Answers will differ: Don't give up fighting. ✓ You still have a life. ✓ Remember how good you were at soccer. ✓ Don't let go of your dream. ✓ Everyone is glad you are alive because we all respect and love you. ✓ Don't stop believing in yourself, I believe in you and am here for you. (Any relevant response)
13. Answers will differ: Take joy in the fact that you are alive. ✓ Follow your dream no matter what it takes. ✓ You can do anything you set out to do. ✓ Believe in yourself. ✓ Don't allow your situation to demotivate you. ✓ (Any relevant answer) (Any relevant response)
- 14.1 Quadriplegic – refers to someone who lost limbs (he lost most of his arm and both his legs) ✓✓ (Any relevant response)
- 14.2 Disabled: having a mental or physical disability; unable to perform one or more natural activities such as walking, because of illness or injury. ✓✓ (Any relevant response)

PROJECT

TERM: 3

Name: _____

Grade: 7 _____

Date: _____

Mark allocation: 70/ _____

Subject Teacher: _____

Moderator: _____



Answer the following questions:

Use the worksheet below and answer the following questions:

1. List careers that you would like to venture into (one in each column)? (2)
2. Under each career, list 2 compulsory school subjects that are required. (4)
3. Also list where you can further your studies and for how long (4)
4. Is there a dress code for the careers that you have mentioned? Name them. (4)
5. Name 2 tools or equipment that is used in that profession. (4)
6. Mention 2 institutions where you can be employed after having completed your studies? (4)

Career 1	Career 2
1.	
2.	
3.	
4.	
5.	
6.	

7. Describe five of your personal characteristics

(5)

8. Out of the 2 careers that you have listed in question 1 above, which career is more suitable based on your personal characteristics and interests? Why?

(5)

9. The career that you have chosen, what value would it have in your community? _____

(2)

10. Will the career you have chosen fulfil your personal needs? Why?

(4)

11. List one opportunity and two challenges that are experienced in your chosen career.

.....

.....

.....

(3)

12. Using Life Orientation textbooks, newspapers and magazines describe five daily activities in your career choice. The description should include the activities and the time during which the activities will be performed.

.....
.....
.....
.....
..... (10)

13. Describe any two places/sources that you would consult to get information about the chosen career.

.....
..... (4)

14. Poster design and presentation

(a) Design a poster that tells a story of a career of your choice. The poster should have pictures of the career of your choice that show the:

- Name of the career
- Dress code
- Tools/working equipment
- Place or institution of employment
- School subjects and level of schooling required.
- Place of study and duration of study. (10)

b. Use the poster to make an oral presentation to the class. (5)

GRAND TOTAL: 70

PROJECT GRADE 7

MARKING GUIDELINE

PROJECT SECTION	CRITERIA	MARK
	1. List of careers (1 mark for each career)	2
	2. Two compulsory subjects for each career (2 marks for each career)	4
	3. Places of study and duration for each career (2 marks for each institution + duration of study)	4
	4. Highlight whether there is a dress code or not and name them. (2 marks for each career)	4
	5. Two tools that are used in the profession (2 marks for each career)	4
	6. Two institutions where one can be employed after completion (2 marks for each company/firm)	4
	7. Five personal characteristics. (1 mark for each characteristics)	5
	8. Career more suitable to your personal characteristics and interests	5
	9. The value of the career chosen in the community	2
	10. Career chosen and fulfilment of needs and Why? (2 for fulfilment and 2 marks for explanation)	4
	11. List an opportunity and two challenges on a career of choice	3
	12. Description of Five daily activities and time of those activities on the chosen career. (5 marks for activities and 5 for time)	10
	13. Description of sources of information on the career of choice	4
	TOTAL	55

Criteria	Poor	Fair	Good	Excellent	Actual Mark
Attractiveness in terms of designed, layout and neatness	0-1	2	3	4-5	5
	The poster appears quickly designed	The poster is partially acceptable and attractive.	The poster is acceptably attractive	The poster is exceptionally attractive in terms of design, layout, and neatness.	
Poster graphics and description	0-1	2	3	4-5	5
	Graphics (pictures/ designs/ writing) are unrelated to the topic.	Graphics (pictures/ designs/ writing) are mainly unrelated to the topic.	The graphics (pictures/ designs/ writing) relate but pictures do not have written descriptions	All graphics (pictures/ designs/ writing) relate to the topic, and pictures have written descriptions.	
Oral Presentation	0-1	2	3	4-5	5
	The learner seems unprepared in their presentation.	The learner seems partially unprepared in their presentation.	The learner did a presentation but needs the aid of their poster to share information.	The learner did an exceptional job of presenting and is knowledgeable about their topic.	

ASSIGNMENT

TERM: 1

INSTRUCTIONS

Answer all questions.

Write neatly.

QUESTION1

Define the following terms.

1.1 Assertiveness

1.2 Vulnerable

1.3. Passive

1.4 Inferior

1.5 Leisure

(10)

QUESTION 2

2.1 Reading takes us into another world where we use our imagination to visualise places and events. Why is reading and studying important? (4)

2.2 Name 5 reading skills that you can use in reading a text. (5)

2.3. You learned about how to cope when under pressure. Describe five of these coping skills. (5)

2.4. Discuss how peer pressure may influence individuals in the following scenarios:
Use of substances; crime; unhealthy sexual behaviour; bullying and rebellious behaviour. (10)

QUESTION 3

How would you assist your friend to develop a positive self-image? List 5 factors that would assist your friend and explain each in one sentence. (10)

QUESTION 4

4.1 List FIVE of the physical changes that occur in boys and FIVE of the changes that occur in girls when they reach puberty. (10)

4.2. Explain the following terms and give examples of each:

- Personal interest
- Abilities
- Potential. (6)

QUESTION 5

5.1 What is self-Image? (2)

5.2 Identify and reflect on positive personal qualities and relationships under the following:

- (a) a positive relationship with yourself, (2)
- (b) your family and (3)
- (c) your friends. (3)

MEMORANDUM

QUESTION: 1

1.1 Assertiveness - stating your position without being rude or disrespectful.

1.2 Vulnerable – easily exposed to being manipulated or exploited.

1.3. Passive – not being aggressive in one's actions.

1.4 Inferior – having feelings of inadequacy.

1.5 Leisure – relaxation

5 x 2 = (10)

QUESTION: 2

2.1 a. To get knowledge

b. Improves concentration

c. Exercises the brain

d. Teaches children about the world around them

e. Improves vocabulary

(1 mark for each answer)

(5)

2.2 a. Scanning

b. Skimming

c. Pre-reading

d. Paraphrase

e. Previewing

(1 mark for each answer)

(5)

2.3 a. Know yourself

b. Speak up

c. Use Buddy System

d. Stay away from stressful situations

e. Be assertive and say NO

(1 mark for each answer)

(5)

2.4 Learner can discuss any of the following:

- a. Pressured to smoke or use drugs
- b. To steal
- c. To fight/abuse others
- d. Unprotected sex
- e. Disrespect others

(2 mark for each point discussed) (10)

QUESTION: 3.

a. Positive self-talk

Always keep telling yourself positive and good things about yourself and always avoid negative thoughts about yourself.

b. Don't compare yourself to others

. Everyone is great at something and unique

c. Exercise

Exercise helps to improve your mood.

e. Don't beat yourself up when you make a mistake

Everyone makes mistakes – it's in our basic human nature. Why should you be any different? Don't stress, just learn from it and move on.

(2 marks for each explanation) (10)

QUESTION 4

4.1

Boys	Girls
Strong voice	Develops breasts
Muscles develop	Menstruation starts
Body hair	Pubic hair
Thyroid gland enlarges	Shape of the body changes
Pimples	Pimples

(1 mark for each description) (10)

4.2

Personal interest: The feeling of a person whose attention, concern or curiosity is particularly engaged by something. (2)

Ability: The quality of being able to do something especially the physical and mental (2)

Potential: Qualities or abilities that may be developed and lead to future success or usefulness (2)

QUESTION: 5

1 Projection of a positive self-image. (2)

- 2
- a) being positive and confident (2)
 - b) having good relationships with family members through good conduct (3)
 - c) having good relationships with friends through projecting positive self-image and showing respect. (3)

(any other relevant responses will be accepted on the above)

GRADE 8

TASKS

FORMAL ASSESSMENT TASK 3: PROJECT

NAME OF SCHOOL	
NAME OF LEARNER	
GRADE 8	

ACTIVITY	MARK OBTAINED	DATE
Activity 1: Research		
Activity 2: Presentation		
Activity 3: Poster		
TOTAL: 70		

FEEDBACK TO LEARNER

MODERATION	NAME	SIGNATURE	DATE
HOD (School)			
District Moderator			
Provincial Moderator			

PROJECT	
TOPIC	HEALTH, SOCIAL AND ENVIRONMENTAL RESPONSIBILITIES
SUB TOPIC	ENVIRONMENTAL HEALTH ISSUES

PROJECT

1. Collect information about an environmental health problem in your community, town or city (e.g. illegal dumping, etc). Your project should include the following:

- 1.1. Introduction (2)
 - 1.2. Explanation of the environmental health issue that you have identified (paragraph). (4)
 - 1.3. Causes of this environmental health issue. Mention three (3)
 - 1.4. Laws and policies that are available to protect people and the environment from the specific health issue. Name at least two policies and/or laws and explain each one briefly. (2)
 - 1.5. Evaluate the effectiveness of the policies and laws in your community, town or city. (3)
 - 1.6. Conclusion: (2)
- (16)**

2. Environmental health programme

2.1. Develop an environmental health programme that can help to address the issue that you have identified. Your programme should include the following:

- What is it all about (2)
- What objectives you want to achieve. Name three (6)
- Who will participate (2)
- Which activities that will be done (4)
- Which strategies will be used to address the identified issue. Mention three (6)
- Where will it be implemented (2)

- How is the project going to be monitored, how often and include the monitoring tools (4)
 - How is the impact going to be measured (2)
- (28)**

3. Prepare a presentation with your findings.

3.2 Your presentation should include the following:

- 3.2.1. Clarity: Communication of information and ideas (2)
 - 3.2.2. Delivery;: Confidence and audibility (2)
 - 3.2.2. Creativity and overall presentation (2)
- (6)**

4. Create a poster to raise awareness regarding the dangers of the environmental health issue that you have identified.

4.1 Your poster should:

- 4.1.1 Use the A3 size or A2 (2)
- 4.1.2 Be presentable (2)
- 4.1.3 Communicate a clear message with regards to the environmental health issue (5)
- 4.1.4 Include possible strategies to address the issue (4)
- 4.1.5 Be attractive and colourful (4)
- 4.2. Marks will be given for creativity and effort (3)

(20)

Assessment Guideline

1.1 and 1.2

Introduction and explanation:

Environmental health issues refers to problems with the planet's systems (air, water, soil etc. that have developed as a result of human interference with the planet e.g. global warming, deforestation, water pollution, over population, soil erosion, littering, oil spills, nuclear issues, acid deposition, environmental disaster, greenhouse effect, heavy metals, sea level rise, burning of fossil fuels, soil contamination, attack of marine life, destruction of natural resources, etc.

1.3 Causes:

e.g. Water pollution

- **Destruction of river catchments**
- **Destruction of the wetland**
- **Mining**
- **Agriculture**
- **Industrial spillage**
- **Oil spills etc.**

1.4 Environmental laws:

- **National environmental Policy- published as Notice No. 951 in Government Gazette 37112 on the 4th December 2013. Serves as a broad guideline and provides a framework for the effective implementation of environmental services in South Africa**

1.5 Local municipality by-laws e.g. Standard street and miscellaneous by-laws, standard drainage by-laws, by-laws relating to storage use and handling of flammable liquids and substances.

1.6 Any relevant response

1.7 Any relevant response

2. the plan should cover the following:

- What is it all about (2)
 - Clearly state the objectives of the plan you want to achieve. Name three (6)
 - State who will participate (2)
 - Activities that will be done (4)
 - Strategies will be used to address the identified issues. Mention three (6)
 - State where the plan will be implemented (2)
 - How is the project going to be monitored, how often and include the monitoring tools (4)
 - How is the impact going to be measured (2)
- (28)**

3. Learners present their findings and will be assessed on the following: .

- 3.1. Clarity: Communication of information and ideas (2)
- 3.2. Delivery: Confidence and audibility (2)
- 3.3 Creativity and overall presentation

Criteria					Actual Mark
	0-1	2			
Appropriate paper size used either A2 or A3	Not adhere to the correct paper size	Use the correct paper size			2
Attractiveness and presentable in terms of designed,	0-1	2			2
	The poster appears quickly designed and not attractive	The poster is excellently designed and attractive.			

layout					
Clear message with regards to the environmental health issues	0-1	2	3	4-5	5
	The Message communicated is vague unclear and irrelevant to the topic	Some aspects of the message communicated are included; are relevant to the topic	message communicated is clear and relevant to the topic	Message is well presented clear and relevant to the topic.	
Strategies to address the issues	0-1	2	3	4	4
	Learner has mentioned one strategy to address the environmental issues	Learner has mentioned 2 strategies to address the environmental issues	. Learner has mentioned 3 strategies to address the environmental issues	Learner has mentioned 4 strategies to address the environmental issues	
	0-1	2	3		
Creativity and effort	Displays little creativity and originality	Displays some originality and few details	Displays an outstanding originality of ideas and well detailed poster		3

DESIGN AND MAKING

TOPIC : Development of the self in society

SUB-TOPIC : Relationships and friendships: relationships at home, at school and in the community.

MARKS : 70

1. Draw a set of 4 circles on an A4 page using the whole page. Label the inside circle **me**, the second circle **family**, the third circle **school**, and the outer circle **community**. Write the names of each person you have a relationship with in each circle. Put a star next to the names you have good relationships with, and put a cross on the names of people you have bad relationships with.

[10]

2. Describe how you feel about the relationship between you and the people in each circle. Select five people

[15]

3. Design an advertisement for a school newspaper, advertising for a “perfect friend”. The advertisement should attract the attention of your peers, in order to make an impact. Choose at least 4 characteristics of healthy relationships that mean the most to you and use them as part of the information in your advertisement.

[12]

4. What do you understand by the word “initiate”? What are appropriate ways to initiate relationships and friendships?

[5]

5. What does it mean to sustain? How will you sustain relationships that are important to you?

[4]

6. What kind of behaviour is appropriate in relationships?

[6]

7. Write a paragraph of advice about ways to disagree constructively. [6]

8. Briefly explain three strategies that you can suggest to end a relationship

[6]

9. In six ways describe how friends are supposed to value a relationship [6]

GRADE 8 DESIGN AND MAKE RUBRIC

TOPIC: DEVELOPMENT OF THE SELF IN SOCIETY.

QUESTION 1

LEVELS	1	2	3	4
Criteria	0-2	3-5	6-7	8-10
Drawing of circles, labelling, naming and highlighting	None or little understanding of drawing and wrongly labelled	Insufficient understanding of the drawing and information	Sufficient but there is still room for improvement.	Excellent and even extra details on the drawing.

QUESTION 2

LEVELS	0-5	6-8	9-12	13-15
Description relationships	None or little information.	Very little description.	Sufficient description done.	Excellent or more description.

QUESTION 3

LEVELS	1	2	3	4
Criteria	0-2	3-4	5-8	9-12
Designing of an advert.	Little or no knowledge on designing an advert.	Insufficient knowledge on designing.	Sufficient knowledge but more room for improvement.	Excellent and extra details.
Eye catching or attractive.	Poor drawing and poor qualities	Better drawing but with little qualities	Good drawing and expected qualities.	Excellent drawing with more than enough qualities.
Characteristics of healthy relationships	None or very little characteristics.	Characteristics are there but not enough.	Enough characteristics.	More than enough.

The THREE criteria count for 4 marks each.

QUESTION 4

A .Initiate means to start/create/begin.✓

Appropriate ways to initiate a relationship:

-Introduce yourself and say where you are from.✓

-Ask your partner where he or she is from.✓

-Find out what you have in common and arrange to meet.✓

-Be a good listener to your friend.✓

-Be polite and communicate._

(5)

QUESTION 5

5.1 Sustain means to keep it going and strengthen it.✓

5.2. a. Work on the basics e. g good communication.✓

Sharing and caring.✓

Mutual respect.✓

Honesty and fairness.

b. Make time and effort e. g always be committed to each other.✓

- Always be connected to each other.✓

c. Make sure your friendship is mutual.✓

d. Make each other feel special.✓

-Tell your friend that he/she is special ✓. Appreciate one another.✓

-Buy gifts for each other.✓

e. Trust each other.✓

-Do not gossip /back-stab each other.✓

f. Laugh together and cry together.✓

-Be there for your friend.✓

(16)

QUESTION 6.

It is a behaviour based on good communication,✓ sharing and caring,✓ mutual respect ✓

trust ,✓ honesty ✓ and fairness.✓

(6)

QUESTION 7

Use the five step ideal problem solving skill:✓

- a. Use the “I” message.✓
- b. A NO is a NO.✓
- c. Do not show double standards.✓
- d. Act on the issue and don’t be personal.✓
- e. Be polite, specific and check the tone of the voice.✓

(6)

QUESTION 8

- a. Discuss issues and be specific on one’s feelings about the relationship
- b. Get a fair and trustworthy mediator
- c. Step back and have a short break
- d. Cut the communication channels

Any 3 x2 marks (6)

QUESTION 9

- a. Respect
 - b. Transparent
 - c. Care and support
 - d. Avoid being judgemental
 - e. Mutual trust
 - f. Open to new ideas and criticism
- (include other possible answers)

Total: 70 Marks

GRADE 9

TASKS

GRADE 9

TERM: 3

TASK:

PROJECT

MARKS: 70

Volunteer organisations are community based organisations aiming to assist communities to improve social interaction, environmental health and to promote sustainable development.

You have to spend one day during the winter holidays to visit one of the volunteer organisations in your area to participate and collect information and pictures. Make an appointment to visit that organisation of your choice.

Use the following guidelines to do your project:

1. Give the name of the volunteer organisation and its objective(s). (3)
2. Why did you choose this organisation? Give 2 reasons (4)
3. List three challenges that the organisation experiences and recommend possible solutions to those challenges? (6)
4. In a paragraph of five points explain how this organisation gets its funding and how they could generate projects to supplement the organisation's funds (10)
5. Who takes responsibility for generating the funding projects? (2)
6. Discuss how you participated in the organisation's activities on the day of your visit and what you learnt from this experience? (10)
7. Mention three other volunteer organisations and state how they contribute to the betterment of the community? (10)
8. How were you personally impacted by your experience of volunteering at this organisation? (5)
9. Conduct an interview with one of the following individuals which describes their role in the organisation: Develop your own questionnaire of five questions and include written responses (15)
 - Administrator
 - Social worker/ Caregiver
 - Beneficiary

10. Attach evidence collected during the day of visit, explain or give a description for each item of evidence (e.g. pictures, brochures, pamphlets, newspapers articles, video, etc.). (5)

Instructions:

1. You need to have a cover page with your surname, name, grade, class, topic, type of task (project) term, school and subject teacher.
2. Write neatly and legibly.
3. Number your pages
4. NB! It is important to get consent from the people of whom you are taking pictures or video clips.

LIFE ORIENTATION RUBRIC

GRADE 9: PROJECT

MARKS:70

Criteria	1 mark	2 marks	3 marks	4 marks		TOTAL
1.Gives name and objectives	Only 1 item mentioned.	2 items are given.	2 items explained.			3
2. Reasons for choosing that organisation.	Vague and does not relate to the concept of volunteerism	Reason given but there is little understanding of the concept of volunteerism	Reason clearly stated and links up with the concept of volunteerism	2 Sound /convincing reasons with correct grammar and show clear understanding of volunteerism.		4
Criteria	0-2 marks	3-4 marks	5-6 marks	7-8 marks	9-10 marks	
3. Challenges and possible solutions	Vague understanding of the challenges of the organisation to the community.	Is aware of some of the challenges and solutions but fails to state them clearly.	Enumerates about 3 challenges and provides three possible solutions.			6
4.Funding and projects of the organisation	Demonstrates little understanding of how the organisation is funded and projects to generate funds.	Mentions three points of how the organisation is funded and projects to generate funds.	Mentions four points of how the organisation is funded and projects to generate funds.	Mentions five points of how the organisation is funded and projects to generate funds.	Demonstrates an excellent understanding of how the organisation is funded and explains alternative projects to generate funds.	10
5.The Chairperson of the Board, CEO, Owner, Finance committee etc. (2) (Any relevant answer)						
Criteria	0-2 marks	3-4 marks	5-6 marks	7-8 marks	9-10 marks	
6. Participation on that day and your experience.	Does not clearly indicate how the day progressed from the morning till the end of the day.	The activities are mentioned but the learner does not mention the highlights and the uninteresting (boring) activities.	The highlights and uninteresting activities are discussed and his or her personal experience are mentioned	Highlights and uninteresting activities, guidance (mentoring) and experiences received.	An excellent clear picture is given of how the day was spent and was able to participate and gain experience i.e. was it a success or not, enjoyable or not, etc.	10
7. Other volunteer organisations	Mentions one or none.	Mentions and states some	Mentions 3 and partially	Mentions 3 and clearly states	Mentions 3 and excellent states	10

		contributions	states contributions	contributions	contributions	
Criterion	1 mark	2 marks	3 marks	4 marks	5 marks	
8. Impact on volunteering	Cannot explain how the participation influenced your personal views	Explanation is vague and reflects on personal views	Impact on personal views relevant to the experience gained	The impact on personal views is more related to the experience gained	Gives an excellent discussion on the positive and negative impact on personal views	5
Criteria	1 -2 mark	3-5 marks	6-9 marks	10-12 marks	13-15 marks	
9. Interview and development of the questionnaire	The questionnaire is not relevant but interview was conducted	Questionnaire has relevant components and interview was conducted	Questionnaire has good structure and interview was conducted	Questionnaire has very good structure and responses were well captured	Questionnaire has excellent structure and responses were excellently captured with clear answers	15
Criteria	1 mark	2 marks	3 marks	4 marks	5 marks	
9. Collection and presentation of evidence	No evidence presented	Evidence presented without explanation	Evidence presented with vague explanation	Evidence presented with good explanation	Evidence and presentation was excellent	5

Note to the teacher:

- The teacher can take the project further and let learners analyse the responses from the interview, identify possible gap (s), and respond to those gaps.
- Learners can present the project in class.

GRADE 9
FORMAL ASSESMENT TASK 1

ASSIGNMENT TASK

TOPICS

- Unhealthy Sexual Behaviour
- Teenage Pregnancy
- Assertiveness Skills
- Personal Lifestyle Choices

GRADE: 9.....

DATE:

NAME:.....

EDUCATOR:

TOTAL - 70

Instruction to learners

- The written task must be handed in on the date of submission given.
- Your task must have a cover page.
- Use the internet, library, newspaper articles and any other relevant sources for your research.
- Write clear, legible and neat
- Answer in your own words as best as you can.
- The marks allocated are an indication of the length of your answer.
- Supply a complete bibliography

TOPIC 1: UNHEALTHY SEXUAL BEHAVIOUR

Investigate information with regards to unhealthy sexual behaviour and answer the following questions:

1.1 Define the following concepts:

- Assertiveness
- Goal- setting
- Personal life style choices
- Accountability
- Culture

(10)

1.2 Explain **five** risk factors leading to unhealthy sexual behaviour and the possible consequences of this type of behaviour.

(5)

1.3 Briefly explain the factors that influence personal behaviour under the following topics:

- Family
- Friends
- Peer
- Community norms

(8)

1.4 Provide statistics on HIV and AIDS infections in your area

(village/suburb/township) amongst the following age groups:

- 12-16 boys and girls
- 18-24 male and female

(5)

1.5 In a paragraph of **five** lines briefly explain the economic impact of this virus in your area (village/suburb/township).

(5)

1.6 What should young people like you do to live a healthy lifestyle? **Mention five points.**

(5)

1.7 Identify **five** Sexually Transmitted Infections (STIs) and give a short description of each

(10)

1.8 Write a paragraph on teenage pregnancy. Include the following in your paragraph:

- Three consequences and implications of teenage pregnancy for boys and girls
- Three negative ways in which the baby is affected.

(6)

1.9 What is your understanding of time management? (2)

1.10 Why is it important to manage your time effectively and give two actions that need to be considered? (3)

1.11 Identify three time wasters and how can you minimise the time that you waste (3)

TOTAL - 56

TOPIC 4: PERSONAL LIFESTYLE CHOICES

Factors that influence our personal life style choices.

- 1.12 List six factors that influence your personal lifestyle choices. (6)
- 1.13 Write two sentences about each factor explaining how it has influenced your personal lifestyle choices. Give examples. (8)

GRAND TOTAL – 70

MEMO FOR TERM 1 ASSIGNMENT ON HIGH RISK BEHAVIOUR

1.1 High risk behaviour refers to unprotected sex, sex with multiple partners, drug abuse. It refers to a lifestyle that places one at a risk of suffering from a particular condition, illness or injury. The consequences include contracting infectious diseases (STIs), pregnancy, and can lead to death. /5/

1.2 HIVAIDS is a disease that is transmitted through fluids such as blood, semen. It is commonly transmitted through unprotected sex, drug addicts sharing needles (blue tooth) /5/

1.3 PREVALENCE

KZN 25,8%

Mpumalanga 23,1%

L 18,5%

NW 17,7%

GA 15,2%

EC 15,2%

Limpopo 13,7 %

NC 9,2%

WC 5,3%

/5/

1.4 **Economic impact:** inability to continue with work

Drop out

High absenteeism from work

Medical costs to cover treatment options

Orphans

/5/

1.5 Abstinence

Protected sex

Abstain from risk behaviour such as drugs

Know your own status and that of your partner

/5/

1.6 chlamydia

Gonorrhea

Genital Herpes

HIV/AIDS

Human Papilloma Virus (HPV)

Syphilis

Bacterial Vaginosis

Trichomoniasis

/5/

1.7 RUBRIC

TOPIC 2 EXPLAIN THESE

2.1 Drop out

High risk of losing baby and your health

Financial burden

Stigmatized by friends, family

2.2 Mother

She cannot afford to bring up baby

Financial support

Psychological and emotional support

BABY

Under nourished

Prone to diseases

Lack of clothing

Neglect by mother

PERSONAL LIFESTYLE CHOICES

Family

Peers

Media

Community

/4/

Family to choose career, friends and partners

Peers pressure to have sexual partners, drugs

Community prescribes on how to behave

Media how to dress, how to eat, social class

South Africa Concerned Over Rising Teen Pregnancy Rates.

Health experts were concerned over the growing teen pregnancy rates in South Africa. Sixteen-year-old Thandi is four months pregnant and among a jump in teenage pregnancies that are up 21% across South Africa in recent years, also raising fears of increased HIV infections among sexually active youths.

“I found out I was pregnant two months ago. I haven’t told anyone yet, only my boyfriend. He thinks I am joking,” Grade 9 learner, Thandi said shyly. She said she had unprotected sex with her boyfriend of eight months many times before her pregnancy because she trusted him. She had never tried oral contraceptives and only used condoms when she could find one.

“I am going to try my best to hide my pregnancy so that I can continue learning. If I tell my parents, they are going to force me to leave school,” she said. She wants to avoid embarrassing her family, who like many in South Africa believes that becoming a mother marks the end to childhood, and therefore to education. South Africa has the world’s largest HIV- positive population, with 5,7 million of its people infected with the virus. That creates an added threat that has prompted health officials to rethink AIDS and pregnancy prevention programmes targeted at the youth.

The concentration of poverty, unemployment and poor education can push girls to get into relationships with older men for financial reasons, adding to the pregnancy problem.

(source: Source – AFP – adapted and shortened from article by VR Sreeraman on April 08, 2011)

Read the case study before you answer the questions. Look at the mark allocated to each question. It will guide you as to how much you should write. One mark is given for each statement the question requires unless indicated differently.

1. What are health experts worried about? (2)
2. What are the risk factors that lead to Thandi’s pregnancy? (2)
3. Why does Thandi want to hide her pregnancy from her family? (4)
4. What may be the reason why girls start relationships with older men? (3)
5. What has made health officials rethink AIDS and pregnancy prevention programmes that are targeted at the youth in South Africa? (2)
6. Give the health officials advice. Suggest in **five** points what they can include in pregnancy and HIV and AIDS prevention programmes that were targeted at the youth in South Africa. (10)
7. Explain to Thandi what **five** unwanted results of unhealthy sexual behaviour are. (5)
8. Copy the table below into your book. Leave enough space to write four facts into each cell.

Below the table is a list of 20 words and phrases. Write them in the correct places in the table. Take note of the mark allocation for each block.

Risk factors leading to unhealthy sexual behaviour. (4)	Factors that influence Personal behaviour. (4)
Unwanted results of unhealthy sexual behaviour. (4)	Strategies to deal with sexual behaviour. (2)
Where to find help and support (protective factors) (4)	Adverse consequences and implications of teenage pregnancy. (2)

- Emotional and financial implications.
 - A responsible friend
 - AIDS
 - Friends
 - Teenage pregnancy
 - The local clinic
 - Drugs
 - I will do anything to be popular
 - Someone I trust at school
 - HIV
 - Someone I trust from my church
 - Change your behaviour
 - Alcohol abuse (20)
 - Trusting family member
 - Abstinence
 - A responsible friend
 - Sexually transmitted infections (STI)
 - Peers
 - It will stop my education process
 - A desire to buy and own expensive things
 - A family member who has a negative influence on me.
 - Premature birth.
 - Community norms.
9. How would you advise teenagers to change their behaviour to assist in the prevention of teenage pregnancy. (10)
10. Give Thandi advice. (4) (5)
11. Where can she get help and support (include the helplines and contact numbers)? (10)

Grand Total 70

MEMORANDUM.

- 1 They were concerned over the teen pregnancy rates in South Africa. There was a jump in teenage pregnancies that are up 21% across South Africa in recent years, also raising fears of increased HIV infections among sexually active youths.√√ (2)
- 2 She had unprotected sex with her boyfriend of eight months many times before her pregnancy.√√ She had never tried oral contraceptives and only used condoms when she could find one. (2)
- 3 So that she could continue her studies. If she told her parents, they would force her to leave school.√ She wants to avoid embarrassing her family.√ (2)
- 4 The concentration of poverty,√ unemployment and poor education can push girls to get into relationships with older financially secure men for financial reasons, adding to the pregnancy problem,√ peer pressure.√ (3)
- 5 According to statistics, South Africa has the world's largest HIV-positive population in Africa.√ New programmes may prevent further infections√ (2)

(any other relevant responses)

- 6 They should include the following:
- Information sharing and education.
 - Detecting and managing sexually transmitted infections.
 - HIV counselling and testing.
 - Widespread provision of condoms, both male and female as well as the mediation of the use of them.
 - Medical male circumcision.
 - Preventing of mother – to –child transmission.
 - Safe blood transfusions.
 - Medicines to prevent infection for those who have been exposed.
 - Life skills education and new technology to mediate content in the teaching of HIV and AIDS (10)
 - Media campaigns and related programmes to change behaviour.
- (Any ten or other relevant answer)
- 7 (Any five)
- Unwanted teenage pregnancy.
 - Sexually Transmitted Infections (STI's)
 - HIV and AIDS.
 - Low self-image.
 - Emotional scars.
 - Physical and emotional complications.
 - They experience guilt or lose trust in others. (5)

8	Risk factors leading to unhealthy sexual behaviour. • Drugs • Alcohol abuse • A desire to buy and own expensive things • I will do anything to be popular (4)	Factors that influence personal behaviour. • Friends • Peers • A family member who has a negative influence on me. • Community norms. (4)	
	Unwanted results of unhealthy Sexual behaviour. (4) • AIDS • Teenage pregnancy • HIV • Sexually Transmitted Infections (STI)	Strategies to deal with sexual behaviour. (2) • Abstinence • Change your behaviour	
	Where to find help and support (protective factors) (4) • The local clinic • Someone I trust at school • Someone I trust from my church • A responsible friend	Adverse consequences and implications of teenage pregnancy. (2) • Emotional and financial implications. • Premature births.	(20)
9	Advices to teenagers on healthy lifestyle: • Goal setting to secure a future • Abstinence in sexual activities • Proper use of oral contraception and condoms • Abstinence from the use of substances and alcohol • Don't give in to peer pressure • Teenagers inclination to experiment • Filter media messages and images • Participate and be active in physical education activities • Participate in youth organisations that promote responsible behaviour • Consult responsible professionals on challenging issues that affect their lives		
10	She should talk to people who can give her advice on motherhood, such as the sister at the local clinic, a teacher at school, an adult she trusts, or a member of her religious institution.		



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