

# 2020 REVISED CURRICULUM AND ASSESSMENT PLANS

## LIFE ORIENTATION GRADE 9

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 9** 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
<b>Development of self in society</b>	<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>
<b>Health, social and environmental responsibility</b>	<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> </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
<b>Constitutional rights and responsibilities</b>	<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>
<b>World of work</b>	<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</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 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;



# 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

- The amended ATP consist of the topics and content of terms 2 to 4
- The time allocation for the content of some topics has either been increased or reduced
- COVID-19 principles has been added to the existing content
- No Physical Education in term 2 which allowed for an extra hour to deal with content



# Summary Amendment to the weighting of content topics

Topics	Grade 9	
	Hours	Revised Hours
Development of the self in society	10	02
Health, social and environmental responsibility	07	05
Constitutional rights and responsibilities	07	07
World of work	11	04
Physical Education	35	14
Contact Time	<b>70</b>	32
Written Task at the End of the Year and PET	10	06
Total hours	<b>80</b>	38
Total weeks	<b>40</b>	19

# Summary: Content/Topics Amended

Content/Topics	Term	Amendment
<b>Constitutional rights and responsibilities:</b> Challenging situations: depression, grief, loss, trauma, crisis and anxiety	Content from Term 4 moved to Term 2	Content relevant to address the Covid_19 because pandemic could be easily infused in the topic.
<b>Constitutional rights and responsibilities:</b> Contributions of various religions in promoting peace	Content moved from Term 4 to Term 2	Provide a space to deal with the contribution of different religions to promote peace including COVID - 19 principles with regard to social gatherings
<b>World of Work</b> :Career and subject choices, options available after completing Grade 9, decision making skills and implications of choices	Content retained in Term 3 whilst the other content is moved from term 2 to term3	content integrated for meaningful knowledge and skills



# Summary: Content/Topics Amended

Content/Topics	Term	Amendment
<b>Health, social and environmental responsibility</b> :Concept: volunteerism	Content retained in Term 3	Hygiene content Integrated as a life skill for learners
<b>World of work:</b> Study and career funding providers -Plan for own lifelong learning: goal-setting for lifelong learning	Content in Term 4 moved to Term 3 for synergy and sequencing	Basic hygiene and Covid-19 infused within the content to enlighten learners a bout the current pandemic
<b>Health, social and environmental responsibility:</b> Health and safety issues related to violence	Content moved to Term 4	Basic hygiene and Covid-19 principles infused within the content to provide awareness to learners on the pandemic.

# Summary: Content/Topics Amended

Content/Topics	Term	Amendment
<p><b>Constitutional rights and responsibilities:</b> Contributions of various religions in promoting peace -Constitutional values as stated in the South African Constitution</p>	<p>Retain content in the term whilst other content is moved from in Term 2 to Term 4 integrated within the same topic</p>	<p>Impart knowledge to learners about the contribution of different religions in promoting peace, the constitutional values in times of COVID-19 pandemic</p>
<p><b>Constitutional rights and responsibilities:</b> Sport ethics in all physical activities</p>	<p>Content retained in the same term.</p>	<p>Importance of sports ethics in times of Covid-19.</p>





# Summary: Content/Topics Amended

Content/Topics	Term	Amendment
<b>Constitutional rights and responsibilities:</b> Issues relating to citizens' rights and responsibilities:	Content moved from Term 2 to Term 4. Covid-19 and hygiene issues infused to the content.	To create space to cater for Hygiene and Covid-19 issues.
<b>Physical Education: content</b>	Physical Education to be implemented in Term 3 and 4	The severity of Covid-19 might have subsided. Measures to deal with the Covid-19 will be observed

# Content or topics in the term

Basic principles for COVID-19 are essential and they should form a base for each content. It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however , not fixed

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

# Summary: Revised Programme of Assessment

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



# 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 (PET)

- Physical Education will only take place in the 3<sup>rd</sup> and 4<sup>th</sup> term with reference to the attached Physical Education guidelines that adhere to COVID-18 regulations (**See Social Distancing Guidelines**)

# 4. Conclusion



# Conclusion

- Grade 9 learners completed Term 1 in 2020 of schooling before COVID-19 forced the closure of schools;
- The adapted ATP will be implemented during Term 2 re-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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