

ABRIDGED SECTION 4 OF CAPS

LIFE ORIENTATION

IMPLEMENTATION DATE: 2020



Presentation Outline

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NOTE:

- The Information in the Presentation must be read in conjunction with the CAPS of the Subject.
- Kindly refer to Section 4 of the CAPS.

Purpose of the Presentation

To mediate the amendments of CAPS Section 4: Grades 10 and 11 for implementation in 2020 as published in Government Gazette number: 42829



Summary of Amendments

The distribution of marks in the programme of assessment has **changed from 100 to 90 for terms 1 and 3. In the 2nd term the mark has changed from 100 to 120.**

The mark allocation for **examination has changed from 80 to 100.**

The mark allocation for **Sections B and C has changed from 30 to 40 respectively.**

There are further requirements for the examination paper: **10% of the content assessed must relate to Physical Education. Information provided in the texts have to be devoid of racial, cultural, religious, sexual orientation and gender stereotyping.**

A marking grid indicating the cognitive levels of Bloom's taxonomy levels 1-6 **must be provided.**

Time allocation for examination has changed from 90 minutes to 2hours.

In group work, learners will work as a team to complete the task, however, marks **must be allocated to individual learners.**

Summary of Amendments

Physical education mark allocation has **changed from 20 to 10 marks**.
Frequency of participation **will not be assessed**.

Only movement performance will assessed twice formally
The **marks for first and second observation has changed from 10 to 5 marks**.

A record of learner participation will be kept in the teacher file. **This will not be used for assessment**.

Physical Education will be conducted but not **assessed** in the **FOURTH term**. The **SECOND term PET mark will be multiplied** by 2 to give a total of 20. PET will be administered across all four school terms.



Programme of Assessment

Term	Assessment task	Marks per term		Year %
		Recording	Reporting	Weighting
1	Written task	80	100 (90 ÷ 90 x 100)	20%
	PET	10		2.5%
2	Mid-year Examination	100	100 (120 ÷ 120 x 100)	25%
	PET	20 (10X2)		5%
3	Project	80	100 (90 ÷ 90 x 100)	20%
	PET	10		2.5%
4	Final Examinations	100	100	25%
Final Total		400	400	100 %

Formal Assessments

In the formal programme of assessment for Life Orientation, learners are expected to complete five tasks per grade. These five assessment tasks are:

- Two examinations
- One project
- One written task and
- Physical Education Task (PET)

The five internal formal tasks make up 100% of the total mark out of 400 for Grades 10 and 11.

In group work, learners will work as a team to complete the task, however, marks must be allocated to individual learners.



Examinations

Examinations for Grades 10 and 11 will be done twice a year as part of the internal examination of the school/district or province.

The mid-year examinations for Grades 10 – 11 will comprehensively address the content, knowledge and skills covered from terms 1 and 2; and for the final examination, terms 1 - 4.

Examinations

More than one type of question should be incorporated and focus primarily on the application of knowledge in an integrated manner.

Examinations must include 10% content relating to Physical Education.

All examination question papers must be accompanied by a cognitive analysis grid.

Cognitive levels:

The questions should comply with Bloom's Taxonomy i.e. 30% low, 40% middle, and 30% higher order questions.

Examinations

The outline below will be followed when setting Life Orientation examination papers for Grades 10-11

The paper will consist of three sections. Total for examination: **100 marks**

Note. Information provided in the texts have to be current, up-to-date, age-appropriate, learner-friendly and devoid of racial, cultural, religious, sexual orientation and gender stereotyping.

Each section will include questions at lower, middle and higher cognitive levels.

Examinations

Section A: 20 marks	Section B: 40 marks	Section C: 40 marks
All questions are compulsory	All questions are compulsory	Learners will answer two 20 mark questions out of three.
<p>Mark allocation for the questions should range between 1-2 marks. The questions have to be a combination of two or more types of questions ranging from:</p> <ul style="list-style-type: none"> Multiple choice Fill in the blanks True or false with a justification Matching columns One word answers <p>It may also include questions that require short explanations, definitions or a phrase</p>	<p>Learners will answer TWO 20 mark questions.</p> <p>Short open-ended questions could be: Scenario- based, source-based case study, cartoons, illustrations, graphs, etc.</p> <p>Learners should display, present and apply knowledge and skills gained from the Life Orientation content.</p> <p>Learners should demonstrate an understanding of real-life issues affecting the youth and society at large.</p>	<p>Questions will predominantly focus on the application of knowledge and skills.</p> <p>Learners will explain/ unravel / solve problem/s, make decisions, give advice, recommend strategies, make conclusions.</p> <p>Each question will focus on a specific topic or an integration of content.</p> <p>A short text/ diagram/ data/ graphs/cartoons can be provided as a stimulus.</p>

Examinations

A marking memorandum or marking guideline must be used to assess learner performance.

Provision must be made in the marking memorandum or guideline for additional answers as well as the learners' own interpretation of questions.

A marking grid indicating the cognitive levels of Bloom's taxonomy levels 1-6 must be provided.

Physical Education

The Physical Education (PE) component aims to develop learners' physical well-being and knowledge of movement and safety.

It encourages learners to perform in a wide range of activities associated with the development of an active and healthy lifestyle.

Physical Education

PE also aims to develop learners' confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation.

These, together with the nurturing of positive values and attitudes in physical education, provide a good foundation for learners' lifelong and life-wide learning

Physical Education

All Physical Education periods will focus on **practical physical and mass participation** in movement activities:

- **For enjoyment and enrichment purposes,**
- **To encourage learners to commit and engage in regular**
- **Physical activity as part of their lifestyle.**

Physical Education will be conducted but not **assessed** in the **FOURTH** term. PET will be administered across all four school terms,

Physical Education

Physical Education component should comprise of three different movement sections: fitness, games and sport; and recreation and relaxation.

Learners are expected to participate in Physical Education, which is a fixed period, labelled **Physical Education** on the school timetable

Physical Education

The focus of PET falls into two broad categories:

Participation: exposing learners to an understanding of the value of regular participation in physical activity. Participation should encourage further development, enjoyment and build confidence.

Movement performance: learners will be assessed at the level at which they are capable of performing. Movement performance must not encourage a sense of competition.

Physical Education

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 each movement.

However, once a teacher has gained confidence and knows how to break down a motor skill and movement sequence down into different parts, **additional criteria can be added to assess the** performance in greater depth.

The Assessment tool for PET

LEVEL	LIMITED	ADEQUATE	PROFICIENT	EXCELLENT
OBSERVATION 1 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 desired outcome	Exceptional level of skill: movements always produce the desired outcome
(5 marks)	(0-1 mark)	(2-3 marks)	(4 marks)	(5 marks)
OBSERVATION 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 desired outcome	Exceptional level of skill: movements always produce the desired outcome
(5 marks)	(0-1 mark)	(2-3 marks)	(4 marks)	(5 marks)



PET mark list terms 1-3

A Physical Education class list, for Grades 10-11, will be used to generate a mark out of 10 for movement performance.

The number of PE periods per term will depend on the Department of Basic Education school calendar for the year.

Example of the class list for participation and movement performance

TERM 1	1. FREQUENCY OF PARTICIPATION NO MARKS ALLOCATED						2. MOVEMENT PERFORMANCE (10 MARKS)		TOTAL	
	Nam es	P1	P2	P3	P4	P5	P6	Observat ion 1 5 marks	Observation 2 5 marks	10
1	T Maju	✓ present	✓	✓	a absent	x present but did not participat e]	✓			

PET Formal Assessment

Frequency of Participation

A record of learner participation will be kept in the teacher file. **This will not be used for assessment**

Movement performance

Learners will not be assessed on movement performance in every Physical Education period but will be observed twice across a school term for formal assessment purposes to determine their level of movement performance.

PET Formal Assessment Terms 1-3

Allocate a mark out of five (5) for each of the two observations (movement). Add the two to obtain a final mark out of ten (10).

Physical Education will be conducted but not **assessed** in the FOURTH term. The SECOND term mark will be multiplied by 2 to give a total of 20. The PET will be administered across all four school terms.



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