

2021 REVISED CURRICULUM AND ASSESSMENT PLANS

LIFE ORIENTATION GRADE 9

Implementation: January 2021



Presentation Outline

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3. Underpinning assumptions
4. Key Recovery Strategies
5. Purpose
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7. Annual Teaching Plan amendments for grade 9
8. School Based Assessment (SBA) amendments for grade 9



1. Background



Introduction



COVID 19 led to losses in teaching and learning time due to:

- the lockdown period and **phased reopening** of schools,
- Alternating time tabling models and
- the related health and safety **protocols**.

Furthermore, the revision of the school calendar **and** intermittent closure of many schools negatively **impacted** the **ability** of teachers to **implement** the revised **2020 ATPs** as envisioned.

To mediate the impact and support teachers in managing teaching, assessment and learning within the reduced **time**, the DBE in 2020 implemented:

- **Circular S3** that outlined and guided teachers to conduct **context specific subject trimming**, in consultation with subject advisors.
- **National Assessment Circular 02** and **Circular E 11** to guide school-based assessment in phases and subjects



Principles

1

Use of the 2020 Curriculum Recovery Framework as the base document

2

Learning losses inform the Three Year Recovery Plans for School –based Assessment

3

Management of the learning losses and the School Based Recovery Plans

4

Create opportunities through adjusted ATPs to strengthen pre-knowledge, consolidation, revision, and deeper learning

5

Entrench Assessment for Learning as a Pedagogical Approach to address the learning losses



Principles

6

The 2021 Recovery ATPs maintains the use of current LTSM and resources already available in the system.

7

Content topics removed in 2020 were not automatically returned in the 2021 Recovery ATPs.

8

Fundamental and core topics were retained in the Recovery ATPs

9

To guide and support effective teaching and learning



Underpinning Assumptions



1

1

ASSUMPTION 1

All learners will return to school from day 1 of the 2021 academic year and norm-times as stipulated in the CAPS will be adhered to for the entire school year;

2

2

ASSUMPTION 2

Learning losses due to COVID-19 across grades and subjects will vary from school to school, class to class and even within classes.

3

3

ASSUMPTION 3

Each Teacher will have a record of learning losses and Departmental Heads and Subject Advisors will monitor progress in learning loss recovery;

Underpinning Assumptions



4

4

ASSUMPTION 4

All schools will develop & implement school-based support programmes for all grades/years with particular focus on all the exit grades/years (3, 6, 9 and 12) throughout the three-year period.

5

5

ASSUMPTION 5

All Circulars related to the 2020 ATPs including SBA to be withdrawn and revised to align to the 2021 ATPs.

6

6

ASSUMPTION 6

Schools have systems in place to manage the possibility of a second wave of the pandemic in Q1 and Q3 of the 2021



The Development of the 2021 Recovery ATPs

The Recovery ATPs are aligned to the:

- 2021 School calendar
- Abridged S4 of CAPS
- Curriculum and assessment principles as prescribed in the CAPS policy for **Life Orientation**.

Purpose

- To mediate the amendments of the 2021 Recovery Annual Teaching Plan including School Based Assessment for **Life Orientation, Grade 9** for implementation in January 2021.
- To ensure teaching proceeds as per the **2021 school calendar**. To assist teachers with **guided pacing and sequencing** of curriculum content and assessment.



Purpose (continued)

- To enable teachers to **cover the essential core content /skills including the fundamentals** within the available, **amended** 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. Content Overview Amendments for Grade 9



Summary: Amendments to the Content Overview for Grade 9

Key Topic

Grade: 9

Developm ent of self in society

Basic hygiene principles of COVID-19

- Goal setting skills: personal lifestyle choices
- Influence of media, environment, friends and peers, family, culture, religion and community on personal lifestyle choices
- Appropriate responses to influence on personal life Style choices
- Informed decision-making skills: positive and negative influences
- Assertiveness skills: confident and firm decision making
- Sexual behaviour and sexual health:
 - Risk factors leading to unhealthy sexual behavior
 - Unwanted results of unhealthy sexual behaviour: teenage pregnancy, sexually transmitted infections (STIs), HIV and AIDS, low self-image and emotional scars

Basic hygiene principles of COVID-19

- Factors that influence personal behaviour including family, friends, peers and community norms
- Strategies to deal with unhealthy sexual behaviour: abstinence and change of behaviour
- Protective factors, where to find help and support: community structures that offer protection or resilience against high risk behaviour
- Adverse consequences and implications of teenage pregnancy for teenage parent(s) and the children born to teenager

Summary: Amendments to the Content Overview for Grade 9

Key Topic	Grade: 9
Development of self in society	<p>Basic hygiene principles of COVID-19</p> <p>Challenging situations: depression, grief, loss, trauma and crisis</p> <ul style="list-style-type: none">-Causes of depression, grief, loss, trauma and crisis-Counterproductive coping techniques: using alcohol and drug-Problem solving and decision-making skills: strategies to respond to emotions in challenging situations.



Summary: Amendments to the Content Overview for Grade 9

Key Topic	Grade: 9	
Health, social and environmental responsibility	Basic hygiene principles of COVID-19 (Grade 8 Prio-knowledge) <ul style="list-style-type: none"><input type="checkbox"/> Social factors that contribute to substance abuse including community and media<input type="checkbox"/> Appropriate behaviour to stop and avoid substance abuse: refusal and decision-making skills<input type="checkbox"/> Long and short term consequences of substance abuse: link to crime, violence and educational outcomes<input type="checkbox"/> Rehabilitation options: where to find help, care and support	Basic hygiene principles(issues of COVID- 19) <ul style="list-style-type: none"><input type="checkbox"/> Environmental health issues:<input type="checkbox"/> Application of laws and policies to protect the environmental health: address an environmental issue<input type="checkbox"/> Earth Day: preservation of the environment:<input type="checkbox"/> Honouring Earth Day: ways of being kinder to Earth<input type="checkbox"/> Develop and implement an environmental health programme

Summary: Amendments to the Content Overview for Grade 9

Key Topic	Grade: 8	Grade 9
<p>Health, social and environmental responsibility</p>	<p>Basic hygiene principles of COVID-19</p> <ul style="list-style-type: none"> ❑ Informed, responsible decision making about health and safety: HIV & AIDS and COVID 19 ❑ Management with medication, diet, healthy living and positive attitude ❑ Prevention and safety issues relating to HIV/AIDS and COVID 19 ❑ Caring for people living with HIV/AIDS and COVID 19 ❑ Management of HIV/AIDS including COVID 19 ❑ Coping with (coping with grief, trauma, loss and crisis) 	<p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> -Health and safety issues related to violence: - Common acts of violence at home, school and in the community - Reasons that violence occurs in families and communities and among friends and peers - Impact of violence on individual and community health and safety - Alternatives to violence: problem-solving skills and managing conflict - Protecting oneself and others from acts of violence: where to find help National health and/or safety promotion programmes

Summary: Amendments to the Content Overview for Grade 9

Key Topic	Grade: 8	Grade 9
<p>Health, social and environmental responsibility</p>	<p>Basic hygiene principles of COVID-19</p> <ul style="list-style-type: none"> <input type="checkbox"/> Environmental health issues: <input type="checkbox"/> Application of laws and policies to protect the environmental health: address an environmental issue <input type="checkbox"/> Earth Day: prevention of the environment <input type="checkbox"/> Honouring Earth Day: ways of being kinder to earth <input type="checkbox"/> Develop and implement an environmental health programme 	<p>Concept: volunteerism</p> <ul style="list-style-type: none"> - Individual and community responsibility - Different types of volunteer organisations: contributions of community-based and non-profitable organisations to social and environmental health and sustainable development -- Different types of volunteer activities: helping those less privileged; assisting those affected and infected by HIV and AIDS and other terminal illnesses

Summary: Amendments to the Content Overview for Grade 9

Key Topic	Grade: 9
Constitutional rights and responsibilities	Basic hygiene principles of COVID-19 Issues relating to citizens' rights and responsibilities: <ul style="list-style-type: none">- Respect for others' rights: people living with different disabilities and HIV and AIDS (infected and affected)- Celebrations of national and international days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Youth Day, Worker's Day, Women's Day, Africa Day, Nelson Mandela Day, World Refugee's Day and national health days- Plan and participate in a local celebration of a national day



Summary: Amendments to the Content Overview for Grade 9

Key Topic	Grade: 9	
Constitutional rights and responsibilities	<p>Basic hygiene principles of COVID-19</p> <p>Grade 8 Prior-knowledge</p> <p>Nation building: definition:</p> <ul style="list-style-type: none"><input type="checkbox"/> -Different ways to promote nation building in different context: community, school and home<input type="checkbox"/> -Contributions of women and men towards nation building: individual and groups	<p>Basic hygiene principles of COVID-19</p> <ul style="list-style-type: none"><input type="checkbox"/> Constitutional values as stated in the South African Constitution<input type="checkbox"/> Positive and negative role models<input type="checkbox"/> Role models for upholding constitutional values: parents and leaders in the community/society<input type="checkbox"/> Applying these values in daily life<input type="checkbox"/> Contributions of various religions in promoting peace<input type="checkbox"/> Sport ethics in all physical activities

Summary: Amendments to the Content Overview for Grade 9

Key Topic	Grade: 9	
<p>Constitutional rights and responsibilities</p>	<p>Basic hygiene principles of COVID-19</p> <p>Prior-Knowledge grade 8</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concept: human rights violations <input type="checkbox"/> Types of violations <input type="checkbox"/> Counter-strategies to violations of human rights <input type="checkbox"/> Concept: gender equity <input type="checkbox"/> Gender equity issues in a variety of athletic and sport activities <input type="checkbox"/> Defining gender-based violence <input type="checkbox"/> Emotional, health and social impact of rape and gender-based violence <input type="checkbox"/> Prevention of violence against women: law on sexual offences <input type="checkbox"/> Sources of help for victims: safety for girls and women 	<p>Basic hygiene principles of COVID-19</p> <p>Prior-knowledge grade 8</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concept: cultural diversity in South Africa - Diverse cultural norms and values in relation to personal and community issues <input type="checkbox"/> Influence of cultural norms and values on individual behaviour, attitude and choices: cultural expectations, practices and traditions <input type="checkbox"/> Understanding diverse cultures: recognition of diverse cultures to enrich South African society <input type="checkbox"/> Respect difference: culture, religion and gender <input type="checkbox"/> Celebrate unity in diversity: respect difference and celebrate similarity <input type="checkbox"/> Contributions to social development by organisations from various

Summary: Amendments to the Content Overview for Grade 9

Key Topic	Grade: 8	Grade 9
<p>World of work</p>	<p>Basic hygiene principles of COVID-19</p> <p>Prior-Knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and apply own learning style(self-management skills) <input type="checkbox"/> Six career categories: investigative, enterprising, realistic, artistic, conventional and social <input type="checkbox"/> Interests and abilities related to each career category <input type="checkbox"/> Thinking and learning skills required by each career category <input type="checkbox"/> School subjects related to each career category <input type="checkbox"/> The role of work in relation to South Africa’s social and economic needs <input type="checkbox"/> Identify needs in the community and country <input type="checkbox"/> How work can meet social and economic needs in South Africa 	<p>Basic hygiene principles of COVID-19</p> <ul style="list-style-type: none"> <input type="checkbox"/> Time-management skills: accountability in carrying out responsibilities <input type="checkbox"/> How to organise one’s work <input type="checkbox"/> How to use time effectively and efficiently <input type="checkbox"/> Reading and writing for different purposes: <input type="checkbox"/> Keeping a journal; summarising and improving reading and writing skills

Summary: Amendments to the Content Overview for Grade 9

Key Topic	Grade: 8	Grade 9
World of work	<p>Basic hygiene principles of COVID-19</p> <p>Grade 8: Prior-Knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> Relationship between performance in school subjects and interests and abilities <input type="checkbox"/> Type of learning activities related to different subjects: practical, theoretical, individual or group activities <input type="checkbox"/> Demands of each subject: thinking and learning skills required <input type="checkbox"/> Decision making process: <input type="checkbox"/> Steps in choosing career category relating to individual strength, ability, interest and passion 	<p>Basic hygiene principles of COVID-19</p> <ul style="list-style-type: none"> <input type="checkbox"/> Options available after completing Grade 9: National Senior Certificate (NSC – Grades 10 – 12) and National Certificate Vocational (NCV – TVET Colleges) qualifications <input type="checkbox"/> -Implications of choices: choice between NSC and NCV <input type="checkbox"/> -Knowledge of the world of work: rights, responsibilities and opportunities in the workplace

Summary: Amendments to the Content Overview for Grade 9

Key Topic	Grade: 9
World of work	Basic hygiene principles of COVID-19 <input type="checkbox"/> Career and subject choices: <ul style="list-style-type: none">- Subjects in Grades 10, 11 and 12- Careers related to different subjects- Qualities relating to different careers and subjects: strengths and weaknesses; interests and abilitieso Decision-making skills: steps in choosing subjects relating to interests and abilities and career of interest-Study and career funding providers-Plan for own lifelong learning: goal-setting for lifelong learning

Summary: Amendments to the Content Overview for Grade 9

Key Topic	Term 1	Term 2
<p>Physical Education</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Participation in target games, activities that improve physical wellness level <input type="checkbox"/> Safety issues relating to fitness activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Participation in a programme that improve movement techniques and executes a game plan for individual or team sport that improve movement techniques <input type="checkbox"/> Safety issues relating to participation in sport



Summary: Amendments to the Content Overview for Grade 9

Key Topic	Term 3	Term 4
Physical Education	<ul style="list-style-type: none"><input type="checkbox"/> Participation in a programme that improves movement and refinement of own and peer performance in movement activities<input type="checkbox"/> Safety issues relating to movement activities	<ul style="list-style-type: none"><input type="checkbox"/> Participation and refinement of own performance in an outdoor recreational activity<input type="checkbox"/> Safety issues relating to participation in recreational activities

3. Annual Teaching Plan amendments



Summary: Amendment to the weighting of content topics

- ❑ The recovery ATP consist of topics and content of term 1 to 4;
- ❑ The time allocation for the content of some topics has either been **increased** or **decreased**;
- ❑ Hygiene principles and Covid-19 issues are integrated within the content wherever possible;

Summary: Reorganisation of content topics

- ❑ Self-management and self-study skills are integrated within the content wherever possible;
- ❑ Management of HIV/AIDS including COVID 19 and Coping with grief, trauma, loss and crisis are also integrated within the content;
- ❑ There is Physical Education for term 1-4 **following the Physical Education guidelines that adherence to COVID-19 regulations.**



4. Subject Fundamentals: Purpose

- The fundamentals document **is not** a replacement of the Trimmed Revised ATP.
- The purpose of this document is to provide teachers with **support and advice on how to interpret and apply the revised ATPs in their specific contexts.**
- The fundamentals define the **core knowledge, skills and attitude** to be taught and assessed more specifically so that it provides guidance and support to teachers

Fundamentals ensure that:

- meaningful teaching proceeds during the revised school calendar irrespective of the timetabling model being implemented at school level.
- final learning outcomes are not compromised.
- learners are thoroughly prepared for the subsequent phase, laying the necessary cumulative foundation for the final assessment for progression.

LO Fundamentals

Grade	Topic	Content
9	Health, social and environmental responsibility	<ul style="list-style-type: none"> <input type="checkbox"/> Environmental health issues: <input type="checkbox"/> Application of laws and policies to protect the environmental health: address an environmental issue <input type="checkbox"/> Volunteerism <input type="checkbox"/> Health and safety issues related to violence
	Development of the self in society	<ul style="list-style-type: none"> ▪ Goal setting skills: personal lifestyle choices ▪ Sexual behaviour and sexual health ▪ Challenging situations, depression, grief, loss, trauma and crisis
	Constitutional rights	<ul style="list-style-type: none"> ▪ Issues relating to citizens rights and responsibilities Constitutional values ▪ Contributions of various religions in promoting peace ▪ Sport ethics
	World of work	<ul style="list-style-type: none"> ▪ Time management skills ▪ Reading & writing skills ▪ Knowledge of the world of work ▪ Plan for life long learning



5. School Based Assessment (SBA) Amendments



Summary: Revised Programme of Assessment

The 2021 formal assessment tasks for Grade 8 are as follows:

TERM 1	TERM 2	TERM 3	TERM 4
Task 1 Written Task: 70 marks PET : 30 marks	Task 2 Controlled Test: 70 marks PET: 30 marks	Task 3 Project: 70 marks PET : 30 Marks	Task 4 Controlled Test: 70 marks PET : 30 marks

- Term 2 and 4 assessment will be made up of Controlled Test.
- Term 2 Controlled test will include term 1 and 2 content
- Term 4 Controlled test will include term 3 and 4 content



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