

# 2020 REVISED CURRICULUM AND ASSESSMENT PLANS

## LIFE ORIENTATION GRADE 8

Implementation: June 2020



# Presentation Outline

1. Purpose

2. Amendments to the Content Overview for the Phase;

3. Amendments to the Annual Teaching Plan;

4. Amendments School Based Assessment (SBA)

5. Conclusion



# 1. Purpose

- To mediate the amendments of the trimmed and re-organised 2020 Annual Teaching Plan including School Based Assessment for **Life Orientation, Grade 7** for implementation in June 2020 as stipulated in **Circular No S2 of 2020**.
- To ensure that **meaningful teaching proceeds** during the remaining teaching time as per the revised school calendar.
- To assist teachers with **guided pacing and sequencing** of curriculum content and assessment.

# 1. Purpose (continued)

- To enable teachers to **cover the essential core content /skills** in each grade within the available time.
- To assist teachers with **planning** for the different forms of **assessment**.
- To ensure learners are **adequately prepared** for the **subsequent year/s** in terms of content, skills, knowledge, attitudes and values



## **2. Amendments to the Content Overview for the Phase**

# Summary: Amendments to the Content Overview for the Phase

Key Topic	Grade: 7	Grade 8	Grade: 9
Development of self in society	<ul style="list-style-type: none"> <li>• Food that boost the Immune system during COVID-19</li> <li>• Concepts: personal diet and nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• Basic hygiene principles of COVID-19</li> <li>Concepts:               <ul style="list-style-type: none"> <li>• Relationships and Friendships</li> </ul> </li> </ul>	Basic hygiene principles of COVID-19 Goal-setting skills: personal lifestyle choices <ul style="list-style-type: none"> <li>• Challenging situations: depression, grief, loss, trauma crisis and anxiety</li> </ul>
Health, social and environmental responsibility	<ul style="list-style-type: none"> <li>• Basic hygiene principles of COVID-19</li> <li>• Substance abuse</li> <li>• Concept: environmental health</li> <li>• Common diseases: TB, diabetes, epilepsy, obesity, anorexia, HIV and AIDS including COVID-19</li> <li>-Management of tuberculosis, diabetes, epilepsy, HIV and AIDS including COVID -19</li> </ul>	<ul style="list-style-type: none"> <li>• Basic hygiene principles (issues of COVID-19) and the need for clean water</li> <li>• Social factors that contribute to substance abuse</li> <li>• Environmental health Issues</li> <li>• Decision-making about health and safety: HIV and AIDS including COVID-19</li> <li>-Management of HIV and AIDS including COVID -19</li> <li>-Coping with (coping with grief, trauma, loss and crisis)</li> </ul>	<ul style="list-style-type: none"> <li>• Basic hygiene principles of COVID-19</li> <li>• Concept: volunteerism</li> <li>• Health and safety issues related to violence</li> </ul>

# Summary: Amendments to the Content Overview for the Phase

Key Topic	Grade: 7	Grade 8	Grade: 9
Constitutional rights and responsibilities	<ul style="list-style-type: none"> <li>• Basic hygiene principles of COVID-19</li> <li>• Human rights as stipulated in the South African Constitution</li> <li>• Fair play in a variety of sport activities</li> <li>• Dealing with abuse</li> <li>• Role of oral traditions and scriptures of major religions</li> </ul>	<ul style="list-style-type: none"> <li>• Basic hygiene principles of COVID-19</li> <li>• Nation building</li> <li>• Concept: human rights violations</li> <li>• Concept: gender equity</li> <li>• Concept: cultural diversity in South Africa</li> <li>• Contributions of organisations from various religions to social development</li> </ul>	<ul style="list-style-type: none"> <li>• Basic principles issues of COVID-19</li> <li>• Issues relating to citizens' rights and responsibilities</li> <li>• Constitutional values</li> <li>• Contributions of various religions in promoting peace</li> <li>• Sport ethics</li> </ul>
World of work	<p>Importance of reading and studying (Self-management skills)</p> <ul style="list-style-type: none"> <li>• Career fields</li> <li>• Simulation of career related activities</li> <li>• Value and importance of work in fulfilling personal needs and potential</li> </ul>	<ul style="list-style-type: none"> <li>• Different learning styles (Self-management skills)</li> <li>• Six career categories (identification of career category of essential workers)</li> <li>• Relationship between performance in school subjects and interests and abilities</li> <li>• Decision-making process</li> </ul>	<p>Time-management skills</p> <ul style="list-style-type: none"> <li>• Reading and writing for different purposes</li> <li>• Options available after completing Grade 9</li> <li>• Knowledge of the world of work</li> <li>• Career and subject choices</li> <li>• Study and career funding providers</li> <li>• Plan for own lifelong learning</li> </ul>

# Summary: Amendments to the Content Overview for the Phase

Key Topic	Grade: 7	Grade 8	Grade: 9
Physical Education	<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>• Participation in an outdoor recreational activity</li> <li>• Participation and movement performance in an outdoor recreational activity</li> <li>• Safety issues relating to participation in recreational activities (emphasize social distancing when performing a sequence of physical activities, no touching or holding each other, no sharing water bottles and towels. Always wear a mask, wash hands after the class activities and equipment/s should be wiped with sanitized wet wipers).</li> </ul>	<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>• Participation in a programme that improves movement techniques</li> <li>• Participation and movement performance in a programme that improves movement techniques</li> <li>• Participation in an outdoor recreational activity</li> <li>• Participation and movement performance in an outdoor recreational activity</li> <li>• Safety issues relating to participation in recreational activities (emphasize social distancing when performing a sequence of physical activities, no touching or holding each other, no sharing water bottles and towels. Always wear a mask, wash hands after the class activities and equipment/s should be wiped with sanitized wet wipers).</li> </ul>	<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>• Participation and refinement of own performance in an outdoor recreational activity</li> <li>• Participation and movement performance in an outdoor recreational activity (emphasize social distancing when performing a sequence of physical activities, no touching or holding each other, no sharing water bottles and towels. Always wear a mask, wash hands after the class activities and equipment/s should be wiped with sanitized wet wipers).</li> </ul>





# **3. Amendments to the Annual Teaching Plan**

# Summary: Reorganisation of content topics

- Content within which Covid-19, hygiene, and psychosocial issues can be infused then brought forward to Term 2;
- Hygiene principles integrated within the content wherever possible;
- Covid-19 issues integrated within the content wherever possible;
- **Self-management** and **self-study skills** integrated within the content wherever possible;
- **Management of HIV/AIDS including COVID 19 and Coping with (coping with grief, trauma, loss and crisis)** also integrated within the content.



# Summary: Amendment to the weighting of content topics

- The subject is allocated time according to the content topics for term two, three and four for 2020 academic year
- A portion of other topics was dealt with in term one
- Other content is not going to be dealt with in depth

# Summary: Amendment to the weighting of content topics

Topics	Grade 8	
	Hours	Revised Hours
Development of the self in society	09	00
Health, social and environmental responsibility	08	05
Constitutional rights and responsibilities	09	06
World of work	09	05
Physical Education	35	14
Contact Time	70	30
Written Task at the End of the Year and PET	10	06
Total hours	80	36
Total weeks	40	18

# Summary: Content/ Topics Amended

Content/ Topics	Term	Amendment
Health, social and environmental responsibility: Informed, responsible decision making about health and safety: HIV & AIDS and COVID 19	The content of term 3 has been reorganized from week 4-6 to week 4-5 in term 3 and Covid-19 and Hygiene issues integrated in the content	The content relevant to address the Covid_19 because pandemic could be easily infused in the topic.
Health, social and environmental responsibility: Social factors that contribute to substance abuse including community and media	The content has been reorganized from week 6-8 to 3-5 of term 3 and Covid-19 and Hygiene issues integrated in the content	There is integration of the importance of hygiene as a lifelong skill for learners. The Content is also relevant to advise learners that peer pressure may take its toll on them during this stressful time of the pandemic and they may feel overwhelmed due to the status quo. They may feel, depressed, lonely and scared that they may want to resort to substance abuse.

# Summary: Content/Topics Amended

Content/Topics	Term	Amendment
<b>Health, social and environmental responsibility:</b> Environmental health issues	The content was reorganized from term 3 week 4-6 to week 1-3 and Covid-19 and Hygiene issues integrated in the content	The content was reorganized because it links well with basic hygiene principles of COVID 19 which focuses on the importance of water as a source for washing hands



# Summary: Content/Topics Amended

Content/Topics	Term	Amendment
<b>World of work:</b> Identify and apply own learning style (self-management skills)	The content has been left in term 2 week 1 and Covid-19 and Hygiene issues integrated in the content	<p>There is integration of the importance of hygiene as a lifelong skill for learners because of the pandemic encountered by the country and the world.</p> <p>There is also integration of self management skills where learners must be equipped with the tools and skills to study and prepare for the school based assessment of all the subjects given the current situation</p>

# Summary: Content/Topics Amended

Content/Topics	Term	Amendment
<b>World of work:</b> Six career categories: investigative, enterprising, realistic, artistic, conventional and social ( <b>identify category of essential workers</b> )	The content has been reorganized from week 2-5 to week 1 of term 2 and Covid-19 and Hygiene issues integrated in the content	<p>There is integration of the importance of hygiene as a lifelong skill for learners as well as integration of career categories and subjects link well with identification and application of own learning styles.</p> <p>Learners are taught about those careers which in the past were not seen as important but emerged as essential during the pandemic</p>





# Summary: Content/Topics Amended

Content/Topics	Term	Amendment
<b>Constitutional rights and responsibility:</b> Cultural diversity	The content has been reorganised from term 4 week 5-7 to term 3 week 6-7 and Covid-19 and Hygiene issues integrated in the content	There is integration of the importance of hygiene as a lifelong skill as well as integration of cultural diversity onto nation building.
<b>Constitutional rights and responsibility:</b> Concept: human rights violation Concept: gender equity	The content has been reorganized from term 4 week 1-4 to week 4-7 and Covid-19 and Hygiene issues integrated in the content	There is integration of the importance of hygiene as a lifelong skill

# Summary: Content/Topics Amended

Content/Topics	Term	Amendment
<b>World of work:</b> Relationship between performance in school subjects and interests and abilities	The content has been reorganized from term 3 week 1-3 to week 1-3 of term 4 and Covid-19 and Hygiene issues integrated in the content	There is integration of the importance of hygiene as a lifelong skill for learners



# **4. Amendments School Based Assessment (SBA)**

# Summary: Revised Programme of Assessment

Term 1	Term 2	Term 3	Term 4
Informal Assessment: Homework and classwork's (Worksheets)	Informal Assessment: Homework and classwork's (Worksheets)	Informal Assessment: Homework and classwork's (Worksheets)	Informal Assessment: Homework and classwork's (Worksheets)
Formal Assessment Tasks: <ul style="list-style-type: none"> <li>Written Task (70 Marks)</li> <li>Physical Education (30 Marks)</li> </ul>	Formal Assessment Tasks: None	Formal Assessment Tasks: <ul style="list-style-type: none"> <li>Project ( 70 Marks)</li> <li>Physical Education (30 Marks)</li> </ul>	Formal Assessment Tasks: <ul style="list-style-type: none"> <li>Written Task (70 Marks)</li> <li>Physical Education (30 Marks)</li> </ul>
Examination: None	Examination: None	Examination: None	Examination: None



# Summary: Revised Programme of Assessment

The 2020 formal assessment tasks for Grade 7 are as follows:

- The formal assessments of terms 1 and 3 will make up the **School-Based Assessment** and will have a **weighting of 80%**
- **Term 4 assessment will have a weighting of 20%**
- The promotion mark will thus consist of 80% SBA and 20% term 4 assessment

# Summary: Revision Final Examination Structure

- No mid-year and final examinations will be administered throughout the remaining terms.



# Summary: Revised Physical Education Task (PET)

- Physical Education will only take place in term 3 and 4 with reference to the attached Physical Education guidelines that adhere to COVID 19 regulations (See Social Distancing Guidelines)

# 4. Conclusion



# Conclusion

- Grade 7 learners completed Term 1 in 2020 of schooling before COVID-19 forced the closure of schools;
- The ATP will be implemented during Term 2 on the opening of schools;
- COVID-19 issues were included in the ATP to conscientise learners on the pandemic gripping the whole world; and
- Self-management (self-study skills) and preparation of learners to deal with grief and emotions etc. are dealt with in the ATP.

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