

OXFORD

Successful

Life Orientation

TEACHER'S GUIDE

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GRADE

8

WITH EXAM INFO AND EXEMPLAR PAPERS

Review Copy

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Oxford University Press Southern Africa (Pty) Ltd

Vasco Boulevard, Goodwood, Cape Town, Republic of South Africa
P O Box 12119, N1 City, 7463, Cape Town, Republic of South Africa
Oxford University Press Southern Africa (Pty) Ltd is a subsidiary of
Oxford University Press, Great Clarendon Street, Oxford OX2 6DP.

The Press, a department of the University of Oxford, furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide in
Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi
Kuala Lumpur Madrid Melbourne Mexico City Nairobi
New Delhi Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic France Greece
Guatemala Hungary Italy Japan Poland Portugal Singapore South Korea
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Published in South Africa

by Oxford University Press Southern Africa (Pty) Ltd, Cape Town

Oxford Successful Life Orientation Grade 8 Teacher's Guide

ISBN 978 0 19 904 870 0

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First published 2006

Second edition 2010

Third edition 2013

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Publisher: Elaine Williams

Managing editors: Michelle Sephton / Lize Venter-Horn

Editor: Laetitia Bedeker

Designers: Judith Cross / Christelle Marais

Illustrators: Stefan Maritz

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Acknowledgements

Dr Rowena Naidoo would like to thank the University of KwaZulu-Natal, Discipline of Biokinetics, Exercise and Leisure sciences for their support during the writing process.

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Bibliographic details of resource material were removed to comply with the DBE's review process. They will be restored to the final versions of these books.

How this course works

- This series meets the requirements of the National Curriculum and Assessment Policy Statement (CAPS) for the Senior Phase.
- In Grade 8, this series consists of two core components: a Learner's Book and a Teacher's Guide.

The Learner's Book

- The Learner's Book provides contents and subject knowledge as well as activities for learners to develop, practise and consolidate their knowledge and skills.
- Written texts are supported by photographs and illustrations that help to explain contents. All examples, activities and illustrations are representative of all cultural groups.
- Activities steadily become more challenging so that learners progressively develop their understanding of concepts.

The Teacher's Guide

- The Teacher's Guide provides you, the teacher, with all the planning, teaching and assessment tools. Teachers receive guidance on how to teach important concepts.
- How to use the Teacher's Guide
- The Life Orientation Teacher's Guide covers all five topics of the Life Orientation syllabus and, provides rich resources to ensure complete curriculum coverage and the successful development of Life Orientation skills in Grade 8:

The Teacher's Guide supports you by providing support and information on how to teach the subject. Some of the features you will find in the Teacher's Guide include the following:

Unit 2 Physical education: Target games (1)
Learner's Book p. 49

Unit focus

- In this unit, the focus will be on safety issues related to target games, participating in target games, and movement performance in target games.
- Learners will be introduced to target games and basic skills and modified target games will be played.

Resources needed

- Cones/markers
- Netball balls/soccer balls
- Hockey sticks and balls
- Tennis balls
- Hula-hoops
- Golf putters and balls

Teaching guidelines

- Target games require a child to aim for a target, specifically throwing/kicking/hitting an object at or towards a goal or score.
- Games can range from low to high intensity levels. For example, hockey is a moderate- to high-intensity game, while golf is played at a low intensity. Modify the routine when low-intensity activities will be played.
- Target games can be enjoyable as well as competitive in nature.
- For team games, select teams ensuring an equal distribution of skills among

Providing Formal Assessment Tasks as required by the CAPS

the people they interview.

Activity 9 Discuss the value of work in relation to the needs of South Africa
Learner's Book p. 61

Background information

This activity uses case studies to show us the value of work in relation to the social and economic needs in our country. This may guide learners in making career choices that will contribute to society in a positive way.

Guidelines

- Initiate a class discussion about how important work is to our wellbeing, our contribution to society (whether via paid or unpaid work), and the relation between how motivated we are and the quality of our contributions.
- Ask the learners to refer back to their findings from Activity 8 above before you begin the class discussion.
- The discussion can be divided into two parts. First encourage the learners to discuss their own opinions about the value of work in relation to the needs of South Africa, and then let them discuss the questions provided in the Learner's Book.
- Assess the learners on the second part of their discussion.

Answers

Make sure learners identify the following answers to the questions:

- Challenges facing Marcia, Mzi and Joleke:

Marcia

- Social challenge: Marcia had to leave school at fourteen, which means she did not benefit from completing her education.
- Economic challenge: Marcia's father lost his job, which meant the family had to

Additional resources to support core contents

Defining subject, CAPS and teaching terminology for the teacher

PET assessment

Use the following rubrics for assessment:

The learner is able to dribble a ball around cones/markers and score three goals:

Outcomes of movement performance	Requires significant attention	Requires further attention and reinforcement	Efficient, effective and appropriate	Exceptional level of skill
Outcomes of movement performance	Movements do not produce the desired outcome at all (0-1 marks)	Movements do not always produce the desired outcome (2-3 marks)	Movements mostly produce the correct outcome (4 marks)	Movements always produce the desired outcome (5 marks)
Dribbling and scoring	Poor dribbling skills between cones. Touches all cones with the ball. Unable to score a goal (0-2 marks)	Good dribbling skills between cones. Touches cones with the ball. Scores 1-3 goals (3-4 marks)	Good dribbling skills between cones. Touches cones with the ball. Scores 2-3 goals (5 marks)	Excellent dribbling skills between cones. Does not touch any cones with the ball. Scores all 3 goals (10 marks)

(15 x 2 = 30)
Total: 30 marks

CR

The learner is able to put 5 holes-in-one:

Outcomes of movement performance	Requires significant attention	Requires further attention and reinforcement	Efficient, effective and appropriate	Exceptional level of skill
Outcomes of movement performance	Movements do not produce the desired outcome at all (0-1 marks)	Movements do not always produce the desired outcome (2-3 marks)	Movements mostly produce the correct outcome (4 marks)	Movements always produce the desired outcome (5 marks)

Structuring the course into lessons, with advice on pacing contents according to the CAPS.

Section 1 Guidelines to teaching in the Senior Phase

The National Curriculum and Assessment Policy Statements

This series is based on the National Curriculum Statement Grades R-12 (NCS, January 2012), which is the policy document for learning and teaching in South Africa. The NCS consists of three documents, namely:

- Curriculum and Assessment Policy Statements (CAPS) for all approved subjects
- National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12
- National Protocol for Assessment Grades R-12 (January 2012)

Each CAPS document has four sections:

- Section 1: Introduction to the Curriculum and Assessment Policy Statements for the specific subject
- Section 2: The specific subject's aims, time allocations and requirements to attain it as a subject
- Section 3: Overview of topics pertaining to and teaching plan for the specific subject
- Section 4: Assessment of the specific subject

Sections 2, 3 and 4 of the CAPS documents, together with the National Policy pertaining to the Programme and Promotion Requirements of the NCS, represent the norms and standards of the National Curriculum Statement Grades R-12. Together these documents are the basis that determines minimum outcomes, processes and procedures for the assessment of learner achievement in public and independent schools.

Instructional time allocation

The instructional time in the Senior Phase is as follows:

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Instructional time allocation

The instructional time in the Senior Phase is as follows:

Subject	Teaching hours per week	Total hours per term
Home Language	5	50
First Additional Language	4	40
Mathematics	4,5	45
Natural Science	3	30
Social Science	3	30
Technology	2	20
Economic Management Sciences	2	20
Life Orientation	2	20
Creative Arts	2	20
Total	27,5	275

Learning in the Senior Phase

Overview of topics

	Grade 7	Grade 8	Grade 9
Development of the self in society	Concept: Self-image Changes in boys and girls: puberty Peer pressure Concepts: personal diet and nutrition	Concepts: self-concept formation and self-motivation Concept: sexuality Relationships and friendships	Goal-setting skills: personal lifestyle choices Sexual behaviour and sexual health Challenging situations: depression, grief, loss, trauma and crisis
Health, social and environmental responsibility	Substance abuse Concept: environmental health Common diseases: TB, diabetes, epilepsy, obesity, anorexia, HIV and AIDS	Social factors that contribute to substance abuse Environmental health issues Decision-making about health and safety: HIV and AIDS	Concept: volunteerism Health and safety issues related to violence
Constitutional rights and responsibilities	Human rights as stipulated in the South African constitution Fair play in a variety of sport activities Dealing with abuse Role of oral traditions and scriptures of major religions	Nation building Concept: human rights violations Concept: gender equity Concept: cultural diversity in South Africa Contributions of organisations from various religions to social development	Issues relating to citizens' rights and responsibilities Constitutional values Contributions of various religions in promoting peace Sport ethics
World of work	Importance of reading and studying Career fields Simulation of career-related activities	Different learning styles Six career categories Relations between performance in school subjects and interests and abilities Decision-making process	Time-management skills Reading and writing for different purposes Options available after completing Grade 9 Knowledge of the world of work Career and subject choices Study and career funding providers Plan for own lifelong learning
Physical education	Participation in fitness programme Playing community or indigenous games that include the concept of invasion Performing a sequence of physical activities Participating in an outdoor recreational programme Safety issues	Participation in physical activities that promote components of fitness Playing target games Programme to improve movement techniques Participation in an outdoor recreational activity Safety issues	Improving own physical wellness level Executing a game plan for individual or team sport Refining own and peer performance in movement activities Refining own performance in an outdoor recreational activity Safety issues

Overview

Assessment is about collecting evidence of the learners' learning. It is an integral part of teaching and learning, and should be planned when planning the lesson content. Assessment helps to identify the needs of the learners. It also provides evidence of progress, enables teachers to reflect on what they are doing, and provides for feedback and reporting to all stakeholders. Good assessment practice in Life Orientation includes:

- assessing whether skills and aims are applied to knowledge of contents
- providing feedback.

Teaching plan for Life Orientation Grade 8

This teaching plan shows:

- the pacing of the topics for the course by term
- where to find the relevant contents and activities in the Learner's Book
- This teaching plan follows the time allocations as set out in the CAPS for Life Orientation. It assumes two hours of teaching per week. One hour per week will be spent on teaching Physical education, and the other hour on one of the other topics, as per CAPS.

Term	Contents/topics (as per CAPS)	Learner's Book	Activities and assessment
1	Term 1	Page 7	
	Development of the self in society Concept – self-concept formation and self-motivation	Unit 1 Pages 8–14	Activities 1–5
	Physical education Participation in physical activities that promotes components of fitness Safety issues relating to fitness activities	Unit 2 Pages 15–17	Activities 6–8
	Development of the self in society Concept: sexuality	Unit 3 Pages 18–24	Activities 9–13
	Physical education Participation in physical activities that promote components of fitness Participation and movement performance in physical activities that promote components of fitness	Unit 4 Pages 25–27	Activities 14–16
	Development of the self in society Relationships and friendships and communication skills	Unit 5 Pages 28–37	Activities 17–21
	Physical education Participation in physical activities that promotes components of fitness	Unit 6 Pages 38–39	Activities 22–24
	World of work Different learning styles: visuals aural, kinesthetic, reading and writing	Unit 7 Pages 40–41	Activity 25
	Physical education Participation in physical activities that promote components of fitness Participation and movement performance in physical activities that promote components of fitness	Unit 8 Page 42	Activity 26

Term	Contents/topics (as per CAPS)	Learner's Book	Activities and assessment
2	Term 2	Page 45	
	World of work Identify and apply own learning style	Unit 1 Pages 46–48	Activities 1–2
	Physical education Participation in target games Safety issues relating to target games	Unit 2 Pages 49–51	Activities 3–4
	World of work Six career categories: investigate, enterprising, realistic, artistic, conventional and social The role of work in relation to South Africa's social and economic needs	Unit 3 Pages 52–61	Activities 5–9
	Physical education Participation in target games Participation and movement performance in target games	Unit 4 Pages 62–64	Activities 10–12
	Health, social and environmental responsibility Social factors that contribute to substance abuse: refusal and decision-making skills	Unit 5 Pages 65–72	Activities 13–17
	Physical education Participation in target games Participation and movement performances in target games	Unit 6 Pages 73–74	Activities 18–19

Term	Contents/topics (as per CAPS)	Learner's Book	Activities and assessment
3	Term 3	Page 77	
	World of work Relationship between performance in school subjects and interests and abilities: Decision-making process:	Unit 1 Pages 78–85	Activities 1–3
	Physical education Participation in a programme that improves movement techniques Safety issues relating to movement activities	Unit 2 Pages 86–87	Activity 4
	Health, social and environmental responsibility Environmental health issues	Unit 3 Pages 88–94	Activities 5–9
	Physical education Participation in a programme that improves movement techniques Participation and movement performance in a programme that improves movement techniques	Unit 4 Pages 95–96	Activity 10
	Health, social and environmental responsibility Informed, responsible decision-making about health and safety: HIV and AIDS	Unit 5 Pages 97–101	Activities 11–12
	Physical education Participation in a programme that improves movement techniques	Unit 6 Pages 102–103	Activity 13
	Constitutional rights and responsibilities Nation building: definition	Unit 7 Pages 104–107	Activities 14–18
	Physical education Participation in a programme that improves movement techniques Participation and movement performance in a programme that improves movement techniques	Unit 8 Pages 108–109	Activities 19–20

Term	Contents/topics (as per CAPS)	Learner's Book	Activities and assessment
4	Term 4	Page 113	
	Constitutional rights and responsibilities Concept: human rights violations Concept: gender equity	Unit 1 Pages 114–125	Activities 1–6
	Physical education Participation in an outdoor recreational programme Participation and movement performance in an outdoor recreational programme Safety issues relating to participation in recreational activities	Unit 2 Pages 126–128	Activity 7
	Constitutional rights and responsibilities Concept: cultural diversity in South Africa Contributions to social and economic development by organisations from various religions	Unit 3 Pages 129–136	Activities 8–13
	Physical education Participation in an outdoor recreational programme Participation and movement performance in an outdoor recreational programme	Unit 4 Pages 137–139	Activities 14–16

Example of a lesson plan

Some may find daily lesson plans useful although this is not a formal policy requirement. An example of how to complete a lesson plan is below.

Date:	Grade: 8	Term: 1
Contents/concept:	Unit: 5	Contact time: 3 hours
Activity 16 Identify friendships and relationships Activity 17 Choose the appropriate ways to initiate and sustain a relationship Activity 18 Identify appropriate and inappropriate behaviour in relationships and apply problem-solving skills	Resources required: Magazines Life Orientation books	
Activity 16: Identify friendships and relationships		
Links with previous activity: n/a		
Links with next activity: Relationships will be explored further as it pertains to initiation and sustaining thereof		
Teaching plan: Use learners' own experiences to convey the content. Try to find appropriate examples in the class to show the learners that the content is relevant.		
Assessment:		
Teacher reflection:		

Assessment

Assessment is the planned process of identifying, gathering and interpreting information about learners' performance on an ongoing basis. Assessment should be both informal and formal and a variety of assessment tasks should be used. Learners should timeously receive feedback on both informal and formal assessment.

Informal or daily assessment

Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interaction, etc. For example, activities on pages 17, 31, 60 and 124 are suitable for informal assessment.

CAPS tells us that informal assessment should be used to provide feedback to the learners and to assist in planning for teaching, but need not be recorded or taken into account for promotion. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can mark these assessment tasks.

Learners often experience difficulty completing extended writing tasks. This is why we have provided activities such as Activity 2 on page 82.

Learners should read and write regularly; starting with sentences and paragraphs and building up to extended pieces of work. Much of this may be structured by working through activities provided in Life Orientation.

Formal assessment

Certain tasks make up a formal programme of assessment for the year. Such assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All formal assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating learners' progress in a grade and in a particular subject. Examples of formal assessment include written tests, examinations, practical tasks, projects, oral presentations, demonstrations, performances and so on. Formal assessment tasks form part of a year-long formal programme of assessment in each grade and subject.

Formal Programme of Assessment

Formal assessment requirements of Life Orientation

Learners must complete formal assessment tasks at the end of each term. Each Formal assessment task will consist of a written task, examination or project, and a Physical Education Task (PET). Refer to programme of assessment on the next page for more detail.

Types of formal assessment for Life Orientation

Projects

Learners complete one Life Orientation project in the third term of each grade. The project will be relevant to work done in that term.

The project will test a variety of skills and will ask learners to research and find information, collate the data and evaluate findings. They will then be asked to present the data in some way (a poster, report, oral presentation).

The project will run over a longer period of time. Teachers will introduce the project in class and provide guidance throughout the project. However, learners will be expected to work to a great extent on their own at home on the project. It is advisable that teachers request regular updates on the progress of the project to ensure that learners are confident in their tasks. Feedback on the progress of the project should be timeous and guide learners without being prescriptive..

In the Learner's Book you will find exemplar projects (see pages 110-112). You can use this as a formal assessment task. Alternatively, in Section 5 of this Teacher's Guide you will find another project.

Examinations

Two examinations per grade will form part of the formal assessment for each grade – one at the end of the second term, and another at the end of the fourth term. The following guidelines should be adhered to:

- The mid-year examination covers the contents taught in Terms 1 and 2. The end-of-year examination covers the contents taught in all four terms.
- Tests and examinations must be completed under strictly controlled conditions.
- Each test and examination must cater for a range of cognitive levels. (Refer to the table in the section on planning for assessing later in this section.)
- Examinations must be at least 60 minutes long.

Cognitive level	Percentage required by CAPS
Lower order: Knowledge and recall	40
Middle order: Comprehension and application	40
Higher order: Analysis, evaluation and synthesis	20

Our papers consist of three sections, as prescribed by CAPS, namely:

Section A (25 marks)

- All questions are compulsory
- Questions test understanding and factual knowledge
- Questions are a combination of three or more types of questions, such as: multiple choice, true and false, matching columns, true or false, missing words, or questions that require learners to list, what and why.

Section B (25 marks)

- All questions are compulsory
- Questions are knowledge based, and test knowledge and skills gained.
- Questions are open-ended, scenario- or source based, and include case study questions

Section C (20 marks)

- Learners should answer two of the three questions
- Questions must focus on the application of knowledge and skills.
- Learners must solve problems, make decisions or give advice.

In the Learner's Book you will find exemplar examinations at the end of Term 2 (see pages 73–76) and Term 4 (see pages 137–140). Learners can use these for revision and to prepare for their examinations. The memoranda of these papers are given in this Teacher's Guide. In Section 5 of this Teacher's Guide you will find a mid-year exam, as well as an end-of-year examination that you can use or adapt for formal assessment. The memoranda are also included.

Written tasks

Learners must complete one Life Orientation task in the first term of each grade. The written task can be one of the following:

- **Design and making:** This task entails the creation of an actual product. The actual product is only the final step in the process. Learners will be expected to design the product, make it, and write a description of it. This task will be completed over a period of time (for example, two or three weeks) with some teaching time allocated to the task. Learners will be expected to complete the assignment on their own.
- **Assignment:** The assignment will test the knowledge, skills and values obtained by learners, and their application of these. It is less open-ended than a project. Learner will be asked to solve a problem and/or make decisions. They will have to consolidate and apply the knowledge they have gained in the term.
- **Case study:** In the case study, learners will be presented with a situation (either real or fictional). They will have to apply the knowledge they've gained during the term to complete this task.

- **Test:** The test will be set out as the examinations in Terms 2 and 4, with a variety of questions asked. Ensure that the test covers a fair amount of work and test different cognitive levels and types of questions.

In the Learner's Book you will find exemplar tasks (see pages 42-43). You can use this as a formal assessment task. Alternatively, in Section 5 of this Teacher's Guide you will find an alternative task.

- Tasks are designed to cover the contents and concepts of one of the topics taught in that term.
- Before handing out an assessment task to learners, ensure that they are able to answer all the questions themselves. When setting an assessment task, they should draw up a memorandum of answers and/or a rubric for the assessment.
- Teachers should also discuss the task with the learners to ensure that they understand what is required and how they will be assessed. For those tasks that will be completed at home and will continue over a period of time (such as design and making products and assignments), teachers must remain in touch with the progress of the tasks and provide feedback to learners.
- Feedback should acknowledge strengths and identify areas of weakness for learners' developmental needs. Action plans for support of learners should accompany this feedback. It is important that the feedback provided to learners encourage them to do better, and build their self-confidence.

Physical education tasks

For the physical education tasks (PETs), the assessment focus is twofold, namely:

- **Participation:** learners will be assessed on their participation in tasks, which will result in further development, enjoyment and the increase of learners' confidence.
- **Movement performance:** learners will be assessed on the level of competence in completing a task.

In the Learner's Book you will find exemplar PETs at the end of each term. You can use this as a formal assessment task. Alternatively, in Section 5 of this Teacher's Guide you will find an alternative task.

Planning for assessment

We have provided a full assessment plan for you:

Programme of Assessment

Term 1	Written task: Task (pages 42–43)	70	100
	PET: Activity 6 in Unit 2 (page 15) or Activity 23 in Unit 6 (page 38)	30	
Term 2	Mid-year exam (pages 73–76)	70	100
	PET: Activity 12 in Unit 4 (pages 62) or Activity 19 in Unit 6 (page 72)	30	
Term 3	Written task: Project (pages 110–112)	70	100
	PET: Activity 19 in Unit 8 (page 109)	30	
Term 4	End-of-year exam (pages 137–140)	70	100
	PET: Activity 16 in Unit 4 (page 136)	30	

Metacognitive strategies

What are metacognitive strategies and how can I use them?

Metacognition is the process of thinking about how you think. Adults often do this automatically. Before taking on something new, we may ask ourselves: What do I already know about this? What will help me understand it better? How is it structured? As we engage with a text or action, we may ask ourselves: Did I understand that? Why do I think that? How does this connect with what I already know? How could I apply this in my life? Then we evaluate what we have learnt or done by asking questions like: Did I understand that well? What strategies helped and what strategies didn't help? What should I do the next time I take on a task like this?

Learners, however, are often unaware of how they think and engage with learning material. You help learners to learn independently by explicitly guiding them to plan, monitor, and evaluate their reading and learning strategies. This is particularly effective for those learning in English as a second language and for learners who are struggling. It can dramatically improve their performance.

You teach metacognitive skills by asking learners to explain what they are thinking and what strategies they are using to understand material. This is best done in small groups. You can also use 'think aloud' strategies when engaging with texts and images. 'Think-alouds' are often effective when reading texts to learners, and during small-group and pair reading exercises. Here is an example of how to teach metacognitive strategies using a "think aloud":

- 1 Choose a short piece of text and note where you will stop during reading to model your thought processes.

- 2 Things to include in this planning stage could be:
 - reading the text title and the table of contents,
 - looking at the images and predicting what the text may be about.
 - skim-reading the text looking for headings, words in bold type and summaries. As you skim read, think about what you already know about the subject and what more you would like to know.
- 3 In class explain to the learners what you will be doing. Start by explaining how you planned before reading the text.
- 4 To monitor understanding during reading, you can explain where you stopped to ask yourself whether you understood the contents. If the text has a long or complex sentence, describe how you divided it up to understand it. Find places where you could ask questions such as:
 - Why would this ...?
 - Is this similar to ... ?
 - How can I figure out what this new word means?
 - What does the writer want me to know?
 - What do I think will happen next? Why do I think that?
 - Do I need to re-read this for detailed information?
- 5 Now show learners how to evaluate their metacognitive strategies by asking and answering questions such as:
 - Did I read and understand this well?
 - What helped me to understand? What didn't help?
 - What should I do the next time I read about this topic?
 - What will help me to remember what I read?

By engaging with how learners think, you can prepare them better for their lives and learning in the future.

Cognitive levels and abilities for Life Orientation in the Senior Phase

KNOWLEDGE AND RECALL	COMPREHENSION/ UNDERSTANDING	APPLICATION	CONCEPTUAL REASONING: ANALYSIS	CONCEPTUAL REASONING: SYNTHESIS	CONCEPTUAL REASONING: EVALUATION
Low order	Middle order		High order		
Absorb Count Define Identify Label List Match Memorise Name Outline Point out Quote Recite Recognise Repeat Remember Reproduce Respond Select State Trace	Classify Compare Convert Discuss Distinguish Define Demonstrate Describe Estimate Explain Generalise Give examples Illustrate Infer Interpret Match Paraphrase Restate Rewrite Select Summarise Translate	Change Compute Construct Demonstrate Draw Illustrate Predict Relate Solve Use	Breakdown Differentiate Discriminate Investigate Organise Relate Separate Subdivide	Abstract Arrange Combine Compile Construct Create Design Discuss Formulate Generalise Generate Group Integrate Organise Summarise	Appraise Conclude Contrast Create Critique Criticize Decide Dispute Evaluate Grade Judge Justify Interpret Support Recommend

Inclusive assessment

Teachers need to develop adaptive and alternative methods to assess learners with barriers to learning, so that learners are given opportunities to demonstrate competence in ways that suit their needs. Here are some examples of how to assess these learners while still maintaining the validity of the assessment.

- Some learners may need concrete apparatus for a longer time than their peers.
- Assessments tasks, especially written tasks, may have to be broken up into smaller sections for learners who cannot concentrate or work for a long time, or

they may be given short breaks during the tasks. Learners can also be given extra time to complete tasks.

- Some learners may need to do their assessment tasks in a separate venue to limit distractions.
- A variety of assessment instruments should be used, as a learner may find that a particular assessment instrument does not allow him/her to show what he/she can do.
- Learners who cannot read can have tasks read to them and they can dictate answers. Assessment can also include a practical component in which learners can demonstrate their competence without having to use language.
- A sign language interpreter can be used.
- Assessment tasks could be available in Braille or enlarged with bold type text.
- Assessment can include the use of dictaphones or computers with voice synthesisers.
- The forms of assessment used should be appropriate to the age and development.. The design of these tasks should cover the contents of the subject and include a variety of tasks designed to achieve the objectives of the subject.

Recording and reporting assessment

Recording: Recording documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the curriculum. Records of learner performance should be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting: Learners' performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters etc. Teachers in all grades report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the table below.

Rating code	Description of competence	Marks
7	Outstanding achievement	80–100
6	Meritorious achievement	70–79
5	Substantial achievement	60–69
4	Adequate achievement	50–59
3	Moderate achievement	40–49
2	Elementary achievement	30–39
1	Not achieved	0–29

Overview of specific aims and skills for Life Orientation

The Life Orientation curriculum consists of the following five topics in Grade 7–9:

- Development of the self in society
- Health, social and environmental responsibility
- Constitutional rights and responsibilities
- Physical education
- World of work

The topics in Life Orientation should not be seen in isolation, as they are all interrelated and function interdependently. The topics are of equal importance within the subject.

The aim of Life Orientation as a subject is to:

- Guide learners to achieve their full potential (including physical, emotional, intellectual, social and personal). For example, see page 8.
- Develop learners' skills to respond to challenges and play an active and responsible role in society and the economy. For example, see page 63.
- Teach learners to exercise their constitutional rights and responsibilities and to respect the rights of others. For example, see page 104.
- Guide learners to make informed and responsible decisions about their health, environment, subjects choices, further studies and careers. For example, see page 51.
- Provide opportunities for learners to demonstrate an understanding of, and participate in activities that promote movement and physical development. For example, see page 15.

What is Life Orientation?

Life Orientation addresses an aspect of the learner's holistic development. The topics covered in the curriculum aims to guide learners through their development and growth and prepare them for meaningful and successful living in the ever-changing South African and global landscape.

Learners will develop their own self and provide them with strategies to facility their growth. In addition, it will show them their role and importance in a bigger community (school, family, community, South Africa) and the impact their actions can have on others.

Each topic will focus on a different aspect of the learner's growth and development.

Development of the self in society

In this topic, which builds on the work done in the Intermediate Phase, learners will continue to realise their potential in life and to grow in confidence. They will learn how to deal with challenges in their lives, such as conflict, relationships, bullying and peer pressure.

Always keep in mind that all learners will not react to the topics in the same way. You need to be sensitive to learners' reactions to certain topics. Be flexible in your approach to sensitive topics. It may be necessary to alter discussions, depending on the groups in your class. Sometimes it will be better to divide the class into boy-only and girl-only groups for some discussions, such as dealing with sexuality or sexual behaviour. At times you could just have pairs working together.

It is very important that you encourage learners to discuss and compare experiences since this is a way of helping them through a period in their lives when they often feel they are the only one going through these changes.

Many learners have endured traumatic experiences as a result of bad relationships, peer pressure and circumstances beyond their control. They are often reluctant to talk about these experiences. Discussing these issues in an open forum in class can be a painful experience for these learners. Always make it clear that you are available if any learners want to discuss something in private. You can then either deal with the matter yourself or refer the learner to someone who can help them.

Health, social and environmental responsibility

It is important for learners to become aware of issues such as substance abuse, violence, and different diseases (tuberculosis, diabetes, obesity and anorexia), which form part of the South African landscape. Another health issue that receives a lot of

attention is HIV/Aids. It is topical, and many learners will be affected by this, either in their families, or in their community.

Take time to discuss and correct all the myths and untruths surrounding these diseases, especially HIV/Aids.

Another social issue that is discussed in this topic is violence. For many learners violence is a part of their daily lives. We will address violence (in the house, community and country) and equip learners with the skills needed to deal with it.

Finally we will also look at the environment. Our environment is at risk, and learners need to be aware of the consequences of not looking after the environment, whether it is local or global.

Constitutional rights and responsibilities

A broad aim of the Life Orientation curriculum is to ensure that our rainbow nation really works and that our learners become good citizens, free of discrimination and able to take responsibility for their actions.

This topic will introduce topics such as human rights, fair play and ethics in sport, and gender equity. Learners should be introduced to the South African Constitution and the Bill of Rights, and understand their rights and responsibilities. They should know what is expected of them as authentic citizens of South Africa. At the same time they will know what they can expect from others.

Expanding on the topics covered in the Intermediate Phase Life Skills, we will also look at cultural diversity, different religions and traditions. Allow learners to share their own traditions, religions and cultures with the class. This can be a good way to promote tolerance and acceptance amongst learners from different cultures.

Physical education

Physical Education (PE) is often seen as being only about teaching learners to play sport and knowing the skills related to that particular sport. However, it is important to remember that PE is not only about playing sport, it is a subject where learners are encouraged to participate in physical activity.

Make sure that your lessons are enjoyable and encourage the whole class to participate. Promote physical movement and healthy habits among all your learners. If you can promote good, healthy choices in young learners now, the possibility of those good healthy choices to be continued throughout their lives is increased.

Physical education is a subject that requires you to be well-prepared for your lessons, especially the outdoor sessions. You need to be able to manage a group of learners and in some cases it may be a very large group. Here are some key strategies to help you conduct effective, efficient and fun PE lessons.

The key is to plan ahead. Decide on the activities for the lesson and ask yourself questions such as the following:

- Will it be a whole-class activity or would pairs or groups or a combination of the two work better?
- Will it be a combined boys' and girls' lesson?

- Who will be choosing the groups - you, or will the learners choose their own groups? You know your learners and their capabilities and can combine groups with different capabilities. Do not always group the best learners together. Allowing learners to choose groups can also result in “fixed” groups of friends always being chosen for the same groups.
- Are there learners with disabilities? If yes, ensure that these learners can also participate in the lesson. You may have to adapt the lesson to cater for the learners’ needs.
- Do you have adequate equipment? If not, adapt the lesson to suit yourself and your learners.
- Do you have an alternative option for bad weather conditions? Always have a back-up plan.
- Use the activities for Physical Education in the Learner’s Book as a guideline. If needed, repeat some activities in order for learners to perform and master fundamental skills effectively.

World of work

At the end of the Senior Phase (Grade 9) learners will have to make some choices that will affect their careers. You should provide guidance on both a group and individual level, ensuring that each and every learner make the choice that is best for him or her. Learners should be encouraged not to give in to outside pressures (from parents, peers or the community) in the careers they should follow. Try to expose learners to different careers, for example by having people from different professions talk to them or encouraging them to attend career days.

First of all, they will need to decide whether to stay in school and obtain a National Senior Certificate (NSC) at the end of Grade 12 or whether they will move to an FET College and obtain a National Certificate Vocational (NCV). Make sure that learners understand the difference between the two and are able to make informed choices.

Learners will also need to make subject choices at the end of Grade 9, which will affect their future career choices. In this topic learners will be introduced to different careers. Learners should carefully consider what career they would like to follow before they make subject choices.

In addition to this, this topic will also cover a range of study and reading skills. Learners need to practise these skills and incorporate them in their studying.

Grade 8 specific skills for Life Orientation

Life Orientation covers the following specific skills:

- identifying and solving problems and make decisions using critical and creative thinking
- organising and managing themselves and their activities responsibly and effectively

- working effectively as individuals and with others as members of a team
- collecting, analysing, organising and critically evaluating information
- communicating effectively using visual, symbolic and/or language skills in various modes
- using sciences and technology effectively and critically showing responsibility towards the environment and the health of others
- demonstrating an understanding of the world as a set of related systems by recognising that problem solving does not exist in isolation.

Inclusive teaching

What is inclusive teaching?

In the Senior Phase, it is crucial that learners find themselves in an environment where they can develop an interest in learning and the belief that they can learn.

Inclusive Education is defined as a learning environment that promotes the full personal, academic and professional development of all learners irrespective of race, class, gender, disability, religion, culture, sexual preference, learning styles and language.

Inclusion is about acknowledging and respecting:

- that all children have the right to learn
- that all children can learn
- that all learners need support
- that all learners are unique and have different, but equally valued, learning needs
- that all learners need the opportunity to build on their own unique strengths
- that the learner is the centre of the teaching and learning process
- that there are differences in learners, e.g. age, gender, language, culture, learning styles, disabilities, HIV status and so on.

Inclusion is also about:

- enabling educational structures, systems and learning methodologies to meet the needs of all learners
- more than just formal schooling – it embraces learning that occurs in the home, community and so on
- changing attitudes, behaviour, methodologies and environments to meet the needs of all learners
- ensuring maximum participation of all learners in the culture and curriculum of all educational institutions
- identifying and minimising barriers to learning that can occur at any level of the system.

Some of the learners in your class may already suffer from exclusion or think negatively about education. There is no reason for their exclusion from class activities. It is the responsibility of the teacher to ensure the inclusion of these learners. This means adapting activities to suit their needs and capabilities. It is equally important that the class is not divided because of this. Rather, learners with these challenges should be accepted and helped where possible by their peers. Learners should at all times be discouraged from teasing, bullying or ignoring learners with special needs. When these attitudes are directed towards a learner they create in that learner a barrier to learning.

Practical guidelines for inclusive teaching

- Have a true understanding of each learner's background, strengths, unique abilities, needs and barriers. Then use this information to inform your planning and give a clearer focus.
- Remember that the teacher is a facilitator of learning.
- Keep the content and material as relevant as possible.
- Break down learning into small, manageable and logical steps. Keep instructions clear and short (plan beforehand).
- Grade activities according to the different levels and abilities of learners. Try to ensure that learners remain challenged enough without undue stress.
- Develop a balance between individual, peer tutoring, co-operative learning and whole class teaching.
- Use learners to help one another in the form of group types, peer assisted learning, buddy systems and so on. Ensure that learners feel included and supported in the classroom by both the teacher and their peers.
- Set up pairs and groups of learners where members can have different tasks according to strengths and abilities. Promote self-management skills and responsibility through group roles and the types of tasks you set.
- Motivate learners and affirm their efforts and individual progress. Build confidence. Encourage questioning, reasoning, experimentation with ideas and risking opinions.
- Determine the learner's Zone of Proximal Development (ZPD) and use it for effective teaching and learning. Vygotsky described the ZPD as the distance between what the learner already knows and understands and what he/she can understand with adult support. Learning is thus a social interaction as the teacher mediates and supports the learner as he/she understands a new concept.

- Spend time on consolidating new learning. Use different ways to do this until all learners understand the concept. Make time to go back to tasks so that learners can learn from their own and others' experiences and methods.
- Use and develop effective language skills (expressive and receptive, verbal and non-verbal)
- Experiment with a variety of teaching methods and strategies to keep learners interested and to cater for and develop different learning styles. Use games, co-operative group work, brainstorming, problem-solving, debates, presentations, and so on.

Learners with barriers to learning

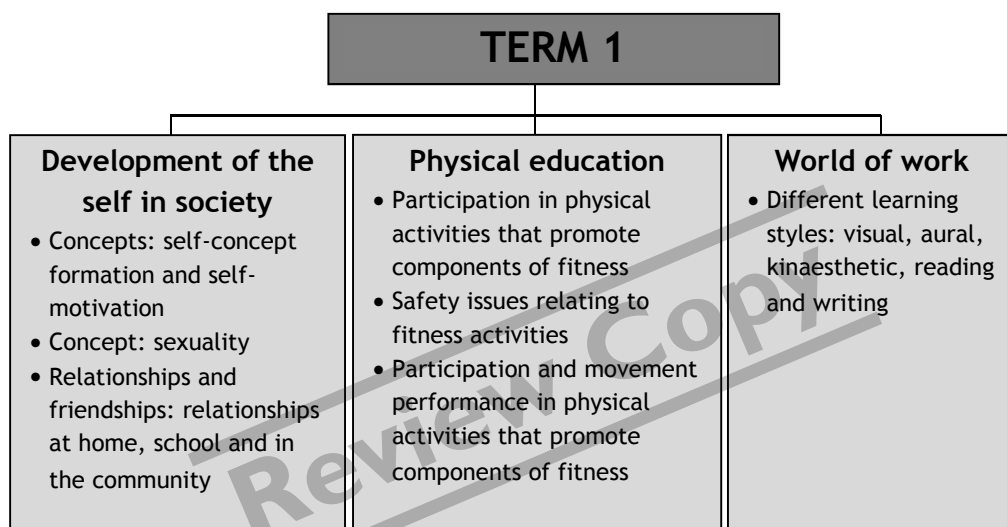
A barrier to learning is anything that prevents a learner from participating fully and learning effectively. This includes learners who were formerly disadvantaged and excluded from education because of the historical, political, cultural and health challenges facing South Africans. Some other examples of barriers to learning may be learners who are visually or hearing impaired; learners who are left handed or learners who are intellectually challenged. Barriers to learning cover a wide range of possibilities and learners may often experience more than one barrier. Some barriers, therefore, require more than one adaptation in the classroom and varying types and levels of support.

These learners may require and should be granted more time for:

- Completing tasks
- Acquiring thinking skills (own strategies)
- Assessment activities
- Teachers need to adapt the number of activities to be completed without interfering with the learners gaining the required language skills.

Term 1

Core concepts



Overview

Content	Time allocation	LB page	TG page
Unit 1: Development of the self in society	3 hours	8	31
Unit 2: Physical education	3 hours	15	36
Unit 3: Development of the self in society	3 hours	18	41
Unit 4: Physical education	3 hours	25	46
Unit 5: Development of the self in society	3 hours	28	49
Unit 6: Physical education	3 hours	38	55
Unit 7: World of work	1 hour	40	58
Unit 8: Physical education	1 hour	42	61
Term 1 Summary and exemplar formal assessment	–	43	65

Unit 1

Development of the self in society: Self-concept formation and self-motivation

Learner's Book page 8

Unit overview

- In the first unit, we discuss self-concept formation and the factors that influence it, find out how self-motivated learners are, and analyse strategies to extend personal potential.
- Then, we help learners identify their own strengths and develop a strategy to extend their personal potential by setting goals.

Additional resources

- Learner's Book
- Life skills books such as: *All about Me: Self-Awareness, Self-Concept, and Life Skills for Kids* [Publisher and author names removed]; *Lifted: A Young Person's Guide to Self-Motivation & Success* [Publisher and author names removed]; *Successful Self-Motivation* [Publisher and author names removed]
- Websites such as www.kidshealth.org; www.bbc.co.uk/health/kids

Teaching guidelines

- This unit builds on the concept of self-image and strategies to enhance self-image covered in Grade 7. Learners will consider factors that influence their self-motivation and self-concept.
- Explain that we all have a mental picture of who we are, what we look like, what we are good at and what our weaknesses are. We develop this picture over time, starting when we are very young. The term self-concept is used to refer to a person's mental picture of himself or herself. A lot of our self-concept is based on interactions we have with other people, our life experiences as well as outside influences such as the media.
- Remind learners that there are ways we can improve how we see ourselves.
- Setting goals provides learners with direction, long-term vision and short-term motivation. Goals also build self-confidence by helping learners to grow as individuals and extending their personal potential.

Activity 1

Identify factors that influence self-concept formation

Learner's Book page 8

Background information

The purpose of this activity is to help learners identify some of the factors that influence how they see themselves.

Guidelines to implement this activity

- This activity will take about 10 minutes.
- Learners should work in pairs to do this activity.
- Learners should read the speech bubbles and identify the factors affecting how these teens feel and think about themselves.

Suggested answers

- 1 Factors include encouragement from family members; approval from friends and peers; praise for achievements; the influence of the media; their personal successes or failures; the guidelines set by their culture or religion; their role in their community; experiences within their environment, for example their school.
- 2 Learners' answers will vary and will be personal to them.

Remedial activity

Ask learners to volunteer some of the positive qualities that make them unique individuals, or to share personal achievements with the class.

Activity 2

Find out how self-motivated you are

Learner's Book page 10

Background information

The purpose of this activity is for learners to assess themselves to see how self-motivated they are at present.

Guidelines to implement this activity

- Discuss self-motivation and ask the class to give some examples if possible. These could include doing all their Monday homework on Friday so they have the weekend free to spend time with friends, or not spending their pocket money at the tuck shop but saving it to buy a pair of trainers they really want. Explain how positive self-talk can influence our self-concept.
- Allow about 10 minutes for the activity.
- Learners should work on their own to do this activity.
- Explain that the quiz is not a test and that they should give honest answers.
- Learners can use the analysis of their answers to help them see where they need to develop and become more focussed.

Suggested answers

Learners' answers will vary and will be personal to them. Explain to learners that:

- If they ticked Column 1 for each question, they are very self-motivated.
- If they chose mainly Column 2, they are fairly self-motivated, but
- need to tighten up on a few aspects.
- If they chose mainly Column 3, they are not self-motivated yet.
- Maybe they have not set themselves goals. It is time to make a few changes!

Extension activity

Ask learners to draw two cartoons, one showing a character doing negative self-talk and the other showing the same character doing positive self-talk. (The character could be a stick figure or even a cut-out figure from a magazine.) The text should be placed in speech bubbles. Then put up the drawings in the classroom for all classmates to enjoy.

Activity 3

Value your uniqueness and achievements

Learner's Book page 11

Guidelines to implementing this activity

- It is important that learners do this activity on their own and reflect on their own uniqueness and personal achievements.
- You may want learners to share their answers in the class, but be sensitive to learners who may prefer not to do so. They can share their answers with you, or keep it to themselves.

Suggested answers

Learners' responses to this activity will be very personal and will vary from learner to learners. Make sure that learners understand there is no right or wrong answers in this activity.

Activity 4

Analyse Lindi's strategy to extend her personal potential

Learner's Book page 14

Background information

The purpose of this activity is for learners to analyse how goal setting can help extend personal potential.

Guidelines to implement this activity

- In this activity, learners analyse the steps Lindi took in setting her goals.
- Allow about 15 minutes for the activity.
- Learners should work in pairs to do this activity.
- Hold a report-back session to discuss learners' answers once they have completed the activity.

Suggested answers

- 1 She is a good singer.
- 2.1 To sing solo at the inter-school music festival.
- 2.2 Yes. It helps her to be positive in attitude, be self-motivated and know exactly what she plans to achieve.
- 3 Yes. She wants to improve her singing so that she gets the chance to be chosen for her province's youth choir. She has worked out how to achieve this by planning and setting goals.
- 4 It will give Lindi the chance to be chosen for her province's youth choir.
- 5 She says: "I mustn't give up if I have a bad day. It will be worth it in the end."
- 6 She has become self-disciplined, organised and focussed.

Remedial activity

Encourage learners to set a goal for developing a quality they haven't focussed on before: Divide the class into pairs and ask each learner to come up with one positive quality about the other. Use this as a focus for extending personal potential. (This may be an especially useful exercise for learners who don't have a specific area of interest or achievement, as they will learn to see themselves positively through the eyes of others.)

Activity 5

Develop a strategy to extend your personal potential

Learner's Book page 14

Background information

The purpose of this activity is for learners to identify their strengths and develop ways to enhance them to their full potential. The activity will help to improve their self-concept and also make them more self-motivated.

Guidelines to implement this activity

- Allow about 20 minutes for the activity.
- Learners should work individually to do this activity.
- Learners can finish this activity for homework if there is not enough time in class.
- Note any learners who do not have obvious special talents. Encourage them to think of things they are good at, such as caring for animals or working with children. Ask them guiding questions to help them identify their positive qualities and attributes, which will often be things they like doing. Remind them that everyone is good at something.

Suggested answers

- 1 Learners will give their own answers.
- 2 The talent or ability identified in Question 1 will determine the steps in developing it.
- 3 Remind learners that their goals must be realistic. It is important that learners develop an honest concept of themselves and their strengths. Setting inappropriate goals will lead to boredom or failure, with a drop in self-motivation and a negative effect on their self-concept.
- 4 and 5 Learners will give their own answers. Learners could share ideas with a friend and suggest things to add to one another's lists.

Extension activity

Learners can work with a friend to assess how realistic and achievable their goals are and how they can revise their goals to help them extend their personal potential. Ask them to draw up a four-column table with their goals in the first column, and ask their friends to rate their goals as either “Revise goal”, “Realistically achievable” or “Highly achievable” in the remaining three columns.

For example:

Goals	Revise goal	Realistically achievable	Highly achievable
Get up 45 minutes earlier and catch the early bus to school to practise singing with my choir teacher		✓	
Practise my singing for 30 minutes every evening			✓
Sing a solo at the inter-school music festival	✓		

Unit overview

- In this unit, we focus on safety issues relating to fitness activities.
- We encourage learners' participation in physical activities that promote components of physical fitness, including agility and speed.

Resources needed

- Markers/bases
- Stopwatch
- Small towels
- Blindfolds
- Benches
- Chairs
- Whistle

Additional resources

The following website can assist with warm-up and cool-down games and activities: www.teachingideas.co.uk/pe/contents.htm. A warm-up and cool-down exercise must be performed as part of all lessons. The warm-up exercises can be varied, depending on the nature and or intensity of the following activity, but try to keep the routine (jog, dynamic exercises and warm-up game) consistent.

Teaching guidelines

- Selected drills may be new to learners. Learners must first learn the steps and format of the drills at a slow pace, and then their speed can be increased.
- Selected fitness aspects, such as sprinting activities, are of a moderate to high intensity.
- Ensure that warm-up and cool-down exercises are completed before and after each physical activity respectively.
- Ensure that short water breaks are provided for. Allow groups of learners to take turns to have such breaks.
- If there are learners in your class with physical disabilities, ensure that activities are adapted to include all learners.

Background information

The purpose of this activity is for learners to perform agility drills in the fastest time possible, ensuring correct technique throughout the drill.

Guidelines to implement this activity

- Be sure to warm up before the drill and cool down afterwards.
- Set up the field for agility drills. This can be performed while learners are warming up. Selected learners that may be injured and are unable to participate in the lesson can assist you with the field set-up (depending on the injury).
- As learners might not be familiar with agility drills, let them first practise at their own pace, and then pick up the pace, using a whistle.
- Plan at least three agility drills. Depending on the size of the class, drills can be repeated. Learners must record their times for each drill. Drills could include:
 - T-drill:** Set out four cones as illustrated in the Learner's Book on page 15. The learners each start at cone A. On the command, the learners sprint to cone B and touch the base of the cone with their right hand. They then turn left and side-step (shuffle) to cone C, and also touch its base, this time with their left hand. They then side-step to the right to cone D and touch the base with their right hand. They then shuffle back to cone B, touch it with the left hand, and run backwards to cone A.
 - Quadrant jump test:** A quadrant is marked out on the floor, as illustrated in the Learner's Book page 15. Mark the starting line and the number of each quadrant. The learner must stand with both feet together at the starting line. On the command "go", they jump ahead across the line into the first quadrant, then in sequence successively into quadrants 1, 2, 3, 4, 1, 2, etc. This pattern is continued as rapidly as possible for 10 seconds.
 - Illinois test:** The length of the course is 10 m and the width (distance between the start and finish points) is 5 m. Four cones are used to mark the start, finish and the two turning points. Another four cones are placed down the centre, an equal distance apart. Each cone in the centre is spaced $\pm 3,3$ m apart. Learners should lie on their stomachs (head towards the start line) and hands by their shoulders. On the "go" command, the learners get up as quickly as possible and run around the course in the direction indicated (see Learner's Book page 15), without knocking the cones over, to the finish line.
- Explain and have a learner demonstrate each drill to the class. Emphasise the correct technique.
- Divide the class into groups of 5–10 learners. Each group must perform a drill for at least 5–7 minutes. Drills will begin at a slow pace, and then must be performed at maximum speed.

- Rotate drills among groups.

Extension activity

Remind learners that they will be assessed on their ability to complete an agility drill as fast as possible while ensuring the proper technique. Have learners practise the drills at top speed, keeping time with a whistle. Alternatively, let the groups compete with one another for the fastest time achieved.

Activity 7 Complete a T-drill test

Learner's Book page 16

Background information

The purpose of this activity is for learners to display their skill with the T-drill so that they may be assessed by the teacher.

Guidelines to implement this activity

- Recap and demonstrate to learners the proper techniques for performing the T-drill.
- Set up other agility drills for groups of learners to perform, but assess on their performance of the T-drill.
- When assessing, record learners' times. Separate male and female times.

Assessment

The learner is able to complete a T-drill test in the fastest time possible, ensuring correct technique throughout the drill.

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of Participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

Background information

The purpose of this activity is to familiarise learners with a warm-up routine that involves dynamic stretches, in order to minimise injuries during physical fitness exercises.

Guidelines to implement this activity

- Learners should be familiar with a warm-up routine. This practical is to teach learners a warm-up routine that involves dynamic stretches.
- Always carry your whistle with you. Explain to learners that when you blow your whistle, it always means that they need to pay attention to you.
- You can also play a short warm-up game. Your warm-up game can vary from lesson to lesson. The game should be a fun activity.
- The warm-up exercise should start with a jog around the playing field. Include high-knees, butt-kicks, grapevine and side-stepping. Learners must be in pairs, in other words, two rows only. Try to ensure that learners maintain this running order.
- Now ask learners to line up in rows, evenly spaced. Each row should consist of 5–8 learners, depending on the size of the class. Learners must be an arm's length from one another. Let learners practise getting into this formation as quickly as possible. You want to avoid wasting time during lessons. Once in their rows, learners can perform the various stretch exercises/movements in their allotted space. Keep this routine consistent.
- Ask learners to perform dynamic stretch exercises. Dynamic stretches are stretches that involve movement while you stretch. Include the following stretches:
 - Walking lunges
 - Leg swings
 - Hip internal rotation while jogging
 - Hip external rotation while jogging
 - Hip abduction while walking.
- Dynamic stretch exercises could include:
Mountain climbers: Start by getting into the top portion of a push-up position. From here, mimic a jogging motion, driving your knees up towards your chest, one at a time. Do not let your body twist or allow your core to sag throughout the entire movement. The feet should not touch the ground when the knees are at the highest point.

Scorpions: Begin by lying on your stomach with your hands straight out to the sides. Like the iron cross, raise one leg at a time and rotate your hips, reaching as far across your midline as possible. During this move, outline a cross; you will bend your leg as you reach for the floor. Return to the starting position and switch sides.

Iron cross: Begin by lying on your back with your arms straight out to the sides. Raise one leg at a time and swing it, under control, towards your hand on the opposite side of your body. Keep your legs straight and try not to let your shoulders lift off of the ground throughout the movement. Return to the start position under control. Repeat on the opposite side.

- Warm-up games can be included. This is optional, depending on how much time is available. Such games could include:

Skunk tag: Place four hula-hoops at the four corners of the playing area, which are the safety zones. Learners can stay in a safety zone for 20 seconds, or until another learner steps into the hula-hoop following them. Only one player is allowed in a hula-hoop at a time. Place another hula-hoop in the middle of the playing area, which is the “skunk's home”. Select two learners to be the “skunks”, and place them in the centre (home) to begin the game. When you blow your whistle, the “skunks” chase and try to tag the remaining learners. If successful, they change places. The new “skunk” must run to the centre hoop and yell “New Skunk!” before trying to tag another learner.

Big bear tag: Choose two learners to be the “big bears” (taggers) and another two learners to be the “doctors” (unfreezers). When you blow your whistle, learners must perform a locomotor activity like skipping, hopping, high-knees or side-stepping. The “bears” will attempt to tag (catch) them. If a learner is tagged, he/she must freeze and stay in that spot until one of the two “doctors” comes over and “heals” them (unfreezing the learner and sending him/her back into motion) by touching them on the shoulder. “Doctors” cannot be tagged by the “big bears”. Swap roles of learners.

- The cool-down must include breathing and stretching exercises, and must last at least 5–10 minutes.

Unit focus

In this unit, we focus on sexuality and explore influences from one's friends and peers, family, culture and the media.

Learners are also encouraged to discuss their feelings about same-sex relationships, while remaining respectful of and sensitive to the views of others.

Resources

- Magazines, newspapers and so on
- Scissors
- Glue

Additional resources

- Learner's Book.
- Life skills books such as those in the Life Orientation Library, especially: How Do I Handle Love and Sex? [Publisher and author names removed]
- The Underground Guide to Teenage Sexuality [Publisher and author names removed]
- Websites such as www.kidshealth.org and www.bbc.co.uk/health/kids

Teaching guidelines

As learners reach their teens, they develop strong feelings about their sexuality and have to cope with peer pressure and other influences such as media pressures, family norms and cultural values. It is important to allow learners to talk about this topic, no matter what your personal views are, and to let them discuss their own feelings. Discussions must remain serious and respectful and might need to be confidential.

It may be better to allow learners to work in same-sex groups of classmates they feel comfortable with.

Make sure learners are sensitive and respect the views of others.

Explain to learners that understanding your sexuality helps you to develop your identity as an individual and to make good decisions and choices.

Background information

The purpose of this activity is for learners to identify aspects of their sexuality. Make sure they understand what sexuality means. Remind them that it is something natural and not something to laugh or giggle about, even if they feel embarrassed talking about it.

Guidelines to implement this activity

- This activity will take about 10 minutes.
- Learners should work in groups to do this activity.
- Learners can share their ideas with another group. You will have to control this to make sure nobody becomes silly and no-one is upset or embarrassed by others.
- In the first question learners will be asked to draw spider diagrams. Although many of them would have seen spider diagrams (or mind maps before), they may not have drawn one before. Guide them on how to do this.

Write the central idea in a circle in the middle of an empty page. (You can initially do this on your blackboard when explaining the concept to them.) For this activity it will be “Ideas about sexuality”.

Around the central circle, write concepts that flow from the central idea and draw circles around them as well. Connect the secondary circles with the main circle by means of lines (the ‘legs’ of the ‘spider’). For this activity, the secondary circles can be “Things that attract the opposite sex” and “How our values will influence our view of sexuality”.

Learners can now draw a third level of circles around each of the secondary circles with the ideas of their group. They will have to connect these ideas with the secondary level circle, making another ‘spider’.

- Observe groups and informally assess how well individuals contribute to the group discussion.

Suggested answers

Learners’ answers will vary and will be personal to them.

Extension activity

Bring articles from teen magazines about sexuality and relationships between boys and girls, and allow learners to discuss the issues. The letters pages in these magazines often raise common questions that teens have.

Activity 10**Identify influences of friends and peers on sexuality**

Learner's Book page 20

Background information

The purpose of this activity is to help learners identify how sexuality can be influenced by friends and peers.

Guidelines to implement this activity

- Allow about 10 minutes for the activity.
- Learners should work on their own to do this activity.
- Discuss answers in class.

Suggested answers

1.1 1

1.2 5

1.3 2, 4, 5

1.4 2, 4, 5

1.5 4

1.6 3

Extension activity

Encourage learners to make three self-portraits – one showing them as they really are, one showing them what they can look like, and one showing them as they would like to appear. Learners can use any materials they like – they can draw, take cellphone pictures or make a mosaic using cuttings from magazines. Use these as the starting point for a class discussion on any topic related to influences of friends and peers on sexuality, e.g. individuality, self-respect and appropriate dress.

Activity 11**Discuss feelings, attitudes and values about being gay**

Learner's Book page 21

Background information

This activity addresses attitudes towards gay people. Although society is generally more accepting of gay people today than a generation ago, there are still negative attitudes that affect how open people are about being gay. Attitudes depend on social factors such as family upbringing, and cultural and religious factors, as well as values instilled by friends, school and the media. Remember that learners may still not be

sure about their own sexuality and may have family members or friends who are gay, so treat this subject with great sensitivity.

Guidelines to implement this activity

- Allow about 15 minutes for the activity.
- Learners should work in groups to do this activity.
- The questions in the activity relate to society's acceptance of gay people and, in particular, attitudes in the learners' own community. These attitudes are often influenced by factors such as culture and religion in the community.
- Learners should support their answers with reasons.

Suggested answers

Learners will give their own answers.

Remedial activity

Hold a report-back session to discuss learners' answers once they have completed the activity. Be sensitive and keep discussion objective and general. If some learners do not wish to contribute to the discussion, allow this, and also remind the class to show respect to others.

Activity 12 **Identify and discuss the impact of cultural values on sexuality**

Learner's Book page 22

Background information

In this activity, learners identify and discuss examples of how cultural values influence sexuality based on the case study, "Sexuality in the Muslim culture" on page 22 of the Learner's Book.

Guidelines to implement this activity

- Learners must read the case study, "Sexuality in the Muslim culture".
- Allow about 15 minutes for the activity.
- Learners should work in pairs to do this activity.
- Learners can finish this activity for homework if there is not enough time in class.

Suggested answers

- 1 The Muslim faith and culture do not allow sexual relationships before marriage. Men and women must dress modestly to avoid being tempted to be unfaithful. From puberty, girls and women must wear clothes that cover all of their bodies except their hands and faces when they are in public, so that their sexuality is not displayed.
- 2 Learners will give their own answers depending on their cultural backgrounds.

Extension activity

Discuss answers in class. If there is a Muslim learner or learners in class, ask them if they would feel comfortable telling the class a little more about their culture. Gently guide the discussion to remain safe and respectful, and to highlight the positive results of the norms and values inherent in their culture, such as a cohesive feeling of community and belonging, women and girl children feeling safe and protected within their family, and the community being relatively crime-free. If there are no Muslim learners in class, consider asking a Muslim acquaintance to come and talk to the class, or show them a movie or excerpt from a movie or documentary film about Muslim culture.

Activity 13

Identify and discuss the factors that influence your sexuality

Learner's Book page 24

Background information

In this activity, learners identify and discuss the different factors that influence sexuality.

Guidelines to implement this activity

- Read through the speech bubbles with the class and ask learners to offer some ideas from their own experiences.
- Allow about 15 minutes for the activity.
- Learners should work in groups to do this activity.
- Learners can contribute their conclusions after a class feedback session.

Suggested answers

- 1 My parents have taught me that it is important to love and respect your boyfriend or girlfriend. – Parents and family members.
I want to dress and look like those sexy girls I see in magazines and on TV. Then lots of boys will want to go out with me. – Media.

All my friends go out on dates, so why don't my parents let me go? – Friends.
 I can't even talk to my parents about liking someone. If I ever mentioned sex, my father would throw me out of the house. – Parents and family members.
 In our culture, we are not allowed to be alone with a boy or girl. We must always have a friend or family member with us. – Culture.
 Our church teaches us that sex before marriage is wrong. I believe in waiting for the right person to marry before I have sex. – Religion.
 At school we learn that we must always be honest in our relationships with one another. For example, don't tell someone you really like them if you don't. – School or teachers.
 My big brother told me it is normal to feel shy the first time you ask a girl out. – Parents and family members.
 In my community, boys and girls don't hold hands and kiss when they walk in the street. – Community.

- 2 Learners will give their own answers depending on their home backgrounds, cultures and communities.

Remedial activity

Problem-solving skills – identity formation and development: Discuss the talking heads on page 24 of the Learner's Book. In class talk about how understanding one's sexuality can help one to deal with sexual feelings in a sensible and responsible way. If some learners do not wish to take part in the discussion, respect that and rather ask leading questions that may be answered with a "yes" or "no" by the class in general.

Unit 4

Physical education: Physical activities that promote components of fitness (2)

Learner's Book page 25

Unit focus

- In this unit, we focus on speed, muscular strength and endurance as components of physical fitness.
- Learners are taught the technique for sprinting.

Resources needed

- Small towels
- Blindfolds

- Starting blocks
- Stepping boxes

Teaching guidelines

- Sprinting techniques may be new to learners. Learners must first learn and practice the techniques at a slow pace, after which their speed can be increased.
- Sprinting activities are of a moderate to high intensity.
- Ensure that short water breaks are provided for. Allow groups of learners to take turns to have such breaks.
- If there are learners in your class with physical disabilities, ensure that activities are adapted to include all learners.

Activity 14 Exercise: sprinting

Learner's Book page 26

Background information

The purpose of this activity is to learn and practise sprinting techniques, and to learn to include all learners, especially those with disabilities.

Guidelines to implement this activity

- Remind learners to bring a small towel and a blindfold to the lesson. This will be used as a tether. A tether is used to guide visually impaired athletes during running races.
- Recap the correct sprinting technique (Learner's Book page 24) with learners. This includes:
 - Use only your toes to make any form of contact with the ground. Your heels should never touch the ground.
 - DO NOT lean back to get a look at the other runners.
 - DO NOT rock your head from side to side.
 - DO NOT swing your arms sideways in front of you.
 - Arms should be kept close to your body.
 - DO NOT look down.
 - Breathe in through your nose and out through your mouth.
- Complete Learner's Book Activity 13:
- Recap the crouch start. Use starting blocks if applicable.
- Learners must be paired or in threes if there is a partially-sighted or blind learner. Learners must correct one another's sprinting technique.

- Group learners into teams of 6, 8 or 10. Begin with basic sprinting relay races. Then pair learners within their groups. One learner will be blindfolded and the other will be their guide. Each pair will hold one end of the towel (tether). Let learners race against other teams. Each learner must get a chance to experience running blindfolded and with a guide.
- While learners are sprinting and participating in races, monitor learners' sprinting technique, as you will be assessing this.

Extension activity

Learners must design their own sprinting relay races with or without the use of a tether.

Activity 14 Perform speed drills

Learner's Book page 26

Background information

The purpose of this activity is to perform speed drills at maximum effort and using the proper technique to improve their sprinting skills and physical fitness levels, building confidence in their sprinting abilities.

Guidelines to implement this activity

- Ensure that learners are properly warmed up. Mark a 20 m distance on the playing field.
- Divide the class into groups of 5–10. Each group can have their own 20 m track, if there is adequate space.
- Complete Learner's Book Activity 15 on page 26:
 - Each drill must be performed below the learners' maximum effort.
 - Learners must concentrate on the proper technique. Repeat each drill 2–3 times before moving onto the next drill.
 - Once learners are familiar with the drills, perform each drill at maximum speed. Repeat 2–3 times.
 - Cool down. Concentrate on lower leg stretches.

Activity 16 Strength-training circuit

Learner's Book page 27

Background information

The purpose of this activity is to develop both the muscular strength and endurance components of physical fitness.

Guidelines to implement this activity

- Learners should be familiar with a training circuit. Set up a circuit with 8–12 stations. Refer to Learner's Book Activity 15 on page 26 as a guideline for your circuit set-up. Try to alternate upper- and lower-body exercises.
- Explain and demonstrate each activity per station. (A learner can assist with demonstrations.)
- Divide learners into groups of 6–10 learners. Each group can begin at a selected station or all groups can wait in turn to begin at the first station.
- Each activity should be performed for 45–60 seconds per station.
- Repeat the circuit if necessary.

Extension activity

Add stepping on and off a box after each station. This will increase the duration of the overall circuit and assist with the development of learners' cardiovascular endurance.

Unit 5

Development of the self in society: Relationships and friendships: Relationships and friendships, and communication skills

Learner's Book page 28

Unit focus

- In this unit, we explore relationships ranging from friendship and peer relationships to family and community relationships, focussing on problem-solving and communication skills.
- Learners familiarise themselves with appropriate and inappropriate behaviour in different scenarios, such as initiating, maintaining or breaking off a relationship.

Additional resources

- Learner's Book.
- Books:
 - Life Orientation Library: Why Are Relationships So Complicated?
 - *Handling Family Issues* [Publisher and author names removed]
- Articles in magazines such as *You* and *Huisgenoot*.

Teaching guidelines

- Learners will be able to identify with the content of this unit, so you will be able to build on their own experiences.
- Try to gather a collection of relevant articles from newspapers and magazines that you can bring to class.
- Discuss problem-solving skills relating to appropriate and inappropriate behaviour in a relationship, including expectations, responsibilities and responses to problems. Role-play appropriate ways to initiate and sustain a relationship.
- Make sure that learners understand which communication skills to apply to problems, for example the ability to disagree in constructive ways and the appropriate ways to end a relationship.

Activity 17 **Identify friendships and relationships** Learner's Book page 28

Background information

The purpose of this activity is to get learners to engage with different types of relationships.

Guidelines to implement this activity

- This activity will take about 15 minutes.
- Learners should work in pairs to do this activity. Let them pair up with a friend.
- Go through the first two with the class so that learners understand what they have to do.
- Walk around the class and observe how learners work in pairs. Spend time with learners who are not able to grasp what they have to do.
- Learners can finish this activity for homework if there is not enough time in class.

Suggested answers

- 1 Staff at the local library – Relationships in the community.
Your spiritual leader – Relationships in the community.
Your parents or caregivers – Family relationship.
Your brothers and sisters – Family relationship.
Your grandparents – Family relationship.
Your best friend – Friendship.
Members of any team or club you belong to – Relationships in the community.
Teachers at school – Relationships in the community.
Your girlfriend or boyfriend – Romantic relationship.

- 2 Learners' own responses. They should give examples of all the types of relationships, except perhaps the romantic type.

Remedial activity

Make time for report-back. Ask learners to substitute relationships mentioned above with different relationships they can think of pertaining to the community, family, friendship, etc. Also encourage them to think of other relationships they'll develop later on in life, such as professional relationships in the workplace.

Activity 18

Choose the appropriate ways to initiate and sustain a relationship

Learner's Book page 30

Background information

The purpose of this activity is to get learners to think about what they have read about appropriate ways to initiate and sustain a relationship.

Guidelines to implement this activity

- This activity will take about 10 minutes.
- Learners should work by themselves to do this activity.
- Walk around the class and observe how learners work in groups. Spend time with learners who are not able to grasp what they have to do. Make sure you leave time for report back.
- They can do this activity in class or for homework.

Suggested answers

- 1 1.1
- 2 1.3
- 3 Learner's answers will vary.

Extension activity

Role-play different scenarios for initiating and sustaining relationships. Learners can work in pairs and create their own role-plays to demonstrate to the class. Use their demonstrations to discuss realistic expectations and appropriate behaviour in a relationship. This will grow their problem-solving skills.

Background information

The purpose of this activity is to get learners to apply what they have learnt about appropriate and inappropriate behaviour in relationships.

Guidelines to implement this activity

- This activity will take about 20 minutes.
- Learners should work in a small group to do this activity, or they can work in pairs.
- Walk around the class and observe how learners work in groups. Spend time with learners who are not able to grasp what they have to do. Make sure you leave time for report back.
- Learners can report back their answers in class.
- Compare the answers from different groups.

Suggested answers

1.1 Problems and appropriate behaviour:

Situation A Scene 1:

Problem: This is a problem where a younger sister messes up an older sister's cupboard.

Appropriate behaviour: Behaviour in the second scene is appropriate.

Situation B Scene 2:

Problem: The problem is an argument between friends and one saying bad things about the other.

Appropriate behaviour: Behaviour in the first picture is appropriate: Try to reconcile.

Situation C Scene 1:

Problem: The problem is a conflict of interest between a boyfriend and girlfriend.

Appropriate behaviour: Behaviour in the second scene is appropriate.

1.2 Learners' own discussion.

Extension activity

Use the pictures mentioned above as the basis for writing short dialogues to portray the problems and appropriate behaviour, or not. Let the learners work in pairs to read out the dialogues to the class, and have a short class discussion after each reading.

Background information

The purpose of this activity is to explore positive ways of communicating when a relationship runs into trouble.

Guidelines to implement this activity

- This activity will take about 20 minutes.
- Learners should work in a small group or in pairs to do this activity.
- Do the first one with the class so that they understand what they have to do. Point out that there is more than one communication skill for each problem.
- Walk around the class and observe how learners work in groups. Spend time with learners who are not able to grasp what they have to do. Make sure you leave time for report back.
- Learners can report back their answers in class.
- Compare the answers from different groups.

Suggested answers

"He no longer thinks about my feelings. He never listens to what I have to say."

Communication skill: Listening properly to what people say; seeing other points of view.

"She's forever making excuses not to see me. I don't know where I stand anymore."

Communication skill: Continuing to talk; saying what you think in a calm way, seeing other points of view; using a cooling-off time.

"He never returns my calls. So basically we aren't speaking to each other."

Communication skill: Continuing to talk.

"She's using me. She doesn't love me anymore. She's saying horrible things about me to her friends."

Communication skill: Not shouting abuse and swearing; not putting people down.

"We just seem to argue all the time. And before we know it we're shouting at each other."

Communication skill: Not shouting abuse and swearing; seeing other points of view; keeping an open mind; being willing to make peace; agreeing to disagree; compromising.

"He's lying to me. I know it."

Communication skill: Telling the truth.

"She keeps on bringing up things I did wrong at the start of our relationship."

Communication skill: Not raking up the past; not bearing a grudge.

Remedial activity

Ask learners to suggest more scenarios for the class to guess which communication skill is involved. Alternatively, do it the other way around: Name the communication skill and ask learners to suggest a scenario where that skill may be useful.

Activity 21 Determine appropriate ways to end a relationship

Learner's Book page 34

Background information

This activity is based on a story about the breaking up of a relationship. It is a situation that some learners may already have experienced. Most learners will, however, be familiar with the concept of the situation. The story illustrates the challenges of dealing with such a situation and the ways in which the two individuals cope with those challenges.

Guidelines to implement this activity

- This activity will take about 30 minutes.
- Learners should work in a small group or in pairs to do this activity.
- When groups have finished this activity, ask them to share their answers in a class feedback session.
- Compare the answers from different groups.

Suggested answers

- 1 Learners will read the case study.
- 2.1 Saying what you think and feel in a calm way – Janine
Not putting people down – Janine
Being clear about the issues involved – Janine
Choosing a good time to talk about the conflict – Janine
Compromising/meeting halfway – Janine
Willing to make peace – Janine
- 2.2 Tyrone should have used the following skills and approaches:
Listening properly to what people say
Not interrupting
Using non-aggressive body language
Keeping to the point
Seeing other points of view
Using a cooling-off time

- Not shouting abuse and swearing
 - Not putting people down
 - Not raking up the past
 - Not bearing a grudge
 - Choosing a good time to talk about the conflict
 - Compromising – meeting halfway
 - Keeping an open mind
 - Keeping a sense of humour
 - Being willing to make peace
- 3.1 Learner's own response
 - 3.2 Learner's own response
 - 4.1–4.4 Learner's own response
 - 5 Learner's own response

Extension activity

Based on the advice learners have offered in response to Question 5 of Activity 21 above, ask learners to create a cartoon displaying their advice in action during a relationship break-up. They can draw stick figures or cut and paste figures from a magazine if they want.

Unit 6

Physical Education: Physical activities that promote components of fitness

Learner's Book page 38

Unit focus

- In this unit, we focus on speed and agility as components of physical fitness.
- Learners are guided to improving their running speed, and to learning to quickly change their body position, which is essential in many sports.

Resources needed

- Equipment to be used in an obstacle course, such as boxes, ropes, hula-hoops
- Balls or bean bags for throwing

Teaching guidelines

- Sprinting techniques and agility exercises may be new to learners. Learners must first learn and practise the techniques at a slow pace, and then their speed can be increased.
- Sprinting and agility activities are of a moderate to high intensity.
- Ensure that short water breaks are provided for. Allow groups of learners to take turns to have such breaks.
- If there are learners in your class with physical disabilities, ensure that activities are adapted to include all learners.

Activity 22 Do speed drills

Learner's Book page 38

Background information

The purpose of this activity is for learners to complete all drills at their maximum speed.

Guidelines to implement this activity

- Divide learners into groups of 5 to 10 learners.
- Learners must complete all drills at their maximum speed.
- Ensure that learners are properly warmed up to avoid injury. Allow for short water breaks, as this is a high-intensity activity.
- Once a repetition of a drill is completed, learners must walk to the starting area and wait in line for their turn to begin the next repetition.

Activity 23 Perform agility drills

Learner's Book page 38

Background information

Learners will perform agility drills. Drills will be performed at a maximum speed.

Guidelines to implement this activity

- Refer to Activity 6 (Learner's Book page 16) for the setting up of the three drills. The distance between the cones can be varied.
- Let learners set up the drills. There may be more than one of the same drill, depending on the number of learners in the class.
- Divide the class into groups of 5–8 learners. Learners can time their performances. Remind learners to concentrate on the correct sprinting technique while performing the drills.

- Rotate groups.

Activity 24 Complete an obstacle course

Learner's Book page 39

Background information

Learners must set up and negotiate an obstacle course, first completing it individually and then as a relay race.

Guidelines to implement this activity

- Learners can assist with the setting up of the obstacle course. Refer to Learner's Book pages 37 and 38 for a course guideline. Include activities that require sprinting, jumping and weaving between objects.
- Learners must first complete the course individually.
- Then, group the class into teams of 4–6 learners. The obstacle course must now be completed as a relay race. A team member will only be required to complete a selected aspect of the course. Learners must discuss among themselves who will complete which part of the course.
- While learners are involved with the obstacle course, individually call upon a learner and assess his/her sprinting technique.
- Mark a 10 m distance.
- Assess the sprinting technique over this distance.

Assessment

The learner is able to demonstrate good sprinting technique.

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of Participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

Extension activity

Learners must design their own obstacle course, set it up and complete it. Each group can contribute to the design of one of the aspects of the course.

Guidelines to implement this activity

- Divide the class into groups of 6–8 learners. Groups must elect a group leader.
- Group leaders can then meet and compile the obstacle course, i.e. arrange the order of the obstacles.
- The remaining group members can obtain the equipment for course.

Unit 7 World of work: Different learning styles

Learner's Book page 40

Unit focus

- In this unit, we focus on different learning styles, whether visual, aural, kinaesthetic, reading or writing.
- Learners are encouraged to explore the various learning styles in order to find the one(s) most appropriate for an individual learner.

Resources needed

- Paper
- Coloured pens
- Highlighters.

Teaching guidelines

- Each learner has his/her own makeup, which includes physical challenges, right/left-brain orientation, sensitivity to stimuli such as noise, light and movement, attention span and levels of hyperactivity. Therefore, allow for each individual learner to find the learning style or combination of learning styles that works for him/her.
- Encourage learners to try out different learning styles to the one(s) they are accustomed to using.
- Be aware that different school subjects may require different learning styles or combinations of learning styles.

Background information

The work the learners complete in this activity will prepare them for further work about learning styles that they will do in Term 2, when they learn to identify and apply their own learning style. The information that the learners read in their textbooks can be summarised as shown on the next page.

Different learning styles				
Visual	Aural	Kinaesthetic	Read	Write
Learners learn best by reading facts that are written down or presented in the form of diagrams, tables and graphs	Learners learn best by listening or speaking	Learners involve action in their learning	Learners will often read the relevant sections of their textbooks after classes	Learners learn new concepts by writing things down
Learners use coloured pens to highlight facts when they study	Activities include discussions, debates, speaking, reading aloud, verbal repetition, listening	Learners learn best from hands-on activities or other physical methods such as role-play or discussion groups	Learners re-read their notes often	Learners copy out notes from their textbooks
Flashcards can help visual learners when they study		Learners often write down information		Learners underline important facts in their notes
				Learners prepare flashcards to help them remember new facts

Guidelines to implement this activity

- Explain to the learners that they may have more than one learning style and many of them will probably combine two or more learning styles in their different subjects. If there is time, you may want to hold a brief class discussion to allow learners to propose what learning style they use.

- If some learners struggle to summarise the information they read into the table format, then work with them in small groups and guide them to find the answers from the text in the Learner's Book.

Extension activity

You can provide learners with the following summary, which challenges them to check that they have understood the key principles of the different learning styles. (Learners can check their own work by rereading the text in their Learner's Book.)

Auditory learning style

Some learners find they learn or study best by _____ or _____. Activities that help auditory learners include discussions, _____, reading aloud and verbal repetition.

Visual learning style

Visual learners find that they learn or study best by reading things that are written down or information that is presented in the _____, _____ and _____. Visual learners often use _____ or _____ when they take notes or study. Flashcards can help visual learners when they study for tests and exams.

Kinaesthetic learning style

Kinaesthetic learners find that they learn best from _____ or other methods that involve them _____ while they learn, for example _____ or discussion groups. Kinaesthetic learners often need to involve some kind of _____ in their learning, for example, writing down information while they are studying.

Reading learning style

Some learners use a reading learning style when they are learning new information or studying for exams. These learners will often _____ the relevant sections of their textbooks after classes and then _____ their notes as well. A reading style of learning fits well with the writing style of learning.

Writing learning style

If you find it easier to learn new concepts by _____, then it means that you have a writing learning style. Learners who use this learning style _____ from their textbooks, _____ in their notes or use flashcards to help them remember new facts. Some learners find that they use a writing style of learning as part of their visual, aural, kinaesthetic or reading style of learning.

Choose words from this list when filling in the gaps in the text above:

listening or speaking, verbal repetition, graphs, coloured pens, writing things down, underline important facts, read, copy out notes, reread, hands-on activities, physically, role-plays, action, debates, diagrams, tables, highlighters.

Unit 8

Physical Education: Physical activities that promote components of fitness (4)

Learner's Book page 42

Unit focus

- In this unit, we focus on speed and agility as components of a physical fitness training programme.
- Learners design their own speed and agility drill as training for different codes of sport.

Resources needed

- Paper and pens
- Cones, markers and other sports equipment
- Equipment to be used in an obstacle course, such as boxes, ropes, hula-hoops
- Balls or bean bags for throwing.

Teaching guidelines

- By now, learners should be familiar with sprinting techniques and agility exercises. Learners should therefore be able to perform the exercises at top speed. However, be sure to include warm-up and cool-down exercises.
- Sprinting and agility activities are of a moderate to high intensity.
- Ensure that short water breaks are provided for. Allow groups of learners to take turns to have such breaks.
- If there are learners in your class with physical disabilities, ensure that activities are adapted to include all learners.

Background information

Learners must first design, set up and complete their own speed and agility drill. Each group will then perform all the drills.

Guidelines to implement this activity

- Divide the class into groups of 5–8 learners. Once learners have designed their speed and agility drill using cones/markers and or sports equipment, it must be written down.
- Explain to learners that the drill must be clearly explained in a written format and/or with the use of a diagram. The explanation and/or diagram must be clear and easy to understand. Other groups must be able to understand and complete the drill by merely reading the instructions. The instruction sheet must not exceed one page.
- Then, once all groups have written and tested their drills, groups must move around the playing field in an orderly manner, performing the remaining group drills.

Exemplar formal assessment memorandum

Task: Assignment

Look at the following marking grid to see on which criteria you will be assessed:

	Excellent	Good	Satisfactory	Needs improvement
Content (30 marks)	Content is relevant and accurate. Included content conveys information that will help teenagers to have better relationships. (23-30 marks)	Content is relevant and accurate. Included content helps to convey information that will help teenagers to have better relationships. (16-22 marks)	Content is mostly relevant and accurate. Included content helps mostly to convey information that will help teenagers to have better relationships. (8-15 marks)	Content is not relevant and not quite accurate. Information focuses on general aspects of relationships. (0-7 marks)

	Excellent	Good	Satisfactory	Needs improvement
Message (15 marks)	Message is conveyed strongly and clearly. Learner has an excellent grasp of subject and can take a stand on how to have better relationships. (11-15 marks)	Message is conveyed strongly. Learner has a good grasp of subject and can take a stand on how to have better relationships. (8-10 marks)	Message is conveyed satisfactorily. Learner has acceptable grasp of subject and tries to take a stand on how to have better relationships. (4-7 marks)	Message is not conveyed strongly. Learner has little grasp of subject and cannot take a stand on how to have better relationships. (0-3 marks)
Is the poster neatly presented? (15 marks)	Attractive with an appropriate heading. Edge is neat and attractive. Pictures are pasted neatly. (11-15 marks)	Attractive with an appropriate heading. Edge is neat and functional. Pictures are pasted neatly. (8-10 marks)	Appropriate heading. An attempt has been made to add an edge. Pictures are pasted, but neatness must improve. (4-7 marks)	No heading/ appropriate heading. No edge to poster. Pictures are not pasted neatly. (0-3 marks)
Pictures/ slogan (10 marks)	Pictures are appropriate for text and strengthen the message. Slogan is appropriate and supports the work. (8-10 marks)	Pictures are related to the text and strengthen the message. Slogan is related to and supports the work. (6-7 marks)	Pictures are related to the text. Slogan is related to and supports the work. (3-5 marks)	Pictures are not related to the text. No pictures appear on the poster. Slogan is not related to the text. There is no slogan on the text (0-2 marks)
Language and grammar (10 marks)	No grammatical or spelling errors. (8-10 marks)	Almost no grammatical or spelling errors. (6-7 marks)	A few grammatical or spelling errors, but it does not detract from the content. (3-5 marks)	Too many grammatical or spelling errors, which detract from the content. (0-2 marks)

Total: 70 marks

PET assessment

Use the following rubrics for assessment: The learner is able to complete a T-drill test in the fastest time possible, ensuring correct technique throughout the drill.

Or

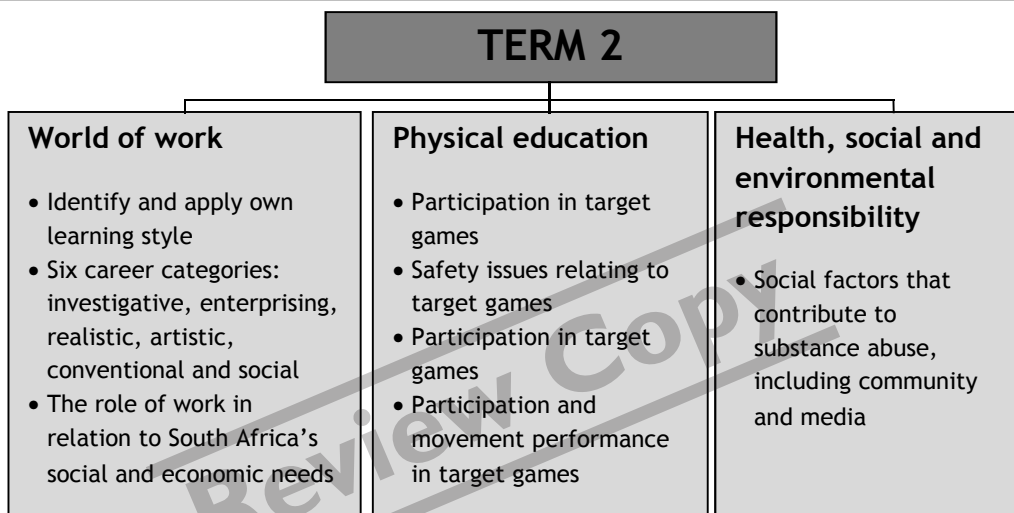
The learner is able to demonstrate good sprinting technique.

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of Participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

Total: 30 marks

Term 2

Core concepts covered



Overview

Content	Time allocation	LB page	TG page
Unit 1: World of work	1 hour	46	66
Unit 2: Physical education	1 hour	49	69
Unit 3: World of work	4 hours	52	72
Unit 4: Physical education	4 hours	62	80
Unit 5: Health, social and environmental responsibility	3 hours	65	85
Unit 6: Physical education	3 hours	73	92
Term 2 Summary and exemplar formal assessment	–	75	105

Unit focus

- In this unit, learners are supported in determining their own learning style and applying it in their schoolwork.
- If learners know their own learning style, they can learn to process information much more easily. This will help them plan how to study more effectively and get the most out of their education.

Resources needed

- Flashcards/mind map (visual)
- Sticky notes
- Thought bubble/simple rhyme on a page
- Note paper
- Different coloured pens
- Tape recorder (optional)

Additional resources

- Learner's Book
- Books on learning styles such as Teaching Students Through Their Individual Learning Styles: A Practical Approach (publisher and author names removed); The Learning Styles Questionnaire, 80-item Version (publisher and author names removed); Teaching with Style (publisher and author names removed)
- Websites such as www.learning-styles-online.com; www.learningstyles.org; www.mindtools.com/mnemlsty.html

Teaching guidelines

- Our brains all process information differently. Explain to learners that finding their own learning style or combination of learning styles can help them study better.
- Recap the information on different learning styles from Term 1: auditory, visual, kinaesthetic, reading or writing.
- Be aware that different school subjects may require different learning styles or combinations of learning styles.

Background information

The purpose of this activity is for learners to find out what learning style or combination of learning styles suit them best. Be aware that different learning styles might be required for different subjects or tasks.

Guidelines to implement this activity

Learners complete this activity by noting their answers as they read the questionnaire. Let them note down the number of their answer for each row in the questionnaire, for example:

Row 1: 2

Row 2: 2

Row 3: 1

Row 4: 2

Row 5: 1

Row 6: 2

Row 7: 2

Row 8: 3

Row 9: 4

Row 10: 2

Row 11: 4

When the learners have completed the first part of the activity, they should see a pattern has developed. In the example above the learners have selected mostly 2. Allow the learners time to tally up their answers and ask them each to tell you what the questionnaire tells them about their preferred learning style. Some learners may be confused by the fact that they have a range of answers, but reassure them that this simply means they apply different learning styles to different tasks.

Suggested answers

Answers will differ from learner to learner.

Remedial activity

If you think that learners might struggle with any of the terminology in the questionnaire, identify the relevant words and explain them briefly before the learners attempt the activity.

Background information

The purpose of this activity is two-fold: to encourage the learners to consider the different approaches to learning and studying, and to focus the learners on the specific learning approaches that suit them.

Guidelines to implement this activity

- Learners need to use their knowledge from Activity 1 to decide which of the learning styles in the list suits them best.
- If they use two or more learning styles, then tell the learners to choose any one of the learning styles that suits them.
- The steps that they need to identify for each learning style are provided below. These steps summarise the information in the table and provide an opportunity for learners to revise the kind of activities that will support their learning style.

Visual

Step 1: Plan to study in a quiet environment.

Step 2: Decide if you study better by yourself and if you do, organise a place to study.

Step 3: Colour code your work while you study.

Step 4: Write key vocabulary and key concepts on flashcards.

Step 5: Make notes in the form of diagrams or mind maps.

Auditory

Step 1: Decide if you want to study by talking through your notes.

Step 2: Join a study group or approach another learner to become a “study buddy”.

Step 3: When you study alone, repeat your work out loud to yourself.

Step 4: If you have a tape recorder, read your notes out loud and play them back again.

Step 5: Talk through new information step-by-step before you write it down.

Read or Write

Step 1: Set aside quiet time to read through your textbooks or read your notes.

Step 2: “Pencil read” as you go through your textbooks or notes.

Step 3: Write out notes when you learn a new topic.

Step 4: Prepare notes to revise information.

Step 5: Stick notes in places where you will read them often.

Kinaesthetic

Step 1: Jot down key ideas during class.

Step 2: Work out what actions will help you to revise.

Step 3: Prepare flashcards and use them often.

Step 4: Imagine things as you read about them.

Step 5: Use mnemonics or rhymes to remember things.

Unit 2 Physical education: Target games (1)

Learner's Book page 49

Unit focus

- In this unit, the focus will be on safety issues related to target games, participating in target games, and movement performance in target games.
- Learners will be introduced to target games and basic skills and modified target games will be played.

Resources needed

- Cones/markers
- Netball balls/soccer balls
- Hockey sticks and balls
- Tennis balls
- Hula-hoops
- Golf putters and balls

Teaching guidelines

- Target games require a child to aim for a target, specifically throwing/kicking/hitting an object at or towards a goal to score.
- Games can range from low to high intensity levels. For example, hockey is a moderate- to high-intensity game, while golf is played at a low intensity. Modify the routine when low-intensity activities will be played.
- Target games can be enjoyable as well as competitive in nature.
- For team games, select teams ensuring an equal distribution of skills among learners. Avoid learners choosing their own teams.
- Perform the warm-up and cool-down routine before and after games respectively.

Background information

The purpose of this activity is to familiarise learners with a fun target game, in this case a variation of Skittle Ball, before playing specific target games such as hockey or netball.

Guidelines to implement this activity

- This game is a variation of Skittle Ball. Refer to the Learner's Book, Activity 3 on page 49.
- The objective of this game is to knock down your opponent's skittles/cones, but at the same time protect your own skittles/cones.
- Divide learners into groups of 4–5 per team.
- Explain the rules of the game:
 - Each learner will have their own cone/skittle to protect (2 m in front of them), as well as a ball (netball/soccer ball).
 - Learners begin at the roll line with a ball in hand.
 - Learners must roll their ball to knock down their opponents' cone/skittle. The ball can also be used to deflect another ball away from their cone/skittle.
 - The playing area is the area between each team's 2 m line, i.e. where the cone/skittle is placed.
 - Learners can retrieve "dead" balls from the playing area, but must return to the roll line before rolling the ball into the playing area again.
 - The first team to knock down all their opponents' skittles/cones wins.
 - For variation, increase/decrease the playing area; use smaller balls and/or targets; throw the ball instead of rolling the ball.
- The second game is a variation of netball:
 - Divide learners into teams of 5. You can mix boys with girls. Depending on the number of girls and boys in your class, rules can be further modified, for instance only girls are permitted to score, or alternate passes between girls and boys.
 - The size of the playing area can vary.
 - Emphasise that this is a non-contact game.

Extension activity

You can have a mini-tournament in which teams play against all other teams. Set up sufficient playing areas for teams.

Background information

The purpose of this activity is to encourage learner participation in target games, and to teach learners basic skills in treating minor contusions and using safety equipment.

Guidelines to implement this activity

- Before starting with the physical activity, begin with an in-class, 10-minute theory lesson on safety issues relating to target games – Refer to Learner's Book page 50.
- Briefly discuss the causes and treatment of a contusion.
- Recap the Rest Ice Compression Elevation (R.I.C.E.) treatment method.
- Briefly discuss taking medication and seeking medical help.
- Now take learners onto the field and complete Activity 4.
- Begin with a light warm-up.
- Then divide learners into 3/6/9 groups with 4–6 learners per group.
- There will be three target games in which learners will participate, namely kicking, throwing and rolling a (netball/soccer) ball towards a target.
- Vary the distances between targets as well as the size of the target.
- Each group must participate in all three target games.
- End with a cool-down.
- For learners with partial visual impairments, you can increase the size of the target and the ball. Blind students must be paired with a learner that can verbally prompt them.

Remedial activity

Learners experiencing difficulty in aiming for a target can practise in a smaller groups aiming at a selected target.

Extension activity

For learners that demonstrate good target skills, decrease the size of the ball (tennis ball) and or increase the distance of the target.

Unit focus

- In this unit, learners will identify career choices and explore the role of work in relation to social and economic needs.
- We focus on the different skills that are needed in the six key career categories.

Teaching guidelines

- Introduce learners to the six key career categories: Investigative, enterprising, realistic, artistic, conventional and social.
- Talk to learners about the importance of choosing a career that will make them happy.
- Discuss how thinking about their interests and abilities when choosing a career will ensure that they enjoy doing the things they are good at.

Extension activity

Learners are to try to recognise themselves in descriptions of six key career categories, as provided in the Learner's Book on page 52.

Background information

The purpose of this activity is that learners identify their interests and abilities that are suited to different career categories. The key is to find a career category that not only caters for what they do best, but also what they enjoy doing.

Guidelines to implement this activity

- Recap the importance of knowing your interests (what you enjoy doing) and abilities (what you're good at).
- Discuss finding a career category that caters to both your interests and abilities.
- Briefly work through the tables in the Learner's Book (page 52) to make sure that learners understand what is meant by social, conventional, investigative, realistic, artistic and enterprising career categories.
- Let learners work through the tables on their own and tick off which career category/categories suit their interests and abilities.

Remedial activity

Learners experiencing difficulty in finding a career category should be prompted to take another look at their interests and abilities and identify a category based on that. If learners do not have specific interests and/or abilities, refer to Term 1 work on self-image in which learners identified their positive qualities or had their classmates suggest them, and use these to find a suitable career category.

Activity 5

Research interests and abilities in different career categories

Learner's Book page 54

Background information

The purpose of this activity is to provide learners with hands-on information about the career category that interests them. Interviewing someone in the community will give them a practical sense of what their career category of choice will entail.

Guidelines to implement this activity

- Before learners approach someone to interview, ask them for details of the person they plan to approach.
- Check that each learner has identified someone that they can interview in a safe environment.
- You may want to give learners a note to give to the person they plan to speak to. An example has been provided for you below:

Grade 8 Life Orientation Research Task

Topic: Research interests and abilities in different career categories

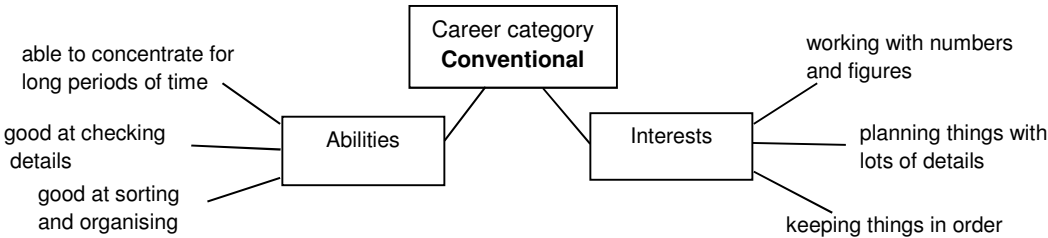
Date: _____

To whom it may concern

This document confirms that [name]_____ and [name]_____ have approached you to assist with a research task for their Life Orientation class. Your assistance with this task is much appreciated.

Yours sincerely,

A completed mind-map for an interview with a person in a conventional career is provided below as an example of how the learners need to present their findings:



Suggested answers

Answers will differ from learner to learner.

Remedial activity

Help learners prepare a set of questions for their interview by briefly discussing what information they should be seeking access to, for example job details, expectations, remuneration, abilities required, work environment, interaction with colleagues, opportunities for growth, and so on.

Activity 6

Match thinking and learning skills to different career categories

Learner's Book page 55

Background information

The purpose of this activity is to match the types of thinking and learning learners apply in different school subjects to the types of thinking required in different career categories. This will give learners a better idea of whether their thinking and learning abilities are suited to the career category they are interested in.

Guidelines to implement this activity

- Learners need to know that they apply the list of thinking and learning skills in their Learner's Books across the range of subjects they study at school.
- This knowledge will give them confidence to realise that when they pursue a particular career after school, they will already have some experience of the related thinking and learning skills.
- Learners will use some of the thinking and learning skills more often in certain subjects but some skills, for example memorisation, analysis and synthesis, will be used across all subjects. Start the conversation with the following examples of

thinking and learning skills in different subjects and ask the learners to think of recent activities when they used these skills:

- *Memorisation*: Remembering facts in Life Sciences.
- *Application*: Extracting information and using it in Mathematics or Mathematical Literacy.
- *Creative thinking*: Expressing themselves through writing in their Home Language.
- *Analysis*: Comparing information they research in Life Orientation.
- *Synthesis*: Collecting information and analysing it in Life Sciences.
- *Evaluation*: Answering comprehension questions in their Home Language.

Suggested answers

Thinking and learning skills	Career category
Memorisation: People with these skills are good at doing work that requires a good memory, for example, operating machinery or completing repetitive tasks.	Realistic careers
Application: People with these skills are good at managing people, managing processes and starting new business ventures.	Enterprising careers
Synthesis: People with these skills are good at managing information in an orderly fashion, for example, capturing orders and updating stock figures, processing loan applications, collecting data and preparing spreadsheets).	Conventional careers
Evaluation: People with these skills are good at gathering information, exploring market needs, identifying solutions, finding opportunities.	Investigative careers
Analysis: People with these skills are good at finding out information, finding similarities and differences in information, recommending actions to be taken.	Social careers
Creative thinking: People with these skills are good at expressing themselves in different ways, for example interpreting a poem through movement, expression themselves through music or song, presenting ideas in the form of diagrams or illustrations.	Artistic careers

Remedial activity

If learners are unsure of their thinking and learning skills, remind them to think of the school subjects that come naturally to them and that they enjoy most. These will probably give a good indication of where their skills lie.

Activity 7

Research school subjects for different careers

Learner's Book page 57

Background information

The purpose of this activity is to find out which school subjects they need for different careers. Learners can use a variety of resources to complete this task, ranging from looking for information on their own (for example on the internet or in libraries) or interacting with people (for example getting career guidance or interviewing people in the field they are interested in).

Guidelines to implement this activity

- Divide the class into groups of six. Each group should research one career from each category. Each group should decide among themselves how to divide up this research task.
- If learners have access to different resources (the internet, career guidance information, libraries, magazines, newspapers, and so on) they should research school subjects for a different career from those that they have researched in other activities.
- If the learners do not have access to a variety of resources for their research, they may find it easier to speak to people they have previously interviewed to complete this activity.
- The flow diagram in the Learner's Book (page 54) has been provided to help learners understand the process involved in researching the school subjects they need for different careers. Draw the learners' attention to the fact that the answers to some of the questions will determine what information they need to find out next, or what part of the research process they need to complete next.

Suggested answers

The answers will vary from group to group, depending on the careers in question.

Background information

The purpose of this activity is to engage interviewing as a technique to find out what the needs in the community and the country are. This will give learners a better idea of the kinds of jobs needed and the role they could play when choosing a particular career.

Guidelines to implement this activity

- Make sure that the learners will be able to speak to the people they have identified in a safe environment.
- Impress on the learners that they need to remember to conduct their research in a respectful and polite manner.
- If you would like to prepare a note for the learners to give to the person they want to interview, you could adapt the example which is provided under “Activity 7: Research interests and abilities in different career categories” above.
- Advise learners that they may need to prompt the people they interview about what social and economic needs are.
- The answers that the learners get when they conduct their research will vary considerably depending on the community they live in.
- An example of what their interview sheets might look like, is:

Social and economic needs in our community and country		
People interviewed	Social needs	Economic needs
Interviewee 1	Safe and secure accommodation	More jobs
Interviewee 2	Services such as electricity, water and sewerage	Higher wages
Interviewee 3	Health care	Strong workforce

- The purpose of completing the bar graphs is two-fold: for learners to practise transferring information into a different format, and for learners to benefit from the research that their classmates have undertaken. If this activity is completed properly and the learners' findings are shown correctly on the bar graphs, then the class will benefit from having a good resource to use for future tasks.

Suggested answers

The answers will vary from pair to pair, depending on the community they live in and the people they interview.

Activity 9

Discuss the value of work in relation to the needs of South Africa

Learner's Book page 61

Background information

This activity uses case studies to show us the value of work in relation to the social and economic needs in our country. This may guide learners in making career choices that will contribute to society in a positive way.

Guidelines to implement this activity

- Initiate a class discussion about how important work is to our wellbeing, our contribution to society (whether via paid or unpaid work), and the relation between how motivated we are and the quality of our contributions.
- Ask the learners to refer back to their findings from Activity 8 above before you begin the class discussion.
- The discussion can be divided into two parts: First encourage the learners to discuss their own opinions about the value of work in relation to the needs of South Africa, and then let them discuss the questions provided in the Learner's Book.
- Assess the learners on the second part of their discussion.

Suggested answers

Make sure learners identify the following answers to the questions:

1 Challenges facing Marcia, Msizi and Jolene:

Marcia

- Social challenge: Marcia had to leave school at fourteen, which means she did not benefit from completing her education.
- Economic challenge: Marcia's father lost his job, which meant the family had to live on her mother's salary.

Msizi

- Social challenge: Msizi left school after Grade 9 and ended up joining a gang and becoming involved in petty crime.
- Economic challenge: Msizi didn't have any qualifications when he left school, so he could not find work and earn an income.

Jolene

- Social challenge: Jolene had to look after her elderly parents, which is a demanding responsibility.
 - Economic challenge: Jolene was not able to work and earn an income because she was the sole caretaker of her elderly parents.
- 2 If Marcia didn't start a day-care facility, the family would not have had enough money to pay the rent for their three-bedroom flat or pay for food and pay the bills. The family may have been forced to move into a smaller flat, which would have been cramped and led to social problems. Without enough money to pay for food, the health of the family would have suffered. Without enough money, the family would not be able to pay the bills and certain key services such as electricity and water would have been cut off.
 - 3 If Msizi had not found interests of his own, he would probably have spent more time with gangs and he may have become involved in other social problems such as substance abuse and violent behaviour. As a member of a gang, Msizi might also have become involved in more serious crime.
 - 4 Jolene may have worried about how to provide for her parents to ensure that they maintained a reasonable standard of living. She may have worried about her ability to care for her parents as they grew older and became more infirm. The responsibility of full-time care for people who are dependent can be very stressful and Jolene may have worried about how she would cope.
 - 5 Social and economic benefits that Marcia experienced in her work include helping to keep her family healthy and helping to pay the bills and keep the family in their home. Social and economic benefits that Msizi experienced in his work include playing a role in society and being able to help support local business. Social and economic benefits that Jolene experienced in her work include contributing to society, enjoying a role in the community and earning a salary to help support her parents.
 - 6 The answers to this discussion topic will vary depending on the learners' experience.

Extension activity

If time allows, challenge learners to share real-life scenarios with the class. These may include not only their own experiences, but the experiences of other people they know or have heard of.

Unit 4 Physical education: Target games (2)

Learner's Book page 62

Unit focus

- In this unit, learners will learn the basic rules, playing positions, grips and skills for playing hockey.
- After assimilating the theory and practising the grips and skills, they will take part in a modified hockey game.

Teaching guidelines

- Start by reminding learners of their participation in target games, such as Skittle Ball in Term 1, and the skills they have developed then.
- Then introduce them to the target game of hockey by teaching them the basic rules, playing positions, grips and skills.
- Stress the importance of safety equipment and rules that protect players from injuries, such as wearing safety equipment, keeping the hockey stick below a certain level at all times, and not pushing or bumping into other players.
- Although the game may be modified to suit the school or the player's needs, keep in mind that the main aim is to score goals.

Resources needed

- Safety equipment, such as shin guards and teeth guards, astro gloves as well as a protective helmet, chest guard, leg guards and kickers for the goalie. This is essential if standard hockey sticks and balls are used. If, however, self-made paper or plastic sticks and balls are used, the use of protective gear is not compulsory as the risk of injury is minimal.
- Hockey sticks, or sticks made out of paper, wood or plastic
- Hockey balls, or balls made out of paper and cellotape

Additional resources

- Refer to www.wphockey.org.za/wp-content/uploads/2010/07/FIH-Rules-of-Hockey-2009.pdf for a copy of the rules of the game.
- See the following website for various hockey drills:
www.teachpe.com/hockey/drills/1v1.php

Background information

The purpose of this activity is to introduce learners to the target game of hockey. Learners will learn the positions of all the players in a hockey team, as well as the basic rules of the game.

The rules for playing duster hockey

Share the basic rules of duster hockey with learners before you start. You can also amend the rules to suit your class and particular situation:

- Play on a smooth surface, for example, the floor of the school hall or gym.
- You will need to rolled up newspapers (the 'hockey sticks') and a duster. Preferably use a soft one, not one with a hard back).
- Set up two goals on opposite the ends of the playing area. If you do not have goalposts, place two chairs or beacons a few metres apart to indicate the goal.
- Divide learners into two groups with the same number of learners in each group.
- One learner from each group come to the middle of the hall.
- Each learner takes a newspaper stick and tries to hit the duster into their goal.
- If a learner is successful, two new learners (one from each group) will then play.
- If nobody scores after a few minutes, move on to the next set of learners.
- Learners leave the newspaper sticks on the playing field before they return to their groups.
- At the end of the lesson, the team that has scored most goals, win.
- If you do not have access to a smooth surface on which the duster will glide, you can play this game on a rougher surface. Then rather use a smaller ball, such as a tennis ball.
- If you have a big class and limited time, the learners can play in pairs. Two learners from each team will then come to the middle, and take turns to try and score.

Guidelines to implement this activity

- Begin with an in-class (10–15 minutes) theory lesson. Refer to Learner's Book page 61. Briefly discuss with learners the safety equipment used in hockey.
- Refer to Learner's Book, Activity 10 (page 61). Selected learners may have played hockey in previous grades either at a competitive or social level. However, remind learners that you are merely going to introduce them to the basics of hockey. Encourage learners with hockey experience to participate in the theory lesson to help with explanations, tips, and so forth.

- Briefly discuss the rules of the game and the playing positions. Refer to www.wphockey.org.za/wp-content/uploads/2010/07/FIH-Rules-of-Hockey-2009.pdf for a copy of the rules of the game.
- You can modify the rules of the game for your learners, but maintain the objective of the game, namely to score more goals than your opponent.
- Teach learners the positions of the players:
 - *Forwards:* Primary scorers who spend most of their time between the midfield and the opponent's goal.
 - *Midfielders:* Must be able to play both defence and offence and have the stamina to run the field in the transition between offence and defence. Also called links.
 - *Fullbacks:* Primarily defend the opposing forwards and attempt to clear the ball when it gets close to the goal. Some coaches assign a single defender, called a "sweeper," who plays closest to her own goal behind the fullbacks.
 - *Goalie:* Stands in front of goal to block shots with her body and stick. Must have quick reflexes and ability to communicate defensive strategies to teammates.

Extension activity

- Let learners play a game of duster hockey. Generally learners play one vs one. You can begin with a one vs one and even two vs two. The games are played in a small area. You can modify the rules.
- Group learners into teams of 5 (including the goalie). Each learner has a rolled up newspaper (stick). A small ball (or make one from newspaper and wrapped in cellotape) is used.
- The size of the playing area and goal posts can be varied.
- The aim is to score a goal. There are no set positions, except for the goalie.
- Remind learners that hockey is a limited-contact sport. Learners may have their sticks hitting against opponents but they must avoid physical contact with each other: no pushing or shoving of players.

Remedial activity

You can have learners make their own hockey sticks. Learners can use material like wood, paper or plastic, or even old brooms. The hockey stick has a flat side and a rounded side. Learners' homemade sticks do not have to be identical to the actual hockey stick. As long as it resembles a hockey stick, it can be used to learn basic concepts and playing skills.

Background information

The purpose of this activity is to introduce learners to the various grips used in hockey. Simple fun drills that incorporate skill development are included.

Guidelines to implement this activity

- Once all learners have a hockey stick, they need to learn the proper grip for selected shots/hits. There are a variety of grips for selected shots. Players become accustomed to this over a period of time and with much practice. You are going to teach learners a few of these grips and shots/hits, which may include the “V”, the basic grip and the reverse grip. Refer to the Learner's Book on page 63.
- Begin with the basic grips: the one-handed, right-handed and left-handed grips. Explain to learners that you are going to conduct basic drills with them, which will help develop selected hockey skills.
- Now, introduce learners to the “control box” (the imaginary area in front of their feet).
- Divide learners into groups of five to eight. Begin with dribbling drills:
- Speed dribble. Learners must hold the stick with the one-handed grip. Mark out a distance of 10–15 m. Dribble the ball from line to line. Let learners try with the left-handed grip. This must be performed as quickly. Repeat three times per hand.
- Set up the field with the following three drills:



- Divide learners into three groups. Each group will perform a drill for 5–7 minutes. Then groups rotate.
- Before the cool-down exercise, end with a shooting drill. Place targets at varying distances and angles and have learners aim for them. When shooting:

- Try to keep the ball in front of your feet. This will ensure that your knees are bent and your eyes up, so that your peripheral vision improves and you can see where the goalkeeper is.
- Look up when getting ready to shoot – see where the goalkeeper is and where you want to place the shot.
- Start to turn your body for the shot (short, quick steps) as you approach the area where you would like to shoot from. This will help release the shot more efficiently.
- When players get tired, ask them to concentrate on ball control and hit the ball smoothly. Avoid trying to hit the ball as hard as possible. Focus on a smooth, quick shot.
- See the following website for various hockey drills:
www.teachpe.com/hockey/drills/1v1.php

Extension activity

Add a target at the end of each drill.

Activity 12 Play hockey

Learner's Book page 64

Background information

The purpose of this activity is get learners to apply the basics that they've learnt in a modified game of hockey. Learners will display skills such as basic dribbling tackling and hitting the ball.

Guidelines to implement this activity

- Depending on the availability of space, set up mini-hockey playing areas.
- Divide learners into teams ranging from 5–11 players.
- Let learners play a game of mini-hockey.
- Adapt the rules as you see necessary.
- Your aim is to ensure that all learners are participating.
- Have 5-minute knockout games. This is a moderate- to high-intensity activity. The winners stay on.
- For the formal assessment, set up a dribbling drill. At the end of the drill, place 3 balls on the ground. The goals (target area = 1 m wide) should be ± 6 –8 m away.
- Use the rubric below to keep score of individual performance during formal assessment:

Assessment

The learner is able to dribble a ball around cones/markers and score three goals:

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of Participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

Unit 5

Health, social and environmental responsibility: Social factors that contribute to substance abuse

Learner's Book page 65

Unit focus

- In this unit, learners will examine the social factors that may lead to substance abuse, such as pressure by gangs or families, or exposure to the media.
- Learners will also learn about positive community peer groups they may join, such as sports clubs, youth clubs and religious youth groups, and where to get help.

Additional resources

- Movies on the adverse effects of substance abuse, such as *Candy*, starring Heath Ledger; *Trainspotting*, starring Ewan McGregor; *Things we Lost in the Fire*, starring Benicio del Toro and Halle Berry.
- Novels on the theme of drug addiction, such as: *Smacked* [publisher and author names removed]; *The Million Rand Teaspoon* [publisher and author names removed]

removed]; *Hannah – My True Story of Drugs, Cutting and Mental Illness*
[publisher and author names removed]

- Informative books on drug addiction, such as *How to Deal with Your Child's Drug Addiction* [publisher and author names removed]; *Drug Addiction and Families* [publisher and author names removed]; *Secret Lives: Growing with Substance: Working with Children and Young People Affected by Familial Substance Abuse* [publisher and author names removed]

Teaching guidelines

- Because of the stigma and even legal repercussions attached to substance abuse, this topic should be handled with the utmost sensitivity. Learners should never be forced to contribute to a discussion, and discussions should stay objective.
- It is a good idea to use third parties as a point of departure for any discussion on substance abuse. These could include famous international celebrities such as singers or movie stars, or community members that learners can identify with, who have fallen prey to substance abuse and have conquered their addiction.
- Another way of getting the message across is to show learners a movie on substance abuse, if possible, or reading entries from a book on the subject.
- Be aware of sensitive learners' reactions to graphic depictions of substance abuse, though, and exercise discretion towards age-appropriate material.

Activity 13

Identify effects of social groups in the community on substance abuse

Learner's Book page 66

Background information

The purpose of this activity is to alert learners to the negative effects of social groups in the community, such as gangs, families or the media, which exert pressure on members to become involved in substance abuse.

Guidelines to implement this activity

- Remind learners of what they have learnt about substance abuse in Grade 7, including the abuse of alcohol, cigarettes and drugs. Talk about the negative effects of these substances on one's health, mind and future prospects.
- Discuss factors that may contribute to substance abuse, include families, social groups within communities, and the influence of the media.

- Point out that good role models play a major part in keeping children safe from substance abuse, and discuss possible positive role models in the lives of the learners, such as family or community members, teachers or school friends.
- Encourage learners to contribute to a blackboard list of the qualities they would like to see in families, e.g. food, warmth, shelter, love and support, and then discuss alternatives to substance abuse in coping with dysfunctional families, e.g. finding positive support groups outside of the family, such as sports clubs, youth or religious groups.
- Discuss where to seek help in case of becoming involved with substance abuse. Consider inviting a social worker or rehabilitation centre representative to come and give a motivational talk to the learners in class.

Suggested answers

- 1 Tik
- 2 A gang
- 3 The Mylife Foundation

Extension activity

Learners must write, direct and shoot a 30-second video clip on their cellphones depicting drug addiction and/or the rehabilitation process. This could take any form, such as an interview with a “drug addict” or a “social worker”. Divide the class into groups and ensure that there is at least one cellphone with video capability per group. Alternatively, borrow a cellphone with video capability and set up a timetable for groups to shoot their video clip under teacher supervision.

Remedial activity

Ask learners to write fictitious journal entries as if they became involved with a gang or targeted by a family member pressurising them into drug abuse. They should log possible markers on a downward spiral, followed by a catalyst such as meeting up with a support group or helpline, and follow the journey back to being drug-free. Ask them to focus on negative versus positive aspects of their addicted and drug-free lives respectively. They should have a minimum of three entries – one written during addiction, one portraying the catalyst and one focussing on regaining their physical and mental health and contributing positively to society.

Background information

The purpose of this activity is to assess how assertive individual learners are, so as to work at increasing levels of assertiveness if necessary. Learners that are indicated as not assertive at all may be most at risk for being pressured into substance abuse, so it is imperative to teach them stronger decision-making methods in order to protect themselves.

Guidelines to implement this activity

- Young people are often drawn into substance abuse because they bow to pressure, whether it's from their peer group, family or life in general. Run through the examples of appropriate behaviour, including refusal and decision-making skills, in the Learner's Book (page 65), in class.
- Discuss what it means to be not at all assertive, over-assertive and assertive, and talk about why some people may have a problem being assertive. Apart from the suggestions offered in the Learner's Book (page 65), also get the class to come up with their own suggestions for different ways to say no.
- Ask the learners to answer the quiz on page 66 of the Learner's Book individually, and to assess their level of assertiveness based on the number of As, Bs and Cs. You may want to discuss effective strategies to become more assertive with learners who have scored mostly Cs, but consider scheduling this for outside of class time so as to be sensitive to their possible embarrassment in front of their classmates. Encourage the learner to apply the tips on becoming more assertive one at a time and to keep a record of successes. This will build confidence in the not so bold.

Suggested answers

Once learners have answered all the questions, give them feedback on what their choices represent:

- If they answered mainly A, they are very assertive and always make their own decisions regardless of what their friends say.
- If they answered mainly B, they are fairly assertive and think things through before they agree with their friends. Hopefully they would be able to say no to drugs.
- If they answered mainly C, they are not assertive at all and find it easier to follow the crowd rather than make their own decisions. If their friends told them to take

drugs or alcohol, they would say yes even though they did not really want to. Give them tips for being more assertive.

Answers may vary according to learners' personality types, but ideally learners should achieve a majority of As or a mixture of As and Bs.

Extension activity

Divide the class into pairs to practise role-play, for example one learner trying to convince the other to become a drug mule, and the other being assertive in refusing. Change roles and repeat. If time allows, form new pairs and repeat.

Activity 15 Examine foetal alcohol syndrome

Learner's Book page 69

Background information

The purpose of this activity is to highlight the short- and long-term consequences of substance abuse, with a special focus on foetal alcohol syndrome (FAS), which affects babies born to mothers that abuse alcohol during pregnancy. The link between substance abuse and violence, and the effect thereof on educational outcomes, is also highlighted.

Guidelines to implement this activity

- Start the discussion by explaining the nature of addiction and the fact that once addicted, the addict has little or no chance of stopping by him/herself.
- Then note the short- and long-term effects of substance abuse on health. Short-term effects include stomach pains, vomiting, mood swings, disturbed sleep patterns and lack of concentration. Long-term effects include heart and lung disease and brain damage.
- Explain the effects on the unborn baby of mothers that drink too much alcohol during pregnancy, resulting in foetal alcohol syndrome (FAS). Try to get hold of photographs of babies born with FAS in medical journals or on the internet.
- Next, focus on the link between substance abuse and violence, and encourage learners to share their perceptions or even experiences of this phenomenon.
- Stress that the majority of crimes committed in our country are related to substance abuse, whether committed under influence or to sustain addiction. The latter is common among prostitutes, who sell their bodies for drug money, and in doing so risk contracting terrible diseases such as HIV and Aids and other STDs.

- Lastly, focus on how substance abuse affects concentration levels and therefore academic achievement, and point out how low levels of education impact on a young person's ability to land a job, develop a successful career, support a family, and more.

Suggested answers

- 1 FAS is a set of symptoms babies are born with that include physical and mental retardation.
- 2 Babies are born with FAS if their mothers drink too much alcohol during pregnancy.
- 3 The signs of FAS include being very small for one's age, with a small head, bulging eyes and large forehead, as well as being mentally retarded.
- 4 Yes. Pregnant mothers can say no to alcohol, in order to protect their unborn baby and ensure its normal, healthy development.

Extension activity

Learners can make their own “flour babies” from a bag of flour, according to the book of the same name. Try to order a copy from the library and read it in class, or encourage learners to read it after class under your supervision. The idea is that they look after their “baby” for at least one week as if it were a real baby, to instil a sense of the responsibility that goes with parenting. Hold a brief report back and discuss how their feelings have changed towards caring for a baby – in and out of the womb.

Remedial activity

Ask learners to write a “wish poem” from the perspective of an unborn baby, asking his/her mother to keep him safe in the womb. The poem can focus on the baby's hopes and dreams for the future, for example. One can make this into a ceremony, for instance by folding the pages on which the poems are written into paper boats and releasing them in a nearby stream, or fastening them to balloons and letting the wind carry them away.

Activity 16 Discuss the effects of alcohol abuse

Learner's Book page 70

Background information

The purpose of this activity is to highlight the effects of alcohol abuse.

Guidelines to implement this activity

- Inform learners that alcohol is responsible for about 65% of murders in South Africa, and for the most violence in the home in this country.
- Read through the cartoon story featuring John, with the group.
- Discuss the effects of alcohol abuse with the learners in response to the questions.

Suggested answers

- 1 He claims he cannot remember (memory loss); he is aggressive.
- 2 The short-term effects are mood swings and loss of concentration, while the long-term effect could be brain damage.
- 3 In the short term, they have to deal with violence and, in the long term, they might be affected financially and have to cope with the loss of their father.
- 4 Plays will differ.

Activity 17 Identify consequences of using tik

Learner's Book page 71

Background information

The purpose of this activity is to highlight the problems and consequences associated with tik addiction and the rehabilitation options available.

Guidelines to implement this activity

- Read through the case study, "Tik Takes Hold of Schoolchildren" (Learner's Book page 71), with learners in class and ask the learners to pick out the facts in the story, perhaps first listing them on the blackboard and then grouping them under headings such as "Effects on behaviour", "Impact on health", "Reasons for popularity", "Rehabilitation prospects", and so on. This will make it easier for learners to answer the questions in Activity 17.
- Be sure to stress the bleak future outlook for tik addicts.
- Discuss rehabilitation options and effectiveness, or not.
- Give out a list of places that can help in your community or immediate environment to make help more accessible to local learners.

Suggested answers

- 1 Tik is a cheap, readily available drug in South Africa. It used to be called speed.
- 2 Many learners use tik because it gives you an adrenaline rush and makes you feel confident and revved up when their circumstances are dire (poverty,

unemployment, no future prospects). It is also cheap and easy to come by, so people in poorer communities can afford it.

- 3 *Short-term health:* Tik doesn't let you eat or sleep and keeps you in a state of extreme agitation, which is bad for your heart.

Long-term health: Tik destroys your brain. (This may lead to extreme mood swings and permanent brain damage, including the development of personality disorders.)

Many girls turn to prostitution to support their tik habit, which means increased risk for HIV and Aids.

Education: Tik negatively affects concentration, so children drop out of school early, with no chance of getting a job. The drug also makes learners aggressive, so classes are disrupted.

Crime: Many tik addicts turn to crime to support their addiction. Also, their levels of aggression are high, which translates into more violent crime.

- 4.1 In-house rehabilitation at a clinic.

- 4.2 Few parents can afford fees at private clinics, and the few government rehab centres have long waiting lists.

- 5 Answers may vary according to learners. Accept any reasonable suggestions.

Extension activity

Ask learners to research clinics, NGOs, services, support groups, helplines and so on in or near their community and compile a local list to give out to all learners in addition to the list in the Learner's Book (page 72).

Remedial activity

Invite a rehabilitated tik addict to come and give a motivational talk to the class. Make time for a Q&A after the talk so learners get the opportunity to find out more about issues important to them. Enquire at rehabilitation clinics for the names and contact details of suitable candidates. Get learners to each write a short note saying how much they admire his/her courage and tenacity in conquering tik addiction, and his/her willingness to share his/her life story with the class. Appoint one of the learners to thank the speaker afterwards and present him/her with the letters of encouragement.

Unit 6 Physical education: Target games (3)

Learner's Book page 73

Unit focus

- In this unit, learners will learn the basics of soccer and practise soccer skills.

- The main skills developed for soccer as a target game are aim, accuracy and placement of the ball.

Teaching guidelines

These lessons have been developed so that learners can participate in soccer and learn soccer skills, even if you do not have a marked up soccer field. We concentrate on soccer skills, which can be performed and practised anywhere that you can set up markers for goals, and have a little space to move around. However, if you have the space, we also provide the layout and basic rules of a soccer game.

Resources needed

- Soccer balls
- Cones or other markers for goals
- If possible, a full soccer field, or marked open field.

Activity 18

Warm up to play soccer

Learner's Book page 73

Background information

Explain the importance of warm ups to learners:

- They decrease the risk of injury: A cold muscle is stiff. Sudden twisting and turning can cause sprains and muscle tears.
- They increase agility, skill, power and performance: Muscles produce energy faster when they are warm. This increases speed and power. It makes you more able to perform skills and movements with accuracy.

Guidelines to implement this activity

- 1 Let the learners jog forwards for one minute and backwards for one minute. Repeat four times.
- 2 Show them how to perform light stretches for five minutes: They should make circles with their arms and ankles, gently kicking the air as if kicking a ball, and turning from side to side at your waist.
- 3 Tell them to stay in one place to stretch their hamstrings, quads and calves. Hold each stretch for 10 seconds.

Background information

Demonstrate the following ball control tips to learners. Ask stronger players to demonstrate too. Make sure that everyone understands what to do.

- The inside of the foot is used to cut past players and to dribble forward while the body shields. It can be used to fake a shot.
- The outside touch is very quick, making it easy to quickly accelerate past a defender. You can also use this touch to dribble forward quickly if you want to dribble towards the side.
- To perform an inside-of-the-foot cut, use the inside of your foot and touch the side of the ball. The ball should go across your body.
- To dribble forward using the inside of the foot, turn your body towards the ball.
- The sole of your foot can be used to beat defenders, turn and fake a pass. This touch is the hardest to learn for beginning players.

Guidelines to implement this activity

- Stand in the middle of a circle of learners. If you have a big class, make smaller circles of 10-12 learners and place stronger learners in the middle. Kick the ball (not too hard) towards individual learners, one at a time. Each person who receives the ball must perform control techniques and then return the ball to you. Remind them to hop on one leg whilst performing these movements, to keep their balance. This helps to keep balanced.
- Go over the skills listed in the Learner's book and demonstrate them. They practice these skills:
 - an outside cut
 - touch roll
 - the 'triangle'
 - pull and cut

- Use the following rubric to assess learners:

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of Participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

If you have the space to play a soccer game, do so following these rules:

Basic soccer rules

There are 11 players per team, including the goalie.

- 1 **No hands:** You must not use your hands unless you're the goalie. You may not use any part of your body from the tips of your fingers to the shoulder, so the rule is actually 'no arms'. A ball that is kicked and hits a player's hand or arm is not a hand ball. In other words, ball to hand is legal; hand to ball is illegal.
- 2 **Start and restart:** A kick-off is the way a soccer game is started or restarted:
 - at the start of a game
 - after a goal has been scored
 - at the start of the second half (or each quarter in younger ages)
 - at the start of each period of extra time, if used
- 3 The ball is placed in the centre of the field. All players must be in their own half of the field and the opponents of the team taking the kick-off must be at least 9 metres from the ball. Usually, the referee will blow his or her whistle to indicate they are ready for the kick-off. The ball is in play when it is kicked and moves forward. After a team scores a goal, the kick-off is taken by the other team.
- 4 **Throw-ins:** A throw-in is taken when the ball crosses a side-line and leaves the field. Both feet must be on the ground when the ball is thrown, and the ball must be thrown with both hands over the head.
- 5 **Corner kicks and goal kicks:** A corner kick or goal kick is taken when the ball leaves the field across a goal line. If the offensive team kicks it out, play is restarted with a goal kick. If the defensive team kicks it out, play is restarted with a corner kick. The goal kick is taken from anywhere inside the "goalie box". It

can be taken by any player, not just the goalkeeper. The corner kick is taken from the corner nearest to where the ball left the field.

- 6 **Free kicks:** Free kicks are taken to restart play after the referee has stopped play because of a player breaking the rules. The ball must be still before it is kicked. The opposing players should be a minimum of nine metres away.
- 7 **Penalty kick:** This is taken if the defending team breaks the rules with a contact foul (see rule 9), or there is a hand ball within the penalty area (the large box on either end of the field). The ball is placed on the penalty spot in front of the centre of the goal. All players must remain outside the penalty area until the ball is kicked. The goalkeeper must have both feet on the goal line until the ball is kicked. If the ball bounces off the keeper or the goal and stays on the field, the ball is in play, except if it bounces off the person who just kicked the ball. Then it must be touched by another player first.
- 8 **Two-touch rule:** A player cannot touch the ball twice in a row when putting the ball in play.
- 9 **Fouls and punishment:** A player cannot kick, trip, jump at, charge, strike, push, hold, or spit at an opponent. The normal consequence of a foul is a direct kick for the opposing team. Punishment is given in soccer with yellow and red cards. If a player is given two yellow cards in the same game, that is equal to a red card. A red card can be given at any time without the player first receiving a yellow card. When a player gets a red card, they must leave the game and their team must play short. This player cannot be replaced.
- 10 **Offside:** This rule is not easily applied and understood, and you may like to leave it out for beginners. A player is offside if he or she is nearer to the opponents' goal line than both the ball and the second last opponent. This means that an offensive or attacking player can't be ahead of the ball and involved in the play unless there is a defender between him and the goalkeeper. You can't be offside if you are standing on your half of the field. Also, the offside rule applies when the ball is kicked, not when the player receives the ball.

Activity 20 Practise shooting skills

Learner's Book page 74

Guidelines to implement this activity

Depending on your available space, divide learners into pairs, and mark out many goal areas with cones or other markers. The pairs should take turns being the goal keeper and the striker. Go over the following tips with the learners, and demonstrate for them. Observe them as they practise.

- Choose your target and stick to it, even if you think your shot will be blocked.
- Your non-kicking foot should point in the direction of your target.
- Lock the ankle of your kicking foot so that you do not hit the ball softly.
- Strike the ball in the centre to bottom half of the ball.

- Follow through with your shooting foot and it should be the first foot to hit the ground after your swing.
- Keep your head down, follow through. Don't look at where the ball has gone, you can find out later.
- Stay calm, see your target and kick the ball.

Cool down: Don't forget to have the learners cool down by walking slowly around the play area until their heart rates return to normal. Remind them to stretch once more, and to drink plenty of water.

Important! Remember to hand out the project that learners have to complete in Term 3 before the end of this term.

Exemplar Formal Assessments

Task: Mid-year exam

Section A: 25 marks

Question 1: Multiple choice about the relationship between a man (Joe) and a woman (Marli). (5 marks)

Choose the incorrect statements.

1.1 Joe and Marli worked at their relationship in the following way:

- A They never criticised each other aggressively.
- B They did absolutely everything together.
- C They always discussed their problems and listened to each other carefully.
- D They were not suspicious or jealous of each other.

1.2 Joe and Marli handled their disagreements in an appropriate way:

- A They used non-aggressive body language.
- B They always told each other the truth.
- C They cooled off before continuing to deal with a disagreement, if necessary.
- D They always tried to stay calm during disagreements but if that was impossible, they let off some steam by shouting at each other for a short while only.

1.3 Sexuality involves the following:

- A sexual thoughts and behaviour
- B our values about love and friendships
- C whether we are attracted to people of the opposite or the same sex
- D only sex, because sexuality is the same as sex

- 1.4 Marli was assertive and behaved appropriately when she did the following:
- A told Joe that he was wrong and argued her point loudly, making sarcastic remarks
 - B respected Joe's opinion even when she didn't agree with him
 - C listened to Joe and gave him her honest opinion
 - D did not force her opinion on Joe, but told him what she thought and listened to his point of view
- 1.5 Joe broke up with Marli in the following appropriate way:
- A He decided to spend less and less time with her and hoped that she would get the message that he wanted to end the relationship
 - B he told her that she was a good friend, and he had enjoyed spending time with her but he wanted to end the relationship
 - C he told her that he was sick of her and never wanted to see her again
 - D he told her that her parents' divorce was too much for him to handle

Question 2: True and false

(5 marks)

- 2.1 According to the South African Police, at least 60% of crimes nationally are related to substance abuse.
- 2.2 School kids who use alcohol or drugs are twice as involved with violent crimes.
- 2.3 It is important to break the habit of self-talk.
- 2.4 One of the short-term health consequences of substance abuse is lack of concentration.
- 2.5 People who speak assertively are not too timid and they're not too pushy.

Question 3: Fill in the missing word

(5 marks)

- 3.1 A _____ is something we aim to achieve, usually in a certain time.
- 3.2 When we have an ability that we have not yet developed we say we have _____.
- 3.3 _____ means how you see yourself and the things you know about yourself, such as your strengths and weaknesses. It is also how you think others see you.
- 3.4 _____ is when you want to do or achieve things without being told to do so by someone else.
- 3.5 _____ is the things we say to our self, either aloud or in our thoughts.

Question 4: Answer questions about expectations

(5 marks)

- 4.1 What are expectations? (1)
- 4.2 Give an example of an unhealthy expectation. (1)
- 4.3 What role do expectations play in romantic relationships? (3)

Question 5: Answer questions about over-assertiveness

(5 marks)

5.1 List three ways in which over-assertive people behave.

(3)

5.2 How can over-assertive people change?

(2)

Section B: 25 marks**Question 6: Scenario about positive self-talk**

(7 marks)

Sometimes Ameerah feels so hopeless when she looks in the mirror and sees her bad skin. She thinks that she'll never be as beautiful and athletic as her older sister, and it makes her feel trapped and unhappy. "If only I were good at something," she thinks.

6.1 Why is Ameerah's negative self-talk a problem?

(2)

6.2 Give five guidelines for positive self-talk that would benefit (help) Ameerah. (5)

Question 7: Sexuality

(6 marks)

Moses knows that his parents would not approve of it if he started a sexual relationship, so he makes a decision to wait until he is older.

In what positive and negative ways can parents influence their teenage children's sexuality?

Question 8: Learning styles

(12 marks)

Although Myriah and her sister don't mind sharing a bedroom, they find it very difficult to study in the same room. Myriah likes music playing in the background; her sister likes to walk up and down while doing her homework.

8.1 Explain what an aural learning style is and give examples of how aural learners study.

(3)

8.2 Explain what a visual learning style is and give examples of how visual learners study.

(3)

8.3 Explain what a kinaesthetic learning style is and give examples of how kinaesthetic learners study.

(3)

8.4 Explain how learners study who use reading and writing learning style.

(1)

8.5 What are Myriah and her sister's individual learning styles?

(2)

Section C: 20 marks

Answer two of three questions.

Question 9: Give advice about a first date

(10 marks)

Your friend Mark likes a girl in your class and would like to go out on a date with her, but is terrified that she will reject him if he asks her out.

Give Mark advice on asking her out, and also on how to behave on a first date.

Question 10: Think about your choice of career (10 marks)

Say what you can expect if you choose the following career paths, and which one would suit you best.

- Realistic careers
- Social careers
- Enterprising careers

Question 11: Consider the social and economic needs of South Africa (10 marks)

“If you join the world of work after school, you will help to meet the social and economic needs of South Africa.”

Do you agree with this statement? Explain.

Total: 70 marks

PET assessment

Activity 12 in Unit 4 can be used as a formal assessment activity. During a game of modified hockey, you will be assessed on your ability to dribble a ball through an obstacle course and score goals.

Alternatively, Activity 19 in Unit 6 can also be used as a formal assessment activity. In this activity you will test your ability to putt five holes-in-one.

Mid-year exam memo

Section A: 25 marks

Question 1: Multiple choice (5 marks)

- | | |
|-------|-----|
| 1.1 B | (1) |
| 1.2 D | (1) |
| 1.3 D | (1) |
| 1.4 A | (1) |
| 1.5 B | (1) |

Question 2: True and false

(5 marks)

- 2.1 True (1)
- 2.2 False (1)
- 2.3 False (1)
- 2.4 True (1)
- 2.5 True (1)

Question 3: Fill in the missing word

(5 marks)

- 3.1 goal (1)
- 3.2 potential (1)
- 3.3 self-concept (1)
- 3.4 self-motivation (1)
- 3.5 self-talk (1)

Question 4: Answer questions about expectations

(5 marks)

- 4.1 What we expect from the other person in a relationship (1)
- 4.2 Learners' answers will differ, but it should be anything that is not fair to expect of another person in a relationship because it harms the other person or is to their disadvantage. (1)
- 4.3 When expectations aren't met, there is a problem, and if the relationship is to survive, the problem has to be solved. Boyfriends and girlfriends expect respect and support from each other. If these expectations are not met, people must solve the problem. (3)

Question 5: Answer questions about over-assertiveness

(5 marks)

- 5.1 Loud and opinionated; domineering conversations, interrupts, rarely listens, bossy (3)
- 5.2 She should listen to other people and think about the way she is making people feel when she gives her opinion; she must practise giving her opinion in a way that shows that she respects other opinions. (2)

Section B: 25 marks**Question 6: Scenario about positive self-talk**

(7 marks)

- 6.1 Ameerah's self-concept is negative because of her self-talk. Her self-talk affects how she sees herself, as well as her self-motivation. (2)

- 6.2 She should focus on what makes her special and unique as an individual. She should remind herself of her personal achievements. She should think and speak in positive ways. She should be confident about achieving her aims. She should remind herself that no-one is perfect and it's okay to make mistakes. (5)

Question 7: Sexuality (6 marks)

Positive: Talk to their teenage children about issues related to sexuality; open discussion in which teenagers can ask questions and feel that they are accepted and not judged for having sexual feelings; parents provide guidelines based on their own values about sexuality. Parents' own values about relationships and sexual behaviour will influence their children. For example if your parents show respect for one another and teach you that it is an important part of any relationship, you will most likely do the same. Your parents may also believe that that you should wait until a certain age before you start going out on dates.

Negative: Parents may fear that if they discuss aspects of sexuality with their children it will encourage their children to experiment with sexual behaviour. Some parents provide no guidance and children can't ask them questions or advice.

Question 8: Learning styles (12 marks)

- 8.1 Aural learning style: Some learners find they learn or study best by listening or speaking. Activities that help auditory learners include discussions, debates, speaking, reading aloud, verbal repetition, listening. (3)
- 8.2 Visual learners find that they learn or study best by reading things that are written down or information that is presented in the form of diagrams, tables and graphs. Visual learners often use coloured pens or highlighters when they take notes or study. Flashcards can help visual learners when they study for tests and exams. (3)
- 8.3 Kinaesthetic learners find that they learn best from hands-on activities or other methods that involve them physically while they learn, for example, role-plays or discussion groups. Kinaesthetic learners often need to involve some kind of action in their learning, for example, writing down information while they are studying. (3)
- 8.4 Some learners use a reading learning style when they are learning new information or studying for exams. These learners will often read the relevant sections of their textbooks after classes and then re-read their notes as well. A reading style of learning fits well with writing style of learning. (1)
- 8.5 Myriah is aural; her sister is kinaesthetic. (2)

Section C: 20 marks

Question 9: Give advice about a first date

(10 marks)

Asking someone for a date can be a nerve-racking experience. What if she or he refuses? You feel foolish and are worried sick that they will tell all their friends. But being refused is not the end of the world. It is upsetting because nobody likes feeling rejected. But don't let it get you down. Ask someone else. When someone says, "Yes, I'd love to go out with you", you will be so glad you were brave enough to ask. On your first date it is important to keep the conversation going. Be natural and talk about things you are comfortable with, but don't dominate the conversation and ONLY talk about your own interests. Ask your date about things they like doing. Remember that listening is just as important as talking. Get to know your date before even thinking about starting a sexual relationship. You need to communicate a lot with someone before you can trust, respect and have loving feelings for each other. If you are passionately attracted to someone because of their physical qualities alone it might spoil the relationship. If your date tries to lead you on, remember that the choice of how to respond is yours.

Question 10: Think about your choice of career

(10 marks)

Enterprising careers suit people who are energetic, creative, innovative, goal-orientated and comfortable taking risks, for example entrepreneurs who start up their own business or sales representatives who market new services or products. People in enterprising careers enjoy doing new things, look for opportunities, are optimistic, take initiative, think strategically and can manage challenging situations.

Realistic careers suit people who are practical and straightforward, and like hands-on work or working with machines, for example, a florist, furniture maker or a computer technician. People who work in realistic careers are quite comfortable working by themselves, enjoy practical work, are systematic and are good at making or fixing things.

Social careers suit people who are like to work with other people or work in teams to get a job done. People who follow social careers are often involved in jobs where they help others, for example, a school psychologist, a nurse or a teacher. People who work in social careers are good team players, are good at sharing and have a genuine interest in understanding and helping people.

Question 11: Consider the social and economic needs of South Africa (10 marks)

As a developing country, South Africa's greatest economic need is to find more employment and work opportunities for people in society. Different types of work meet different social and economic needs and all kinds of work are important for a healthy society. Big companies employ lots of people and create many work opportunities but small companies and self-employed individuals play an equally valuable role in addressing the social and economic needs of communities and the country. Work provides people with an opportunity to apply their skills and contribute to the improvement of their lives and those of their families. Our country needs people to work in all different fields to ensure that we have a strong economy that supports the social needs of all South Africans.

PET assessment

Use the following rubrics for assessment:

The learner is able to dribble a ball around cones/markers and score three goals:

OR

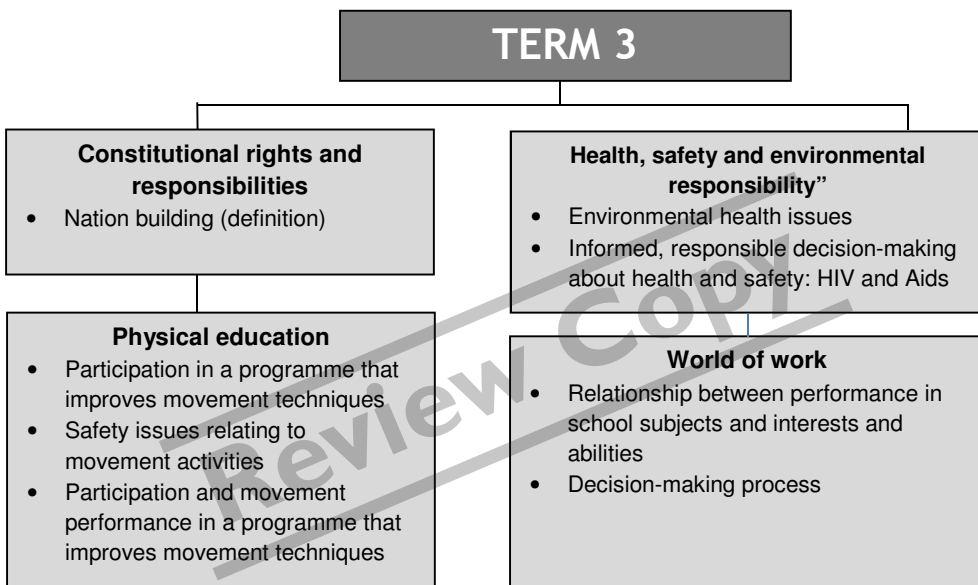
The learner is able to putt five holes in one.

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of Participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

Total: 30 marks

Term 3

Core concepts covered



Overview

Content	Time allocation	LB page	TG page
Unit 1: World of work	3 hours	78	106
Unit 2: Physical education	3 hours	86	110
Unit 3: Health, social and environmental responsibility	3 hours	88	112
Unit 4: Physical education	3 hours	95	117
Unit 5: Health, social and environmental responsibility	2 hours	97	118
Unit 6: Physical education	2 hours	102	121
Unit 7: Constitutional rights and responsibilities	2 hours	104	122
Unit 8: Physical education	2 hours	108	126
Term 3 Summary and exemplar formal assessment	–	110	128

Unit focus

- In this unit, we will look at the relationship between performance in school subjects on the one hand and interests and abilities on the other, as well as the decision-making process.
- Learners will apply the three decision-making steps to choose a career category related to their strengths, abilities, interests and passions.

Additional resources

- Books on thinking and learning skills, such as: *How to Teach Thinking and Learning Skills* [publisher and author names removed]; *Thinking about Thinking and Learning* [publisher and author names removed]; *Developing Thinking, Developing Learning* [publisher and author names removed]
- Books on decision-making, such as: *Decision Making Approaches and Analyses* [publisher and author names removed]; *Decision Making: Its Logic and Practice* [publisher and author names removed]; *Decision Making: Social and Creative Dimensions* [publisher and author names removed]

Teaching guidelines

- Learners usually find that they are better at some school subjects than others, or find it easier to study, say, languages than practical subjects. These give us clues about what learners are good at, and the way their brain works, which makes it easier to decide which direction to take career-wise.
- Learners will have to be motivated to work harder at any of the compulsory subjects (Home Language, First Additional Language, Mathematics/Mathematical Literacy, Life Orientation) that do not count among subjects they find easy or enjoyable. Recap the best way to motivate oneself in such a situation, in other words setting small goals to build confidence.
- Learners should be made aware of the different learning activities they need to complete at school: practical, theoretical, individual and group activities.

- They should also be made aware of the different thinking and learning skills required in each subject, namely knowledge, comprehension, application, analysis, synthesis and evaluation skills.
- Refer to the three decision-making steps on page 78 of the Learner's Book when choosing a career category related to their interests and abilities.

Activity 1

Explore your performance in different school subjects

Learner's Book page 79

Background information

The purpose of this activity is for learners to find out which school subjects they enjoy, which ones they do well in, and any correlation between the two. This will usually give an indication of the career category they could choose.

Guidelines to implement this activity

- It is important to manage this activity carefully so that learners who struggle with certain subjects don't become disheartened.
- Explain to the learners that this activity will provide them with valuable feedback about how their attitude to different subjects may influence their performance.
- Encourage the learners to be completely honest when they identify the subjects they enjoy and any that they don't enjoy.
- Monitor the discussions that learners have with their partners and take note of the rating that learners give to different subjects and the reasons they give for why they enjoy/don't enjoy a particular subject.
- In class, work through the types of learning activities related to different subjects (practical, theoretical, individual or group activities) and explain to learners that each subject has specific types of activities they need to master in order to learn the topics in that subject properly.

Suggested answers

Answers will vary according to the individual learners.

Extension activity

If there is time after the learners have completed their discussion, you could ask the learners to report back to the class about their discussions.

Background information

In this activity, learners will learn to use different ways to promote their learning and thinking skills, and to apply these to different subjects.

Guidelines to implement this activity

- We all use different ways to think about and learn new skills, e.g. using mind maps or writing notes. However, we need different types of skills for different subjects.
- In class, work through the table linking thinking and learning skills (knowledge, comprehension, application, analysis, synthesis and evaluation skills) to examples.
- Ask learners to try to match their school subjects to the examples given. This will make it clear which skills need to be applied to which subjects.
- In this activity, learners complete a mini comprehension by answering questions that are aligned to the different learning and thinking skills as well as different cognitive levels. The value of this activity is to show learners that they are familiar with the different learning and thinking skills they have learnt about. Answers to the questions are provided below.
- If you find that some learners struggle to answer certain types of questions, it would be a good idea to speak to their Home Language teacher to assess if they need more practice to attempt the different levels of questions in tests or exams.

Suggested answers

- 1 **Knowledge thinking:** What happened in the story?
Jomo woke at dawn and wondered if the red sky meant there would be stormy weather. He got out of bed and got ready for school. When he went downstairs he realised that he had missed his lift and he would have to walk to school in the rain.
- 2 **Comprehension thinking:** Why was Jomo late for his lift?
Jomo overslept and his mother was leaving the house when he came downstairs.
- 3 **Application thinking:** What could Jomo have done to wake up in time?
Jomo could have set an alarm clock or he could have asked his mother to wake him.
- 4 **Analysis thinking:** Prepare a timeline to show the events of the story you read.
This answer will vary from learner to learner. Accept any reasonable answer.
- 5 **Synthesis thinking:** Can you think of a different ending to the story?
This answer will vary from learner to learner. Accept any reasonable answer.

6 Evaluation thinking: What did you think of the story and why?

This answer will vary from learner to learner. Accept any reasonable answer as long as the learner has provided a reason for his or her opinion.

Extension activity

Look at the pamphlet about decision-making made easy on page 83 of the Learner's Book. Now learners must follow the steps suggested in the pamphlet and apply them to a decision they need to make. They need to write down what they need to decide, then their options, and finally their decision based on their evaluation of all their options.

Activity 3

Choose a career category relating to your individual strengths, abilities, interests and passions

Learner's Book page 85

Background information

The purpose of this activity is to arrive at a choice of career category/categories based on each individual learner's interests and abilities.

Guidelines to implement this activity

- Recap the three steps of the decision-making process with learners.
- In this section the class will observe two learners going through the steps of the decision-making process (Learner's Book, pages 83–84).
- Encourage learners to use the three steps to make a decision about which career category to choose, based on their individual strengths, abilities, interests and passions.
- Ask learners to represent their choices in a kite diagram.

Suggested answers

Answers for this activity will vary from learner to learner.

- The notes that learners create for this activity will vary from learner to learner. An example of a completed diagram has been provided for you to use when you assess the learner's work. It is important that learners include strengths, abilities and interests that match with the career categories they have learnt about. Monitor the learners while they prepare their diagrams to ensure that they fill it in correctly and have sufficient information to evaluate and identify a career category that suits their particular strengths, abilities, interest and passions.

- A typical answer could be:
 - *Strengths*: I am a natural team leader.
 - *Abilities*: Able to work with others, I'm a good communicator.
 - *Interests*: Contributing to the school social projects.
 - *Passion*: Working with other people to achieve a task.
 - *Career categories suited to my strengths, abilities, interests and passions*: Social careers.
 - *My chosen career category*: Social worker.

Remedial activity

If learners are unable to make a final decision using the three-step process, they should go back through all the steps, gather more information, and try again.

Unit 2

Physical education: A programme that improves movement techniques (1)

Learner's Book page 86

Unit focus

- In this unit, learners will participate in a programme that improves movement techniques, focussing on safety issues related to movement technique activities.
- They will also be introduced to throwing field events.

Resources needed

- Cones/markers
- Throwing equipment (shot, discus, javelin, hammer)

Teaching guidelines

- This module focusses on movement techniques of throwing events in athletics.
- There are four events: shot-put, discus, javelin and hammer throw. You can select two or three events in which the learners should participate, depending on the availability of equipment, as well as the number of learners in your class.
- Ensure that learners work in small groups and all safety rules are followed. Safety checks must be adhered to due to the hazardous nature of the sport(s).
- Perform the warm-up and cool-down routines specific to the activity.

- Emphasise the technique of each activity. Learners should understand the importance of the movement technique of the throw, as muscular strength may not enough to win an event.
- Inform learners that they will be assessed on the movement technique, not the distances thrown.
- Choose whether you will be assessing two different throwing techniques or whether you will be assessing one throwing technique twice. Refer to Activity 19 (Formal assessment) in this guide as a guideline for assessments.

Activity 4 Try the shot put glide

Learner's Book page 86

Background information

The purpose of this activity is to teach learners the basic shot-put technique, while adhering to strict safety measures.

Guidelines to implement this activity

- Begin with an in-class theory lesson. Refer to the Learner's Book page 87. Briefly discuss the safety issues relating to throwing events (Learner's Book page 87).
- Briefly discuss the initial treatment for a broken toe (Learner's Book page 87).
- If you have selected shot put as an activity, teach learners the glide technique, not the spin. Refer to the Learner's Book page 86 for the glide technique and ask learners to review the illustrations in this activity.
- Use the correct shot specifications:

Gender/Age	11–12	13–14	15–16	17–19	Adult
Male	3.25 kg	4 kg	5 kg	6 kg	7.26 kg
Female	2.72 kg	3.25 kg	4 kg	4 kg	4 kg

- Ensure that the shot is held in the base of the fingers, not in the palm, and placed under the chin against the putter's neck.

- You can begin with a standing-throw drill:



- Begin in the straddle position, with shot in throwing position.
- Bend the throwing-side knee, transferring weight over the foot.
- The non-throwing leg is relaxed and extended; arm is out to the side.
- Shoulders are parallel to ground. Drive your body weight up and out from the throwing side.
- Rotate your hips, transferring your weight behind the shot release.
- Face the direction of throw upon release of shot.
- Each learner should have 5–10 throws only.
- Divide learners into smaller groups when teaching the shot put throwing. Ensure that there is adequate space when learners are practising throws. The remaining groups can practise their throwing technique without the shot.
- Note: Limit this drill; integrate into the entire glide technique as soon as possible.
- Use this website as a guide to assist with your lessons:
www.bolandathletics.com/5-10%20Shot%20Put.pdf

Unit 3

Health, social and environmental responsibility: Environmental health issues

Learner's Book page 88

Unit focus

- In this unit, we discuss environmental health.
- Learners will also learn how laws and policies may be applied in order to protect the health of the environment.

Additional resources

- IUCN Red Data list of endangered species: www.iucnredlist.org

Teaching guidelines

- Start by asking learners what the environment is. Make sure they understand it includes all our natural resources.
- Ask them what it means for something to become extinct, and let them share any stories of animal extinction that they might have.
- Then read together with the class about extinction on page 88 of the Learner's Book.
- Also read through the list of environmental issues that our planet faces (on the same page).
- Read through the section on page 91 of the Learner's Book with learners. This section discusses our constitutional right to a healthy environment, as well as the National Health Act, which encourages people to report environmental health hazards.
- Talk, as a class, about the reasons why environmental health issues have reached such terrible proportions. Who is to blame? How can we make a difference? Is it too late to change things?

Activity 5 Find out about environmental issues

Learner's Book page 89

Background information

The purpose of this activity is to find out more about environmental issues. Learners work in pairs and each pair chooses one topic from the list supplied.

Guidelines to implement this activity

- Divide learners into pairs. Each pair has to choose a topic from the list on page 89 of the Learner's Book.
- Make sure learners understand exactly what they need to find out: Learners have to do research on their chosen topic, including (1) what the problem is, (2) how serious it is and (3) how we can change our behaviour.
- Guide learners about putting together a 2-minute class presentation based on their information, including pictures (if possible). You can suggest sources for pictures such as magazines, the library or the internet, and even show learners presentations from previous years to give them ideas.

Suggested answers

Each pair's presentation will be different. Accept any meaningful interpretation.

Background information

The purpose of this activity is to find out more about the application of laws and policies to protect environmental health – in this case, the issue is the use of cyanide in gold mining.

Guidelines to implement this activity

- Read the case study on page 90 of the Learner's Book with the class.
- Ask them to answer the questions in Activity 6 on their own.
- Hold a report-back session and discuss their answers.

Suggested answers

- 1 Answers will differ from learner to learner. Accept any meaningful answer that is well motivated.
- 2 Heap leaching.
- 3 The cyanide in the heap and ponds could enter the river system and be quickly and widely dispersed.
- 4 Answers will differ from learner to learner. Accept any meaningful answer that is well motivated.

Extension activity

Hold a class discussion on laws and policies regarding carbon offsets, based on the information on page 91 of the Learner's Book. Read through this section with the learners and make sure that they know what the terms “emissions”, “carbon offset” and “carbon footprint” mean. Ask learners to suggest ways of producing more oxygen, or of producing less carbon. If you have access to the internet, you can read more at the following websites:

- en.wikipedia.org/wiki/Carbon_footprint
This website states that a “carbon footprint has historically been defined as the total set of greenhouse gas (GHG) emissions caused by an organisation, event, product or person.”
- timeforchange.org/what-is-a-carbon-footprint-definition
This website states “your carbon footprint is the sum of all emissions of greenhouse gases like CO₂ (carbon dioxide), which were induced by your activities.”

Background information

The purpose of this activity is to make learners familiar with environmental laws and policies, as related to an example issue – in this case, the work of international NGO Natural Justice. The issue at hand is the protection of medicinal plants used by traditional healers in Bushbuckridge, Johannesburg.

Guidelines to implement this activity

- Read through the case study with learners.
- Place them into groups, and let them answer the questions about the work that is being done by Natural Justice.

Suggested answers

- 1 Natural Justice is a non-profit organisation that works with communities, helping them to understand their rights and how they can use the law to their advantage, as well as to the advantage of the environment.
- 2 In Bushbuckridge, the organisation is trying to help traditional healers to start a nursery that will protect the plants that they use for traditional medicines. They are also helping local people to start a carbon-offset programme that will be managed by the traditional healers themselves.
- 3 The Department for Environmental Affairs has an interest in protecting indigenous fauna and flora; the protection of the plants for traditional medicine would be very important to them.
- 4 Traditional healers would'nt be able to continue their medicinal practices, which is an important part of their culture.
- 5 Learners' answers will differ. It is a programme that generates carbon points (uses up carbon) somewhere in the knowledge that a heavy carbon footprint is being made somewhere else (carbon is being left behind). Human activities normally generate carbon. Wherever we go, we generate a "carbon footprint" – in other words, we leave a heavy mark behind on nature.
- 6 It creates work for them, which will lead to an income; they are also personally invested. It is important to them that their cultural practices continue, so they would be likely to want it to succeed.
- 7 Potential extinction or protection of flora and fauna.

Activity 8**Make a poster to display a slogan for environmental awareness**

Learner's Book page 93

Background information

The purpose of this activity is to raise environmental awareness of Earth Day, which is celebrated globally every year on 22 April.

Guidelines to implement this activity

- Read through the information on Earth Day on pages 93–94 of the Learner's Book in class. Briefly discuss the ideas for celebrating Earth Day.
- Then divide learners into groups and ask them to come up with their own ideas for practical ways to be kinder to the Earth.
- Once they have singled out an idea that they think will work best, they should decide on a strategy and make a poster to advertise it.
- Use the posters on 22 April of the next year to raise environmental awareness.

Extension activity

Challenge learners to come up with their own suggestions for Earth Day celebrations at school. Let learners elect an executive committee to organise the event, with the rest of the class forming their respective support groups.

Activity 9**Design a plan of action for improving environmental health**

Learner's Book page 94

Background information

The purpose of this activity is to develop and implement an environmental health programme with the aim of changing bad behaviour patterns among learners.

Guidelines to implement this activity

- As a class, brainstorm ways in which changes can be made, building on the strategies discussed in the previous activity (to honour Earth Day).
- In this activity, learners can put all the groups' ideas together in one plan.

Suggested answers

Plans of action will differ.

The class should discuss what it was like to put their plan of action into effect. Try to establish better ways of doing things the next time around.

Unit 4 Physical education: A programme that improves movement techniques (2)

Learner's Book page 95

Unit focus

- In this unit, learners will participate in a programme that improves movement techniques – in this case, discus throwing.
- Learners will learn the basic discus-throwing movement technique while adhering to strict safety measures.

Teaching guidelines

- Discus throwing forms part of the track and field events in an athletics competition.
- Learners have to learn the hold as well as the technique, which includes rotation to build momentum for the throw.
- In discus throwing, athletes have to stay within a certain perimeter.

Resources needed

- Discus

Additional resources

- Use this website as a guide to assist with your lessons:
www.bolandathletics.com/5-11%20Discus%20Throw.pdf

Activity 10 Practise discus throwing

Learner's Book page 96

Background information

The purpose of this activity is to teach learners the basic discus-throwing movement technique.

Guidelines to implement this activity

- Refer to the Learner's Book (pages 95–96) for the discus-throwing technique.
- Begin with the hold or grip. Make sure that the discus is held in learners' dominant hand, with the first knuckles on their fingers hooked around the edge of the discus. Make sure that their fingers are widely spread, but not strained in any way.

- Use the correct discus specifications:

Gender/Age	11–12	13–14	15–16	17–19	Adult
Male	1 kg	1,25 kg	1,5 kg	1,75 kg	2 kg
Female	0,75 kg	1 kg	1 kg	1 kg	1 kg

- Work through the nine steps of the discus-throwing technique, giving learners enough time to practise each step of the drill before attempting to combine all nine steps in one throw.
- Divide learners into smaller groups. Half of the groups can perform discus throwing drills while the other groups can perform another throwing activity.

Unit 5

Health, social and environmental responsibility: Decision-making about health and safety

Learner's Book page 97

Unit focus

- In this unit, learners will learn to make informed, responsible decisions about health and safety issues.
- The issue under discussion is HIV/Aids.

Additional resources

- Learner's Book.
- Books on health and safety, such as *All You Need to Know About HIV and Aids* [publisher and author names removed]; *Junior African Writers HIV/Aids series* [publisher and author names removed].
- Newspaper articles.
- Websites such as www.etu.org.za/toolbox/docs/aids/family-care.html and www.napwa.org.za provide useful information on managing HIV and Aids and providing care for people with HIV and Aids and their families.

Teaching guidelines

- This may be a sensitive topic to teach, as there could be learners in the class who are HIV positive or who have family members with HIV or Aids.

- Encourage open discussion, but do not force learners to give opinions or share experiences.
- Remind learners that they are welcome to discuss any issues or problems related to HIV and Aids with you in confidence.
- Explain that often families and sometimes individuals have to cope with HIV and Aids without much support. In most cases, very few people know that someone is HIV positive and when they become ill, their families and children have to cope on their own.
- Community-based programmes can provide care and support for people with HIV and Aids. They can:
 - Organise counselling and emotional support for people with HIV/Aids and their families.
 - Set up organisations that bring together people living with HIV/Aids to fight for change.
 - Set up wellness programmes and medical treatment to help people keep their immune systems strong and fight opportunistic infections.
 - Organise grants, food parcels and poverty alleviation projects to help families survive.
 - Provide home-based care and medical treatment for people who are ill.
- This unit deals with ways to manage HIV/Aids and provide support to infected individuals and their families.

Activity 11 Discuss management of HIV

Learner's Book page 99

Background information

The purpose of this activity is for learners to identify the different ways that HIV was managed in Leon's story, namely through medication, diet, healthy living and a positive attitude.

Guidelines to implement this activity

- Recap what learners should know about HIV/Aids by now (Learner's Book, page 97), including what it is, what causes it, and how the virus affects people's immune systems.
- Then talk about managing HIV through medication (ARVs), and the side effects of these drugs.
- Also discuss managing HIV through diet, healthy living and a positive attitude.
- Read the interview with Leon through with the class.
- Learners should work in pairs to do this activity.

- This activity will take about 10 minutes to complete.
- Discuss answers in class and allow learners to check their own work.

Suggested answers

- 1 Leon takes antiretroviral drugs.
- 2 He does not eat junk food and eats healthy foods. He exercises regularly, tries to get plenty of sleep, does not smoke any more and drinks very little alcohol.
- 3 He has joined an HIV support group. He does activities he enjoys and looks for positive things in his life.

Activity 12

Discuss ways to care for someone with HIV or Aids

Learner's Book page 101

Background information

In this activity, learners identify and discuss practical ways to help people living with HIV or their families. Remind them that people with HIV/Aids can live healthy lives for longer if they get proper care and support.

Guidelines to implement this activity

- Recap what learners should know about prevention and safety issues relating to HIV and Aids by now, including how HIV is spread, and how to have safe sex. Also discuss other safety measures, for example not sharing contaminated items such as razors or injection needles, as well as adhering to safety precautions to prevent contact with HIV-infected blood, e.g. with sports injuries. Point out that these safety precautions are universal: taking precautions never means that anybody suspects any of the people present are necessarily HIV positive. Such precautions should merely be standard practice.
- Briefly discuss the problem of caring for people with HIV or Aids, and the help they may need with everyday tasks when receiving home-based care.
- Read Sam's story through with the class.
- Allow about 15 minutes for the activity.
- Learners should work in pairs to do this activity.
- Discuss answers in class.

Suggested answers

- 1 Because Aids weakens the immune system, people with Aids may suffer from many different diseases that seize the opportunity to attack their weakened immune systems.

2.1 Learners can use the ideas on pages 100 and 101 of the Learner's Book to suggest practical ways to help people living with HIV or their families.

2.2 Suggestions could include:

- doing shopping for the sick person
- taking them food
- doing their washing
- doing cleaning in their home
- helping them take their medicine
- staying with the sick person so that family members or care givers can have a break
- looking after their pets or garden.

Extension activity

Run through the organisations you could contact if someone in your family is very sick with HIV/Aids such as NAPWA or the Hospice Association of South Africa. Then ask learners to do research on their own to find community organisations, home-based care associations, support groups and so forth in their community. Compile a list with all the contact details and make it available to all learners.

Unit 6

Physical education: A programme that improves movement techniques (3)

Learner's Book page 102

Unit focus

In this unit, learners learn the basic technique for javelin throwing, breaking it down into easy steps based on the principles of throwing at a target and throwing for distance.

Teaching guidelines

- Throwing the javelin all begins with ensuring the correct grip – whether American, Finnish or V-grip. Allow the learner to use the grip with which he/she is most comfortable.
- Break the specialised movement technique down into simple steps: Start and carry, Approach run, Withdrawal, and Release, as explained at length on page 103 in the Learner's Book.

Resources needed

- Javelin(s)

Activity 13 Practice the javelin throw

Learner's Book p. 103

Background information

The purpose of this activity is to introduce learners to the specialised movement technique of javelin throwing, while keeping strict safety controls in place.

Guidelines to implement this activity

- Refer to Learner's Book Activity 13 page 103 for the javelin movement technique.
- Ensure that learners are aware of safety precautions at all times and wait for their turn out of harm's way. Teacher supervision is imperative when practising throws.
- Use this website as a guide to assist with your lessons:
www.bolandathletics.com/5-13%20Javelin%20Throw.pdf
- Use the correct javelin specifications:

Gender/Age	11–12	13–14	15–16	17–19	Adult
Male	400 g	600 g	700 g	800 g	800 g
Female	400 g	600 g	600 g	600 g	600 g

Remedial activity

Learners experiencing difficulty with throwing the javelin with a run-up should focus on 4 to 5-step throws.

Unit 7

Constitutional rights and responsibilities: Nation building

Learner's Book page 104

Unit focus

- In this unit, learners will learn about different ways to promote nation building in different contexts, such as in the community, at school and at home.

- Learners are encouraged to play a role in building the nation even though they are young, and therefore the purpose of these activities is to get learners thinking of ways in which they can contribute to nation building.

Additional resources

- Copy of the South African Constitution and of the Bill of Responsibilities for the Youth of South Africa.
- Websites: The South African Human Rights Commission: www.sahrc.org.za, the Children's Rights Centre: www.crc-sa.co.za and the Children's Institute: www.ci.org.za

Teaching guidelines

- Learners have learnt about the Constitution before. Start by asking some questions to jog their memories:
 - What is the Constitution?
 - What is the Bill of Rights?
 - Why are these documents so important to us?
 - Did we have these documents before 1994? Why/why not? What changed?
- Read through the preamble of the Bill of Responsibilities for the Youth of South Africa.
- Ask the class why it is important for people to pay attention to their responsibilities as well as their rights.
- Now read through the responsibilities and the conclusion of the document.
- Remind learners that we must all play an active role in taking responsibility to put our rights into practice.
- Ask learners to say what they think nation building is. Then read through the content on page 104 of the Learner's Book.
- Learners must work with a partner to complete Activities 14 to 17. Make sure they know what to do.
- Afterwards, discuss the examples that learners gave as a class.

Activity 14 Think about nation building in your community

Learner's Book page 104

Suggested answers

- It is pointless to complain endlessly if your words don't result in action.
- If you are optimistic about your country's future, you will play a constructive role in your community and help build a strong national identity.
- The second one is better, as having a strong national identity unifies citizens and helps them live in harmony, which in turn strengthens all the systems and attitudes that give people human rights.

Activity 15 Think about nation building in your school

Learner's Book p. 105

Suggested answers

Answer will differ from group to group. Refer to the section on "Nation building in your school" (Learner's Book page 105) for ideas.

Activity 16 Think about nation building in your home

Learner's Book page 105

Suggested answers

Answer will differ from learner to learner. Refer to the section on "Nation building in your home" (Learner's Book page 105) for ideas.

Activity 17 Think of different ways to promote nation building in different contexts

Learner's Book page 105

Guidelines to implement this activity

- Divide the class into 12 groups and appoint one of the responsibilities to each group.
- Each group must collect examples that relate to their particular responsibility, from all the other learners.
- They must collect examples of that responsibility in learners' communities, at school and at home.
- They should write all these examples on one large sheet of paper, and label their page, for example: "The right to equality".

- Follow up with a classroom discussion about the ways in which learners can contribute to nation building.

Contributions of women and men towards nation building: Individuals and groups

Background information

In this section, we look at the positive role of sports teams and members of the Proudly South African campaign, as well as the contributions of certain men and women to nation building.

Guidelines to implement this section

Contributions of our sportsmen and sportswomen:

- Ask learners which sports teams they support, and whether they think that sportsmen and women contribute to nation building.
- Read through President Jacob Zuma's quote on page 106 of the Learner's Book, and then read about the success of the 2010 Fifa World Cup.
- Bring a product that shows the Proudly South African logo to class. Ask learners if they've ever seen the logo, and if they know what it means.
- Read about the Proudly South African campaign on page 107 of the Learner's Book.
- Ask learners for three good reasons why we should support the Proudly South African campaign. Reasons could include:
 - because buying local products helps nation building; we feel proud of our own people for what they achieve
 - because the products are of high quality
 - because we help to create jobs and support local industries.

Activity 18 Recognise famous South Africans

Learner's Book page 107

Background information

The purpose of this activity is to stimulate pride in the achievements of fellow South Africans and highlight the potential of our country's citizens.

Guidelines to implement this activity

- Read through the list of South Africans on page 107 of your Learner's Book with the class.
- Ask learners if they can add other names to the list.

Suggested answers

From left to right: Charlize Theron, President Jacob Zuma, Archbishop emeritus Desmond Tutu and Miriam Makeba.

Unit 8

Physical education: A programme that improves movement techniques (4)

Learner's Book page 108

Unit focus

- In this unit, learners will practise participation and movement performance in a programme that improves movement techniques.
- Learners will also design a plyometrics home training programme.

Teaching guidelines

- Remind learners that throwing events require a lot of power as well as upper body strength and speed. That is why movement technique needs to be complemented with muscle training.
- Explain what plyometric exercises are, namely exercises designed to produce fast and powerful movements by developing your muscles.
- Make sure learners realise that they need to include both upper- and lower-body exercises, as throwing events require both the upper and lower body to be powerful. (You need good upper body strength to throw, but your power is generated from your feet upwards.)
- Run through examples of plyometric exercises with the class, for example modified push-ups with a clap, burpees and squat jumps.
- First do these using own body weight as resistance, and then use a medicine ball for added resistance.

Activity 19 Design a training programme

Learner's Book page 109

Background information

In this activity, learners will learn to complement movement technique with muscle training in a training programme that includes both upper- and lower-body plyometric exercises.

Guidelines to implement this activity

- Refer to the Learner's Book page 108 for information on plyometric exercises.
- Now learners must design a plyometric home training programme, following the specs under Activity 19.

Assessment

The learner is able to complete the training programme.

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of Participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

Extension activity

Learners that perform the basic plyometric with ease should increase the resistance they are using (to medicine ball weight).

Activity 20 Practise the hammer throw

Learner's Book page 109

Background information

In this activity, learners will learn to do the modern or Olympic hammer throw, which is an athletic throwing event in which you throw a heavy metal ball attached to a wire and handle, subject to strict safety measures.

Guidelines to implement this activity

- Refer to the Learner's Book page 109 for hammer-throwing tips relating to the four key elements of posture, rhythm, balance and ball speed.
- Use this website as a guide to assist with your lessons:
www.bolandathletics.com/5-12%20Hammer%20Throw.pdf

- Use the correct hammer specifications:

Gender/Age	11–12	13–14	15–16	17–19	Adult
Male	3 kg	4 kg	5 kg	6 kg	7,26 kg
Female	3 kg	3 kg	4 kg	4 kg	4 kg

Exemplar formal assessment memorandum

Task: Project

The following marking grid can be used to assess this project:

	Excellent	Good	Satisfactory	Needs improvement
Gather personal information (25 marks)	Content is relevant and accurate. Personal information gathered is well-considered. (19-25 marks)	Content is relevant and accurate. Personal information gathered is mostly well-considered. (14-18 marks)	Content is mostly relevant, but is accurate. Personal information is gathered, but not well-considered. (7-13 marks)	Content is not relevant and not quite accurate. No information is gathered. (0-6 marks)
Research three possible careers (25 marks)	Research is relevant and sufficient. A variety of possible careers is researched. (19-25 marks)	Research is relevant and sufficient. A few possible careers are researched. (14-18 marks)	Research is relevant, but not sufficient. Only a few possible careers are researched. (7-13 marks)	Research is not relevant or sufficient. No careers are researched. Careers researched are not relevant to learner. (0-6 marks)
Make a decision about a possible career (10 marks)	An appropriate career is chosen. Personal information is taken into account. (8-10 marks)	An appropriate career is chosen. Personal information is mostly taken into account. (6-7 marks)	An possible career is chosen. Personal information is not taken into account. (3-5 marks)	No career is chosen. The chosen career is contradictory to personal information gathered. (0-2 marks)
Is the poster neatly presented? (5 marks)	Attractive with an appropriate heading. Edge is neatly rounded off. Pictures are pasted neatly. (5 marks)	Attractive with an appropriate heading. Edge is neat and functional. Pictures are pasted neatly. (3-4 marks)	An appropriate heading. An effort is made to add an edge. Pictures are pasted, but neatness should improve. (2 marks)	No heading/inappropriate heading. No edge. Pictures not pasted neatly. (0-1 mark)
Language and grammar (5 marks)	No grammatical or spelling errors. (5 marks)	Almost no grammatical or spelling errors. (3-4 marks)	A few grammatical or spelling errors, but it does not detract from the content. (2 marks)	Too many grammatical or spelling errors, which detract from the content. (0-1 mark)

Total: 70 marks

PET assessment

Use the following rubrics for assessment:

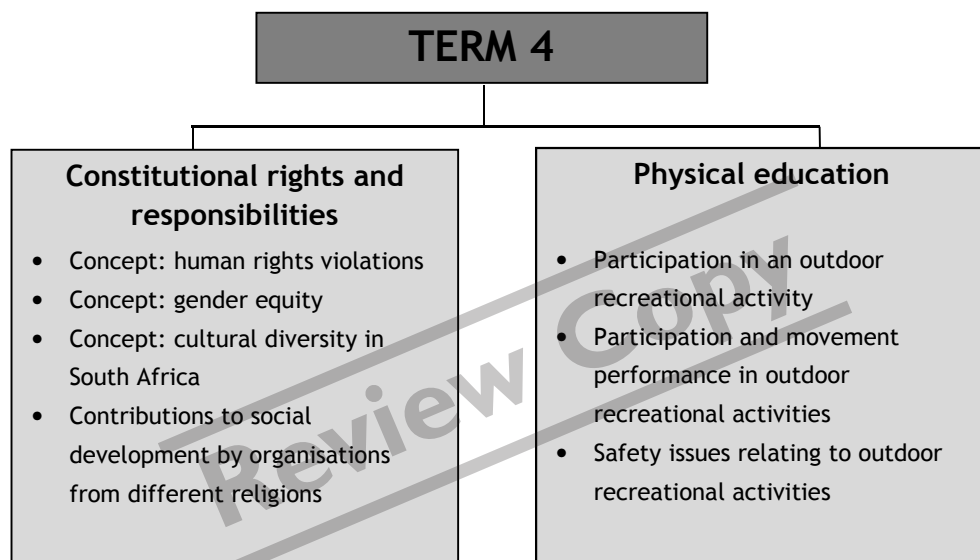
The learner is able to complete the training programme.

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of Participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

Total: 30 marks

Term 4

Core concepts covered



Overview

Content	Time allocation	LB page	TG page
Unit 1: Constitutional rights and responsibilities	4 hours	114	131
Unit 2: Physical education	4 hours	126	136
Unit 3: Constitutional rights and responsibilities	3 hours	129	138
Unit 4: Physical education	3 hours	137	143
Term 4 Revision and exemplar formal assessment	–	140	147

Unit 1 Constitutional rights and responsibilities: Human rights violations and gender equity

Learner's Book page 114

Unit overview

In this unit, learners will familiarise themselves with human rights, particularly human rights protected by the South African constitution, the violation of such rights, and counter-strategies.

Additional resources

- Learner's Book
- South African Constitution and Bill of Rights
- Magazine and newspaper articles about human rights violations, gender equity and gender-based violence
- Books such as *Sexual Harassment: "This Doesn't Feel Right!"* [Publisher and author names removed]

Teaching guidelines

- Collect relevant articles from newspapers and magazines that you can bring to class.
- Elicit learners' prior knowledge about human rights by asking them to give examples of human rights protected by the constitution.
- Read through the Bill of Rights on pages 114 and 115 before proceeding further with the unit.

Activity 1

Discuss and identify violations of human rights

Learner's Book page 116

Background information

The purpose of this activity is to get learners to recognise different types of human rights violations.

Guidelines to implement this activity

- This activity will take about 10 minutes.
- Learners should work in pairs to do this activity.
- Learners can report back answers in class.

- Check that learners understand which rights have been violated and how.
- You can ask learners to suggest other examples of their own to illustrate human rights violations.
- Learners can check their own work in class.

Suggested answers

- 1 The right to a healthy environment is being violated because the polluted water could be harmful to people who use the water.
- 2 The child's right to parental care without neglect or abuse is being violated because the parent is abusing the child by beating him or her.
- 3 No right is being violated. A bus driver with poor eyesight would endanger passengers and other road users. The company would be irresponsible to employ him or her.
- 4 The injured person's right to healthcare services from the government is being violated because they refuse to treat him or her. This action may endanger the person's right to life as well.
- 5 No right is being violated. People have the right to sell their property if they wish. The government cannot take it from them unless they pay a fair price and use the land for a public purpose such as building a road or dam.

Activity 2 Discuss Fareida's rights

Learner's Book page 117

Background information

The purpose of this activity is to get learners to identify the any human rights being violated in the story and other examples of human rights violations they know of.

Guidelines to implement this activity

- This activity will take about 15 minutes.
- Learners should work in a small group to do this activity. Try to mix learners from different cultures in the groups.
- Learners can report back answers in class.
- Be aware that learners' viewpoints may vary, depending on their cultural backgrounds, degree of acceptance of diverse cultures and religions in the community, as well as peer pressure to conform to the majority view.
- Encourage tolerance and open-ended discussion. Make sure that learners understand the issues involved, which currently have global significance.
- Stress the need to support views with logical reasoning.

- Observe how learners work in groups. Make sure you leave time for report back and discussion.

Suggested answers

- 1.1 Yes
- 1.2 Farieda's rights to freedom of religion, language and culture are being violated.
- 1.3 She is not allowed to dress according to the customs of her religion and culture.
- 2 Yes, the new regulations could violate the rights of any learners whose religious practices and/or dress codes conflict with school policy.
- 3 You may wish to discuss the recent French law that makes it illegal for anyone to wear any outward signs of their religion, including head scarves and crucifixes, to school or in other public places, as France is not a religious state such as Iran, for example.

Extension activity

Guide discussions on similar aspects of human rights violations that occur in your school or local community, for example immigrants or refugees whose language, beliefs and customs are not respected by local people.

Activity 3

Discuss, select and plan counter-strategies

Learner's Book page 117

Background information

This activity follows on from Activity 2 and requires learners to debate possible solutions to Farieda's human rights violations offered by her friends and family. They then have to suggest alternative solutions of their own.

Guidelines to implement this activity

- This activity will take about 15 minutes.
- Learners should work in small groups to do this activity.
- Each group should appoint a recorder who writes down notes for the answers decided by the group. Learners can report back answers in class.
- Compare the answers from different groups.

Suggested answers

There are no right or wrong answers, as long as learners can explain and support their views. Remind them that issues such as this are best solved by negotiation and mediation rather than by antagonistic and confrontational means.

Activity 4**Role play a human rights violation and counter-strategies**

Learner's Book page 118

Background information

The purpose of this activity is for learners to devise counter-strategies to a human rights violation.

Guidelines to implement this activity

- This activity will take about 10 minutes to plan.
- Learners should work in a small group to do this activity. They should discuss a variety of possible counter-strategies and choose the one they think is best to role play.
- Allow each group no longer than three minutes to present their role play.

Suggested answers

There are no right or wrong answers, as long as learners can explain and support their views. Remind them that issues such as this are best solved by negotiation and mediation rather than by antagonistic and confrontational means.

Extension activity

The class can vote for the best counter-strategy by allocating a mark out of 10 to the groups. They must be able to support their vote with reasons related to how effective the strategies presented would be.

Activity 5**Investigate gender equity in sports coverage**

Learner's Book page 120

Background information

The purpose of this activity is to get learners to do their own research to find out whether male or female sports events and personalities get more news and media coverage.

Guidelines to implement this activity

- This activity will require research. Allow at least a week for this.
- Learners should work in pairs to do this activity.
- Allow time for a general discussion on learners' findings in the context of gender equity.
- You can assess learners' contributions to discussions as well as their written answers.

Suggested answers

Learners' reports will depend on which TV channels, newspapers and magazines they look at. It would be expected that more coverage is given to male-dominated sports such as soccer, rugby and boxing. Well-known male sports personalities are also more likely to feature in advertisements.

Extension activity

You could also ask the class to suggest ideas for ways to address gender equity in sport and sports coverage.

Activity 6

Discuss gender-based violence and how to get help

Learner's Book page 125

Background information

The purpose of this activity is to get learners to identify signs and effects of gender-based violence and suggest strategies for help.

Guidelines to implement this activity

- This activity will take about 15 minutes.
- Learners should work in pairs to do this activity.
- Walk around the class and observe how learners work in groups.
- Compare the answers from different pairs in a class discussion.

Suggested answers

- 1.1 Jonas made Avrell spend all her time with him. He had her followed, read her SMS messages, forced her to have sex with him and hurt her physically.
- 1.2 She stopped seeing her friends. She was very quiet and withdrawn and seemed unhappy. She snapped at her friends when they asked her if anything was wrong.
- 1.3 She told a friend but did not seek other help.
- 1.4 She could do the following:
 - break up with Jonas
 - insist on going out in a group
 - avoid spending time alone with him
 - tell her parents, a teacher or another adult she trusts
 - contact an organisation like Childline or POWA (People Opposing Women Abuse) to get counselling.

POWA contact information is:

Head Office: Berea Postal Address: PO Box 93416, Yeoville, Johannesburg 2143 Telephone: 011 642 4345/6 Fax: 011 484 3195 Web address: www.powa.co.za E-mail: info@powa.co.za POWA Vosloorus 1620 Ditshego Street, Vosloorus Rehabilitation Centre Telephone: 011 906 4259/1792	POWA Tembisa Telephone: 084 843 2644 POWA Evaton Telephone: 081 383 7698 POWA Soweto Room 10 Nthabiseng Centre, Chris Hani Baragwanath Hospital Telephone: 011 933 2333/2310 POWA Katlehong 667 Monise Section, Katlehong 1431 Telephone: 011 860 2858 Fax: 011 905 211
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Unit 2

Physical Education: Outdoor recreational activities (1)

Learner's Book page 126

Unit overview

In this unit, learners will learn about safety issues relating to outdoor recreational activities and participate in such activities.

Teaching guidelines

- Learners will be guided through participation and movement performance in an outdoor recreational activity.
- Selected low-intensity games can be played as warm-up games.
- Use the activities to encourage and promote communication and team-building.
- Select a dance style that learners are enthusiastic to perform, since this term focusses on recreational activities. Such activities are generally fun and individuals are keen to perform them. Group work is common in many activities. Avoid having the same learners form the same group often. Learners must interact with as many other learners in their class as possible.

- If there are learners in your class with physical disabilities, ensure that activities are adapted to include all learners.
- Since activities for this term focus on outdoor activities, performing physical activities in the heat must be limited or performed with precautions in mind. Learners must be well hydrated before participating in activities. Dehydration can lead to fainting. Refer to Learner's Book page 126 for instructions on what to do if someone faints.

Resources needed

- Music, depending on selected dances
- Markers/bases
- Blindfolds
- Bean bags
- Benches
- Chairs
- Equipment for novelty races

Activity 7 Dance to the rhythm

Learner's Book page 127

Background information

In this activity, learners will choreograph and perform a rhythmic dance outdoors that encourages enjoyment and social interaction.

Guidelines to implement this activity

- Briefly discuss the different types/styles of dancing. Refer to Learner's Book, pages 126–127. Learners may be enthusiastic to learn a new dance or they may prefer to continue with a dance that they are familiar with.
- Choose a dance style/s that learners need to practise and perform. The dance must be choreographed by the learners.
- Learners must practise this dance, as they will be later assessed. Emphasise that dance movements must be performed to the rhythm/beat of the music.

Unit overview

In this unit, learners will learn about diverse cultural norms and values in relation to personal and community issues.

Additional resources

- Magazine and newspaper articles about South Africa's cultural diversity

Teaching guidelines

- Make use of your learners' own experiences. Encourage learners from different cultures to contribute knowledge and opinions as you work through this unit.
- Make a collection of relevant articles from newspapers and magazines that you can bring to class.

Activity 8

Identify cultural norms and values

Learner's Book page 130

Background information

The purpose of this activity is to get learners to engage with what they have read about cultural norms and apply this knowledge to an example they can identify with.

Guidelines to implement this activity

- This activity will take about 20 minutes.
- Learners should work in a small group or in pairs to do this activity.
- Learners can report back answers in class.

Suggested answers

- 1 The cultural norms that used to be in place were that a black girl would marry a black man, the groom's family would pay lobola, and the whole community can attend the wedding feast.
- 2 A black girl is marrying a white man, she's having a wedding in church, and only invited guests can attend.
- 3 Our new constitution states that you can associate with whomever you please. Different cultures are mixing far more and borrowing from each other's customs.
- 4 Learners' own opinions. Discuss this in class.

Activity 9**Identify how cultural norms and values influence attitudes and choices, cultural expectations, practices and traditions**

Learner's Book page 131

Background information

The purpose of this activity is to get learners to identify the cultural norms and values in a discussion amongst a group of teenage girls. They compare the different attitudes and choices, cultural expectations, practices and traditions.

Guidelines to implement this activity

- This activity will take about 20 minutes.
- Learners should work in small groups to do this activity. Try to mix girls with boys in the groups.
- Each group should appoint a recorder who writes down the answers decided by the group. Learners can report back answers in class.
- Compare the answers from different groups.
- Allow groups time to have a discussion in answer to Question 4.
- Walk around the class and observe how learners work in groups. Make sure you leave time for report back.

Suggested answers

- 1.1 Ameena is expected to have an arranged marriage according to her culture (Hindu).
- 1.2 This restricts her choices in life – not only can she not choose her own partner, but she also cannot train for and start a career.
- 2.1 Alison wants to follow the tradition of getting married, having a family and relying on her husband to be the sole breadwinner.
- 2.2 She does not agree with the idea of Alison being dependent on Brad for everything and thinks she should at least train for something so that she could earn a living at some point.
- 3 Noma and Brenda.
- 4 Group discussion.

Extension activity

If learners are keen to have an open discussion in class (Question 4), then you should go ahead with this.

Activity 10**Recognise how diverse food, language, clothing and buildings enrich South African society**

Learner's Book page 133

Background information

The purpose of this activity is to get learners to appreciate the wide variety of food, language, clothing and buildings that contribute to our rich cultural diversity.

Guidelines to implement this activity

- This activity will take about 30 minutes.
- Learners should work in small groups to do this activity.
- Each group should appoint a recorder who writes down notes for the answers decided by the group. Learners can report back answers in class.
- Walk around the class and observe how learners work in groups. Spend time with learners who are not able to grasp what they have to do.
- Compare the answers from different groups.

Suggested answers

- 1.1 Bobotie is a Cape Malay dish; samoosas are from India; koeksisters, pap and wors and braaivleis are Afrikaans; chakalaka and samp and beans are African.
- 1.2 Learners' own contributions.
- 2.1 Learners' own contributions.
- 2.2 Yes, it is useful, because it means you can communicate with other people from different cultures.
- 3 African traditional clothes (Zulu warrior, Pedi and Xhosa women), European suit, "Mandela" shirt, Muslim clothing, Hindu clothing, American-style baseball cap and T-shirt.
- 4 Learners' own contributions.

Extension activity

Encourage learners to come up with ideas from their own environment.

Activity 11**Identify and respect differences in our society**

Learner's Book page 134

Background information

The purpose of this activity is to get learners to see how they can use their knowledge about our different cultures to respect others. Some of this knowledge is what they have learnt in Life Orientation in previous years.

Guidelines to implement this activity

- This activity will take about 20 minutes.
- Learners should work in small groups to do this activity. If possible, mix learners from different cultures.
- You may need to remind learners about some of the cultural festivals and customs referred to in the activity.
- Each group should appoint a recorder who writes notes for the answers decided by the group. Learners can report back answers in class.
- Walk around the class and observe how learners work in groups. Spend time with learners who are not able to grasp what they have to do. Make sure you leave time for report back and discussion.
- Compare the answers from different groups.

Suggested answers

- 1.1 Islam.
- 1.2 All female Muslims have to dress modestly and keep their hair covered from puberty onwards.
- 1.3 Because she is fasting.
- 2.1 Judaism.
- 2.2 His brother has to study the Torah so that he can recite passages by heart on his bar mitzvah.
- 2.3 It is a coming-of-age celebration for Jewish boys.
- 3 It is an African traditional custom to kill a goat in honour of the birth of a baby.
- 4.1 Hindu.
- 4.2 He is a vegetarian.

Activity 12

Celebrate similarities between different cultures

Learner's Book page 135

Background information

The purpose of this activity is to get learners to think about the things shared by different cultures.

Guidelines to implement this activity

- This activity will take about 15 minutes.
- Learners should work in small groups to do this activity. If possible, mix learners from different cultures.

- Each group should appoint a recorder who writes notes for the answers decided by the group. Learners can report back answers in class.
- Walk around the class and observe how learners work in groups. Make sure you leave time for report back and discussion.
- Compare the answers from different groups in a class discussion.

Suggested answers

- 1.1 Hindu
- 1.2 Malay
- 1.3 Afrikaans
- 2 Learners' own contributions.
- 3 Learners' own contributions. Examples: suits, tracksuits; sarongs; anoraks
- 4 Learners' own contributions.

Activity 13

Identify how religious organisations contribute to social development

Learner's Book page 136

Background information

The purpose of this activity is to get learners to engage with and analyse the examples given of religious organisations' contributions to social development.

Guidelines to implement this activity

- This activity will take about 15 minutes.
- Learners should work in small groups to do this activity.
- Each group should appoint a recorder who writes notes for the answers decided by the group. Learners can report back answers in class.
- Walk around the class and observe how learners work in groups. Make sure you leave time for report back and discussion.
- Compare the answers from different groups in a class discussion.

Suggested answers

- 1 Building houses, providing education from pre-school to adult, skills development, farming, cooking skills.
- 2 They raise money in the community, at church/synagogue/mosque. Some religions take a percentage of their congregation's earnings and some of this money goes to projects such as these. They have fund-raising events such as fêtes.
- 3 Learners' own contributions.

Unit overview

In this unit, learners will participate in various team-building activities designed to improve communication skills among their peers.

Teaching guidelines

- Team-building activities are an excellent form of outdoor recreation.
- Encourage communication among learners of a group.
- Incorporate verbal and visual cues to help communication.

Resources needed

- Bench/balance beam
- Obstacles
- Bean bags
- Chairs
- Balloons

Activity 14 Team-building activities

Learner's Book page 137

Background information

The purpose of this activity is to get learners to communicate with one another while participating in various team-building exercises.

Guidelines to implement this activity

- Learners will participate in various team-building activities.
- Activities are designed to improve communication skills among learners.
- Refer to Learner's Book Activity 14 on page 135 for games' details.
- The first game is a paired activity.
- Begin with a ± 2 m distance from the blindfolded learner and the bucket. Gradually increase the distance.
- Learners must swap roles.

- Learners must find a new partner. Each pair must have a balloon. Learners can decide where they would like to place the balloon, as long as it has more or less equal contact between the two learners.
- You can have pairs race against one another.
- Learners must find new partners to form teams of three. For this activity to be successful, good communication between all three learners is necessary.
- Each learner will require a balloon for this activity. The balloon is placed between learners' knees. Learners must hop from point to point while ensuring that the balloon does not move out of place. Learners are not allowed to use their hands to secure the balloon.
- Learners can race against one another.
- You can also have other individual or team novelty races like:
 - egg-and-spoon race
 - three-legged race
 - sack race
 - wheelbarrow race
- Ensure that you end with a cool-down exercise.
- Most important: Remember to carry your whistle.

Extension activity

Learners can design their own novelty relay races.

Activity 15 The spider's web

Learner's Book page 138

Background information

The purpose of this activity is to encourage learners to work with a partner or as a team, ensuring physical activity participation while promoting the development of communication skills between team members.

Guidelines to implement this activity

- This is a fun and strategic game.
- Refer to Learner's Book Activity 14 on page 135 for the game set-up and aims.
- You can modify rules if necessary.
- This game can be used as a warm-up activity.

Remedial activity

Team-building activities may be repeated.

Extension activities

More activities are given in the learner book to further encourage learners to work together as a team, ensuring physical activity participation while promoting the development of communication skills between team members.

Guidelines for extension activities

- Learners should be familiar with the push-up position. This activity is completed by four learners, forming a square, in the push-up position. Learners are “woven” in the push-up position. Time groups. The group remaining in the position for the longest time wins.
- Learners should be familiar with tag games. Let learners play tag. Begin with the simple one-man tag and progress to variations like paired tagging and then octopus tagging, where all tagged learners link hands and remain as a chain while attempting to tag and add others to their chain. Learners must work together and not break the chain.
- Try hospital tag: Every learner is “it” and also has three lives. When a learner is tagged for the first time, he/she must place their hand on the part of their body where he/she was tagged. The second time, he/she places his/her other hand on that spot. The third time the learner is tagged, he/she is out. It is quite funny watching learners run around with their hands on ankles or backs while trying to tag others.
- Bench balance: All learners are to stand on a bench. Learners must stand close to one another. Mark the boundary lines at either end of the bench. During the activity, learners must remain within the boundary lines.
- Learners must face the same direction.
- Now ask learners to arrange themselves in alphabetical order.
- Learners are not allowed to step off the bench.
- They need to work together, determine the correct order and shuffle to their correct spot.

Activity 16

Complete the balance obstacle course

Learner’s Book page 139

Background information

This activity is for formal assessment.

Guidelines to implement this activity

- Obstacle courses are popular outdoor recreational activities.

- The course set-up can vary, depending on the availability of resources, but ensure that there is a balance component to the course.
- Refer to Learner's Book, Activity 16 (page 136).
- Learners will assist with the set-up of the obstacle course.
- Learners will be required to complete the entire course while balancing a bean bag on their head.
- Include activities like balancing across a balance beam/bench, hopping on and off chairs, weaving between chairs and sprinting from point to point.
- While learners are performing the course, assess their balancing ability.

Assessment

The learner is able to complete an obstacle course and demonstrate good balance technique.

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of Participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

Exemplar Formal Assessment

Task: End-of-year exam

Section A: 25 marks

Question 1: Multiple Choice. Choose the incorrect one.

(5 marks)

- 1.1 The following process is not part of the carbon cycle:
- A humans breathe in oxygen
 - B plants use carbon dioxide
 - C plants use oxygen and make carbon dioxide
 - D animals produce carbon and use oxygen
- 1.2 Plastic is a by-product of:
- A turpentine production
 - B coal production
 - C oil production
 - D paraffin production
- 1.3 The following animals are extinct:
- A dinosaur
 - B Tasmanian tiger
 - C quagga
 - D rhino
- 1.4 South Africans have the following rights:
- A the government must take action if a company is polluting the air
 - B the government must ensure that the environment in which we live does not make us sick
 - C the government must conduct environmental health investigations
 - D because it is the responsibility of every South African to ensure that our environment stays healthy, the government does not get involved
- 1.5 We can reduce our carbon footprint in the following ways:
- A use windpower rather than coal
 - B plant trees, such as the fast-growing Australian bottlebrush tree
 - C make compost heaps in our gardens
 - D use hydropower rather than gas

Question 2: Match the column

(5 marks)

Match a term from Column A with one from Column B. You can write down the letter in Column A with the matching term in Column B.

Column A	Column B
2.1 A person should increase the dosage of ARVs	A If his or her HIV level has gone up
2.2 If an HIV positive person takes ARVs	B If he or she reuses a condom
2.3 A person is at risk of getting HIV	C When he or she has diarrhoea
2.4 A person is at risk of getting TB	D The rate at which HIV spreads slows down
2.5 A person is at risk of getting dehydrated	E When a person is living with Aids

Question 3: True and false

(5 marks)

Are the following statements true or false?

- 3.1 Evaluation skills involve seeing how different ideas fit together.
- 3.2 Practical activities give you the chance to discover how things work and conduct experiments.
- 3.3 When you say what you think about something you are applying synthesis skills.
- 3.4 Learning new facts before you can apply them is called theoretical learning.
- 3.5 In Natural Science you have to do practical activities.

Question 4: Answer questions about nation building

(10 marks)

- 4.1 What is nation building? (2)
- 4.2 Why is nation building good for our country? (3)
- 4.3 How can you build national identity at school? (3)
- 4.4 Why should we support the Proudly South African campaign? (2)

Section B: 25 marks**Question 5: Scenario about dealing with rape**

(10 marks)

Imagine that you belong to community focus group that meets regularly to discuss safety issues. The leader of the group tells you that a woman in South Africa is more likely to get raped than educated, and asks you to talk to the group at their next meeting.

- 5.1 What should a person do if he or she is the victim of violence or rape? (5)
- 5.2 What must a person who has been the victim of gender-based violence do to assist (help) the slow process of emotional recovery? (5)

Question 6: Scenario about decision making

(7 marks)

When Sibuh and Mynah started going out, she was all he could think about, but things are different now. He tries to make excuses rather than going to visit her. He knows that his feelings for her have changed, but because she will be upset if he breaks up with her, he says nothing. When she asks him why he has been acting so strangely lately, he says that he is just stressed about school work.

- 6.1 Sibuh is avoiding decision-making. Why is this a problem? (2)
- 6.2 Describe the steps in decision-making and say how Sibuh can apply this process. (5)

Question 7: Legal protection with regard to gender-based violence (8 marks)

The Sexual Offences Act came into effect in South Africa in 2008, and protects people from gender-based violence.

- 7.1 What is the aim of this Act? (2)
- 7.2 List three ways in which this Act protects South Africans against gender-based violence. (3)
- 7.3 Which awareness campaign runs from 25 November to 10 December every year in South Africa? (1)
- 7.4 What is the aim of this awareness campaign? (2)

Section C: 20 marks

Answer TWO of three questions.

Question 8: The Bill of Rights

(10 marks)

“Because of the Bill of Rights, we do not have human rights violations in South Africa anymore”.

Do you agree with this statement? Give reasons for your answer.

Question 9: Advise overseas visitors on local traditions

(10 marks)

While some overseas relatives visit you, they ask about typical South African traditions: food, clothing and expressions.

Tell them what they might eat, clothes they might see people wearing, and what typically South African expressions they might hear while visiting.

Question 10: Think about how a religious organisation contributes to social development (10 marks)

Describe how a religious organisation in South Africa provides housing to people.

Total: 70 marks

PET assessment

Activity 16 in Unit 4 can be used as a formal assessment activity. You will be assessed on your ability to complete a balance obstacle course.

Total: 30 marks

Exemplar formal assessment memorandum

Task: End-of-year examination

Section A: 25 marks

Question 1: Multiple choice (5 marks)

- 1.1 C (1)
- 1.2 C (1)
- 1.3 D (1)
- 1.4 D (1)
- 1.5 B (1)

Question 2: Match the column (5 marks)

Column A	Column B
2.1	A If his or her HIV level has gone up
2.2	D The rate at which HIV spreads or slows down
2.3	B If he or she reuses a condom
2.4	E When a person is living with Aids
2.5	C When he or she has diarrhoea

Question 3: True and false (5 marks)

- 3.1 False (1)
- 3.2 True (1)
- 3.3 False (1)
- 3.4 True (1)
- 3.5 True (1)

Question 4: Answer questions about nation building (10 marks)

- 4.1 Nation building means to work towards strengthening all the systems and attitudes that give people human rights. Nation building relates to our constitution because, when every citizen's rights are met, we will have a strong nation of which we can be proud. (2)

- 4.2 It is good for a country to have a strong national identity. If everyone in a country has a strong national identity, the citizens work well together. Nation building unifies citizens and helps them to live in harmony with each other. As a result, the country becomes stronger and the people wealthier. We could support each other and start to put an end to poverty and crime. (3)
- 4.3 Celebrate national events with enthusiasm, and by being passionate about a bright future for all our citizens. Social Studies: Use the opportunity to learn about South African history. Try your best to understand how events unfolded in our past because it will help you to have compassion for our people and it will give you insight into the decisions that authorities make now. (3)
- 4.4 When we buy products that have the Proudly South Africa logo, we help with job creation and nation building; and products are of a high quality. (2)

Section A: 25 marks

Question 5: Scenario about dealing with rape (10 marks)

- 5.1 Get help. If you are injured, go straight to the hospital emergency room. Call or find a friend, family member, or someone you feel safe with and tell them what happened. If you want to report the rape, call the police straight away. Keep all the physical evidence. Don't change clothes or wash. Write down as much as you can remember about the event. If you aren't sure what to do, call a rape crisis centre. (Any 5)
- 5.2 The feelings and anxiety that result from the experience do not have to last forever, but the emotional trauma of rape or violence does not just go away. Talking about the assault with people who are supportive and understanding begins the process of recovery. Talk with a friend, a family member, a friend's parent, a teacher, a counsellor, or someone else you feel you can trust. (5)

Question 6: Scenario about decision making (7 marks)

- 6.1 Avoiding decision making will eventually have negative consequences: it would be better for him and Mynah to make a decision; his lack of decision making will cause her pain because she will notice that he is acting in a disinterested way towards her. He should make a decision so that he can be in charge of his life. (2)
- 6.2 A big part of decision-making skills is knowing and practising the decision-making process. 1. Identify what you need to decide. (Sibu must decide if he wants to break up.) 2. Gather information about your options. (Sibu should think about the best way to do it.) 3. Evaluate all your options and decide which one suits you. (Sibu should decide on the best way to break up, if that is what he wants to do.) (5)

Question 7: Open-ended questions to test learners' understanding of work

(8 marks)

- 7.1 To give the victims of sexual offences “the maximum and least traumatising protection that the law can provide”. (2)
- 7.2 Making provision for rape victims to receive treatment at selected state institutions within 72 hours to help prevent transmission of HIV/Aids; not allowing children to be exposed to any form of sexual activities; giving violent crimes of a sexual nature more severe penalties and punishments; ensuring that all children and victims of sexual offences are given the protection they need to help them lay charges against the perpetrator and give evidence in court; allowing for children's evidence to be led through closed circuit television, freeing them from the trauma of testifying in the courtroom. (Any 3)
- 7.3 16 Days of Activism against Gender Abuse and Violence (1)
- 7.4 Challenge the abusers to change their behaviour towards women and children; involve men to help stop abuse against women and children; provide survivors with information on services and organisations that can help lessen the impact of violence and abuse on their lives. (Any 2)

Section C: 20 marks

Question 8: The Bill of Rights

(10 marks)

If the government or any other institution or individual discriminates against someone because of their race, religion, gender or in any other way, we say that the person's human rights have been violated. Although we have the Bill of Rights to protect people from human rights violations, people's rights are still violated. Human rights violations include a wide range of actions. Among the most serious violations are rape, torture and slavery. Other violations include limiting a person's choice of healthcare, housing, schooling or jobs based on social status or gender, or limiting a person's freedom of speech or religion. However, all human rights violations are unacceptable in terms of our Bill of Rights.

Question 9: Advise overseas visitors on local traditions

(10 marks)

People from different cultures eat foods such as samoosas, boerewors and bunny chow. Some traditional clothing includes “Mandela shirts” and clothes made from isishweshwe fabric. We borrow words from one another's languages. For example, in English we say someone is a “fundi” when the person is an expert on something. This word originally comes from the isiZulu word *umfundisi*, which means teacher. We also have some words that are peculiar to South Africa and are used by people of

different cultures. We call these words slang. An example is takkies. In other parts of the world people call takkies training shoes or sneakers, but here they are takkies. Another word is robot. In other parts of the world robots are called traffic lights. Bakkie is also a South African slang word. In other countries a bakkie is called a pick-up truck.

Question 10: Think about how a religious organisation contributes to social development (10 marks)

Habitat for Humanity is a non-profit, worldwide Christian organisation, providing people with safe, decent, affordable shelter. With volunteer labour and donations of money and materials, Habitat for Humanity works with homeowners to build simple houses. The houses are not free. People have to pay for them: A deposit and monthly payments until the house is paid for. But Habitat for Humanity lends homeowners money and does not charge interest on the loans. As people pay back this money, it is used to build more houses. In addition to the payments, homeowners also have to help build their Habitat house and the houses of others.

Total: 70 marks

PET assessment

Use the following rubrics for assessment:

The learner is able to complete and obstacle course and demonstrate good balance technique.

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of Participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

Total: 30 marks

Alternative resources

Term 1 Formal Assessment

Written test

Section A: 25 marks

Question 1: Multiple choice

(5 marks)

- 1.1 The following is not normal in a good relationship:
- A to share your feelings with each other
 - B the relationship has ups and downs
 - C your friend's faults are more than his or her good points
 - D your friend has lasting qualities like kindness and honesty
- 1.2 Self-concept means:
- A what you know about yourself
 - B your strengths and weaknesses
 - C your goals and whether you achieve them or not
 - D how others see you
- 1.3 Self-motivation means:
- A working hard when your parents offer you a new cellphone if you get a certain mark
 - B slacking off during the year but working hard when you know you'll be assessed
 - C working hard without anybody telling you to do so
 - D working hard because you'll get in trouble if you don't
- 1.4 Compromising means:
- A everyone is unhappy and angry
 - B everyone agrees to take less than they really wanted
 - C everyone ignores each other
 - D everyone is perfectly satisfied

1.5 The following is normal on a first date:

- A to say "I love you".
- B to expect sex.
- C to only talk about yourself.
- D you get to know each other in a relaxed conversation.

Question 2: Match the column

(5 marks)

Column A	Column B
2.1 Friends and peers	A Shows images of the ideal person
2.2 Parents and guardians	B Gives us an identity shared by others
2.3 Culture and religion	C The self-awareness they teach us leads to self-concept formation
2.4 Environment	D We try to be like them to fit in
2.5 Media	E Our self-concept is boosted when we get good marks

Question 3: Fill in the missing word

(5 marks)

3.1 is linked to self-concept because if you have a 3.2 self-concept you will be more motivated to achieve the things that are important to you.

When you achieve the things you set out to do, you feel good about yourself and this 3.3 your self-concept.

Self-motivation starts with wanting to do something and 3.4 that you can do it. But that is not enough; you also have to have a 3.5 that will help you achieve your aims.

Question 4: True and false

(5 marks)

Find five true statements:

- A Sexuality is the sexual feelings we get and the thoughts we have.
- B Sexuality is the same as sex.
- C Sexuality is whether we are attracted to people of the opposite or the same sex.
- D Sexuality is everything we think and do.
- E Sexuality is about the way we see ourselves as tall enough or fat/thin enough.
- F Sexuality is about the way we see ourselves as males and females.
- G Sexuality is the religion we belong to.
- H Sexuality is how we think and feel about our bodies
- I Sexuality is not our values about life, love and friendships.
- J Sexuality is not the way we dress.

Question 5: List

(5 marks)

List five constructive ways to deal with disagreements.

Section B: 25 marks

Question 6: Case study about sexuality

(13 marks)

Dear Noelene

I want to ask your advice about something that has happened in our family. My oldest brother, Timothy, just returned from a two-year trip to the Far East. Although we all missed him very much, we are not quite sure how to handle things right now. Timothy has come back with a guy named Teddy and he says that he and Teddy are married! To make matters worse, Timothy says they are going to adopt a baby. My father says he never wants to see Tim again. He even said that he doesn't consider Tim his son anymore. Everyone is very angry and I don't know what to do. Is it really wrong for two guys to love each other, and why can't they adopt a baby? I know Timothy will make a really great dad. I just want to see my brother, but now I don't know. What if Tim goes away again and never comes back? Why are they all behaving like this? Please help me. I don't know what to do.

Tanya

- 6.1 How can family norms affect a person's sexuality? (6)
- 6.2 How can community norms affect a person's sexuality? (4)
- 6.3 What is the difference between heterosexuality and homosexuality? (2)
- 6.4 Why is it wrong to discriminate against a gay person? (1)

Question 7: Case study/scenario with open-ended questions

(6 marks)

Joshua's coach thinks he has a good chance of being chosen for the provincial hockey team, but he is worried that Joshua is not motivated enough. He explains to Joshua how important it is to set personal goals and to think about the skills and strategies that will make it possible to reach those goals. After spending half an hour talking to the coach and writing down strategies and skills, Joshua feels excited and ready to face the challenge ahead of him.

Explain how a person can reach his or her personal potential by suggesting six skills and strategies that can help a person to reach his or her goals.

Question 8: Learning styles

(6 marks)

Daniel has always struggled to sit still in class. His mom says he just doesn't try hard enough, and he should write everything down the teacher says in class. When he gets home from school, she makes him rewrite the notes, so that he can remember it all. But Daniel isn't doing any better at school. In fact, he is more frustrated than ever. He wonders why he can easily remember all the rules of any sport he tries to play, but he can't remember his school notes.

- 8.1 What are the four different learning styles? (4)
- 8.2 Which style suits Daniel, and which is his mother trying to force on him? (2)

Section C: 20 marks

Answer TWO of three questions

Question 9: Changing a negative self-concept (10 marks)

Imagine that you have a friend who suffers from a very bad self-concept, and who has very negative patterns of self-talk. Explain to your friend what self-talk is, how he or she can change the negative self-talk, and explain what role you can play in helping your friend improve his or her bad self-concept.

Question 10: Sustaining a relationship (10 marks)

Imagine that your sister or brother has just started his or her first romantic relationship. Give him or her advice on how to sustain the relationship.

Question 11: Impact on sexuality (10 marks)

Explain all the influences that impact on a teenager's sexuality.

Total: 70 marks

PET assessment

You will be assessed on your ability to perform a cool-down session. The following rubric will be used.

Learner is able to perform a cool-down session, including light stretches.

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of Participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

Total: 30 marks

Term 1 Formal assessment: memorandum

Task: Written test

Section A: 25 marks

Question 1 Multiple choice (5 marks)

- 1.1 C (1)
- 1.2 C (1)
- 1.3 C (1)
- 1.4 B (1)
- 1.5 D (1)

Question 2: Match the column (5 marks)

Column A	Column B
2.1 Friends and peers	D We try to be like them to fit in
2.2 Parents and guardians	C The self-awareness they teach us leads to self-concept formation
2.3 Culture and religion	B Gives us an identity shared by others
2.4 Environment	E Our self-concept is boosted when we get good marks
2.5 Media	A Shows images of the ideal person

Question 3: Fill in the missing word (5 marks)

- 3.1 Self-motivation (1)
- 3.2 positive/good (1)
- 3.3 improves (1)
- 3.4 believing (1)
- 3.5 plan (1)

Question 4: True and false (5 marks)

True statements are A, C, E, F, H

Question 5: List (5 marks)

Any 5 of the following:

- Saying what you think and feel in a calm way
- Listening properly to what people say
- Not interrupting
- Using non-aggressive body language

- Keeping to the point
- Seeing other points of view
- Continuing to talk
- Telling the truth
- Using cooling-off time
- Not shouting abuse and swearing
- Not putting people down
- Not raking up the past
- Not bearing a grudge
- Being clear about the issues involved
- Compromising – meeting halfway
- Agreeing to disagree
- Keeping an open mind
- Keeping a sense of humour
- Being willing to make peace

Section B: 25 marks

Question 6: Case study about sexuality

(13 marks)

- 6.1 In the early part of our lives our families are very important and we depend on them for everything. The norms and values of our families and community affect different aspects of our lives, including our sexuality. In some families, parents are able to talk to their teenage children about issues related to sexuality such as relationships, sexual feelings and behaviour. In these families parents provide guidelines based on their own values about sexuality. In other families parents may fear that if they discuss aspects of sexuality with their children it will encourage their children to experiment with sexual behaviour. Parents' own values about relationships and sexual behaviour will influence their children. For example if your parents show respect for one another and teach you that it is an important part of any relationship, you will most likely do the same. Your parents may also believe that that you should wait until a certain age before you start going out on dates. (Any 6)
- 6.2 Community norms have an impact on sexuality. For example, in some communities teenage sexual relationships are accepted. Other communities do not approve of teenagers holding hands and kissing in public. In many families and communities same-sex relationships are not accepted. Teenagers can be punished by their parents, victimised or harmed by the community if they admit they have sexual feelings for someone of the same sex. (Any 4)
- 6.3 Heterosexuals are attracted to people of the opposite sex. People who are attracted to people of the same sex are called homosexual. (2)

6.4 Freedom of sexuality is part of our constitution so it is wrong for people to react in this way. (1)

Question 7: Case study/scenario with open ended questions (6 marks)

Identify your talents and strengths: Identify all those things you love to do and those things you know you are good at or that people tell you are good at.

Look for mentors: These are people who can help you develop your strengths and talents, for example a dancing teacher or sports coach. Finding a person who is willing to spend his/her time and attention on you will help you develop your skills in an effective way, as you will benefit from their knowledge and experience.

Work hard: Put your best effort into everything you do when you are working towards what you want in life.

Have patience: Things don't happen overnight so be patient and you will be rewarded. Things worth having are worth waiting for.

Show determination: Stick to your guns and never give in when things don't go your way or you come across difficulties.

Have commitment: Be committed towards your goals and what you want to achieve. Don't let anything or anyone stand in your way of reaching them.

Develop organisational skills: The more organised you are the easier the road to success will be. Plan out your ideas to their fullest before putting them into action.

Learn from mistakes: You will make mistakes along the way but you can learn valuable lessons from these and move on and do things better next time.

Have confidence in yourself: You have to be self-confident and believe in yourself and your ideas. Don't doubt yourself.

Stay realistic: Don't set yourself goals that you can't realistically achieve in a set amount of time. If your goals are unrealistic, you are setting yourself up for failure.

(Any 6)

Question 8: Learning styles (6 marks)

8.1 visual, aural, kinaesthetic, reading and writing (4)

8.2 he is kinaesthetic; his mom reading and writing (2)

Question 9: Application question to test one topic in those terms (10 marks)

Our self-concept is influenced by our self-talk. Self-talk is the things we say to our self, either aloud or in our thoughts. Self-talk can be positive or negative. Positive self-talk helps to improve our self-concept. It makes us feel better, creates positive attitudes and makes us more self-motivated. These are some guidelines for positive self-talk: Focus on what makes you special and unique as an individual. For example,

being good at working with animals. Remind yourself of your personal achievements, such as being chosen for the school choir. Think and speak in positive ways. For example, instead of thinking “I’m bad at Maths”, think “I can be better at Maths”. Be confident about achieving your aims. For example, tell yourself “I will learn to play the guitar this year.” Remind yourself that no-one is perfect and it’s okay to make mistakes. You can support your friend and offer a listening ear, remind him or her of strengths and praise his or her achievements.

Question 10: How to sustain a relationship

(10 marks)

Be honest and open. The more you share about yourself, the better the relationship will be. Communicate: Talk about feelings, hopes and disappointments. Be careful how you criticise. You will have to criticise each other sometimes, but make sure you are not negative or aggressive. Keep your promises. Be independent. You must be responsible for yourself and not totally dependent on your partner. Make time for doing some activities on your own, such as studying, reading, or being with family. Try to be fairly equal with giving and taking in the relationship. One partner should not dominate the other. Always listen to your partner if they need to discuss a situation or a problem. Don’t be afraid of the relationship failing. If you are, you will become suspicious, jealous and insecure.

Question 11: Impact on sexuality

(10 marks)

As teenagers we are under social pressure from friends, peers and the media to act, dress and talk in certain ways. For example, you may feel you have to find a girlfriend or boyfriend because all your friends do. Maybe you are desperate to wear low-cut, tight skinny jeans because that’s what all the other girls are wearing. The media can also have an effect on how we understand sexuality. Many young people get their messages about sexuality and relationships from TV soap operas, magazines and advertisements. Studies show that exposure to sexual content in the media influences sexual beliefs, attitudes and behaviours. Images and articles in magazines can affect how we see ourselves sexually and whether or not we “fit in” with the looks, behaviour and attitudes they portray. The ideas about sexuality that the media give us are not always correct and they do not always give the right message. For example, today’s popular songs and music videos often feature explicit sexual images and lyrics. Advertisers often use images of sexual behaviour or relationships to sell products. The sexual relationships shown in ads usually reflect stereotypes of sexual gender roles. TV shows, such as soap operas, can give us the wrong messages about relationships, for example, that it is okay to cheat on your marriage partner. TV shows can also send messages that violence in relationships is allowed.

PET assessment

The following rubric can be used to assess the PET:

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of Participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

Total: 30 marks

Term 2 Formal Assessment

Mid-year exam

Section A: 25 marks

Question 1: Match the columns

Find a term in Column B that matches the description in Column A. (10 marks)

Column A	Column B
A Being exposed to sexual content in the media	girls in bikinis advertising car shampoo
B Parents might respond like this when their child admits that he or she is gay	influences sexual behaviours
C This is a stereotype of a gender role	illegal
D Being straight	heterosexual
E Girls must keep their head covered by a scarf so boys do not see their hair	music
F They are not allowed to go out on dates	hijab
G All people have freedom of sexuality	homosexual
H Explicit sexual lyrics	punish teenager
I Victimising a gay person	constitutional right
J Being gay	unmarried Muslims

Question 2: True and false

(5 marks)

State whether the following statements are true or false:

- 2.1 An appropriate way to end a relationship is to say that you want to take a break from the person, and maybe you can get together again in a week or two.
- 2.2 An appropriate way to end a relationship is to SMS the person to say you don't want to go out with him or her anymore, and you don't want to talk about it.
- 2.3 An appropriate way to end a relationship is to say what was good about the relationship, but to end it anyway.
- 2.4 An appropriate way to end a relationship is to tell the truth without blaming yourself or your partner.
- 2.5 An appropriate way to end a relationship is to write a letter to the person about how much pressure it puts on you to always be there for him or her while his or her parents are getting divorced, and you'd rather just break up.

Question 3: Fill in the missing word

(10 marks)

- 3.1 A _____ style of learning fits well with a writing style of learning.
- 3.2 The type of learner that prefers role play as a learning method is called a _____ learner.

- 3.3 Visual learners find that they learn or study best by reading things that are written down or information that is presented in the form of _____, _____ and graphs.
- 3.4 _____ learners find they learn or study best by listening or speaking.
- 3.5 Flashcards can help _____ learners when they study for tests and exams.
- 3.6 Activities that help auditory learners include _____, _____ and _____.
- 3.7 _____ learners find that they learn best from activities that involve them physically.

Section B: 25 marks

Question 4: Self-concept formation

(12 marks)

Faldielah is a natural leader and very popular at school. She says that being a Muslim, and having a close family, with whom she spends most of her time outside of school, helps her to have a good self-concept.

- 4.1 What does it mean to have a good self-concept? (2)
- 4.2 What is self-motivation? (2)
- 4.3 How does culture and religion affect our self-concept? (3)
- 4.4 List three other factors that affect self-concept formation. (3)
- 4.5 “Teenagers should break the habit of self-talk.” Do you agree with this statement? Give a reason for your answer. (2)

Question 5: Substance abuse

(13 marks)

Sibusiso’s mother, who died when he was 12, was an alcoholic. He has seen what substance abuse can do to a family. He heard that his brother, whom he hasn’t seen for three years, is still selling tik in Lansdowne. Sibub explains the effects of substance abuse to his friends. It is important to him that they understand that he will never, ever be trapped in a lifestyle of abuse.

- 5.1 List three negative short-term physical effects of substance abuse. (3)
- 5.2 List three negative long-term physical effects of substance abuse. (3)
- 5.3 In what other ways can substance abuse affect your future? (3)
- 5.4 If pregnant mothers drink too much, babies can be born with a condition. What is this condition called? (1)

Section C: 20 marks

Answer TWO of three questions.

Question 6: Strategies and skills for reaching full potential (10 marks)

Your rhythm gymnastics team has performed badly at the last two competitive events, but you know that the team has the talent to get at least silver at the upcoming provincial grading event. What message would you give the team to help them reach their full potential? Explain some strategies and skills that will help them.

Question 7: Constructive ways of dealing with disagreement (10 marks)

Rashid and Nizaam are brothers who want to open up a bakery together, but they can't agree on a name. Rashid says it must be Rashid's Baked Goods and Nizaam says it must be Nizaam's Breads and Buns. When they see each other, they sulk or argue. Nizaam says it is typical of Rashid to be so stubborn, and Rashid says, "Perhaps if Nizaam hadn't taken my car without asking and crashed it a year ago, I would be more willing to see things his way now."

Suggest some constructive ways in which the brothers can deal with their disagreement.

Question 8: Rehabilitation (10 marks)

A girl in your class is addicted to drugs. Her family decide to take her out of school for a while. They say that they want to keep a close eye on her at home, but you know that both her parents work, and she'll be left at home alone all day. You think that the best thing for her would be to become part of a rehabilitation programme.

Explain what rehabilitation is, why it is necessary for the girl in the scenario, what kinds of rehabilitation programmes she might take part in, and who the family can contact for information.

Total: 70 marks

PET assessment

You will be assessed on your ability to play target skittle. The following rubric will be used.

Learner is able to play target skittle correctly (in teams of four).

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of Participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

Total: 30 marks

Term 2 Formal assessment: memorandum

Mid-year examination

Question 1: Match the column

(10 marks)

Column A	Column B
A Being exposed to sexual content in the media	influences sexual behaviours
B Parents might respond like this when their child admits that he or she is gay	punish teenager
C This is a stereotype of a gender role	girls in bikinis advertising car shampoo
C Being straight	heterosexual
E Girls must keep their head covered by a scarf so boys do not see their hair	hijab
F They are not allowed to go out on dates	unmarried Muslims
G All people have freedom of sexuality	constitutional right
H Explicit sexual lyrics	music
I Victimising a gay person	illegal
J Being gay	homosexual

Question 2: True and false

(5 marks)

- 2.1 False (1)
2.2 False (1)
2.3 True (1)
2.4 True (1)
2.5 False (1)

Question 3: Fill in the missing word

(10 marks)

- A reading (1)
B kinaesthetic (1)
C diagrams, tables (2)
D auditory (1)
E visual (1)
F discussions, debates, speaking, reading aloud, verbal repetition, listening (any 3)
G kinaesthetic (1)

Question 4: Self-concept formation

(12 marks)

- 4.1 How you see yourself and the things you know about yourself, such as your strengths and weaknesses. It is also how you think others see you. (2)
4.2 Doing or achieving things without being told to do so by someone else. (2)
4.3 Culture and religion provide us with a set of beliefs, moral values and guidelines to live by. These guidelines give us a cultural identity because we share our

beliefs and values with other members of our culture or religion. We also share language and certain behaviours with other members of our culture. (3)

4.4 Media; environment ; family; friends and peers; and community (any 3)

4.5 No, positive self-talk helps build self-esteem. (2)

Question 5: Substance abuse (13 marks)

5.1 stomach pains and vomiting, mood swings, disturbed sleep patterns and lack of concentration (Any 3)

5.2 heart and lung disease and brain damage (3)

5.3 lead to violent behaviour and crime, loss of interest in reaching your goals, early death (3)

5.4 foetal alcohol syndrome (1)

Section C: 20 marks

Question 6: Strategies and skills for reaching full potential (10 marks)

The following strategies and skills will help also you to develop your true and full potential:

look for mentors; work hard; have patience; show determination; have commitment; develop organisational skills; learn from mistakes; have confidence in yourself; don't doubt yourself; and stay realistic: Don't set yourself goals that you can't realistically achieve in a set amount of time. If your goals are unrealistic, you are setting yourself up for failure.

Question 7: Constructive ways of dealing with disagreement (10 marks)

Saying what you think and feel in a calm way; listening properly to what people say; not interrupting; using non-aggressive body language; keeping to the point; seeing other points of view; continuing to talk; telling the truth; using cooling-off time; not shouting abuse and swearing; not putting people down; not raking up the past; not bearing a grudge; being clear about the issues involved; compromising – meeting halfway; agreeing to disagree; keeping an open mind; keeping a sense of humour; being willing to make peace.

Question 8: Rehabilitation (10 marks)

Rehabilitation means overcoming a problem and returning to normal life. If you think that you or someone you care about is addicted to drugs or alcohol, recognising the problem is the first step to rehabilitation. Many people think they can kick the problem on their own, but that rarely works. Find someone you trust to talk to. It may help to talk to a friend or someone your own age at first, but a supportive and understanding adult is your best option for getting help. If you can't talk to your parents, you might

want to approach a school counsellor, relative, doctor, favourite teacher, or religious leader. Unfortunately, overcoming addiction is not easy. Quitting drugs or drinking is probably going to be one of the hardest things you or your friend have ever done. It's not a sign of weakness if you need professional help. There are several types of rehabilitation programmes. These include counselling, group therapy, family therapy, medication and support groups. Addicts can go to a clinic where they have continuous therapy for a period of weeks. These clinics are very expensive and beyond the means of most addicts and their families. Rehabilitation has to be on-going because there is always the danger that an addict who has kicked the habit will become depressed and start again. The South African Depression and Anxiety Group (Sadag) has partnered with the Department of Social Development in launching a toll-free substance abuse helpline in an effort to increase access to help, support and appropriate treatment for substance users.

PET assessment

The following rubric can be used to assess the PET:

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of Participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

Total: 30 marks

Term 3 Formal Assessment

Task: Project on environmental health

For this project learners must gather information about a local environmental organisation. Once learners have information on the organisation, they must plan an Earth Day celebration that will link to and advertise the activities of the environmental organisation. Plans for the Earth Day celebration must be presented in class in a two to three minute presentation.

Learners must find information on the local environmental organisation of their choice outside of class time, but all planning and preparation of the presentation must be done in class.

Learners should choose an organisation that works with an issue that is personally meaningful to them. They should show enthusiasm and commitment to the issue during their presentation. The activity/activities that are chosen to form part of the Earth Day celebration should be exciting enough to get a positive response from classmates.

At the end of the presentation, there must be an opportunity for the rest of the class to pose questions about the environmental issue/organisation that the learner represents. A part of the assessment mark will be awarded with consideration of the learner's ability to answer classmates' queries.

The following marking grid outlines the assessment criteria for this project:

Assessment criteria	Mark out of 10
The learner has gathered information on a local environmental organisation.	
The learner has made plans for an Earth Day celebration that effectively links to and advertises the work of the environmental organisation.	
The learner has made plans for an Earth Day celebration that is exciting and gets a positive response from classmates.	
Learners should show enthusiasm and commitment to the issue during their presentation.	
Learner should be knowledgeable enough about the organisation/issue to answer classmates' queries at the end.	
Learners must present a coherent, interest piece of content that shows insight into the issue.	
Learner must present clearly.	

Total: 70 marks

PET assessment

You will be assessed on your ability to perform the shot put glide, demonstrating the correct technique. The following rubric will be used.

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of Participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

Total: 30 marks

Term 3 Formal assessment memorandum

Project

The following marking grid can be used for the assessment criteria of this project:

Assessment criteria	Mark out of 10
The learner has gathered information on a local environmental organisation.	
The learner has made plans for an Earth Day celebration that effectively links to and advertises the work of the environmental organisation.	
The learner has made plans for an Earth Day celebration that is exciting and gets a positive response from classmates.	
Learners should show enthusiasm and commitment to the issue during their presentation.	
Learner should be knowledgeable enough about the organisation/issue to answer classmates' queries at the end.	
Learners must present a coherent, interest piece of content that shows insight into the issue.	
Learner must present clearly.	

Total: 70 marks

PET assessment

The following rubric can be used to assess the PET:

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of Participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

Total: 30 marks

Term 4 Formal Assessment

End-of-year examination

Section A: 25 marks

Question 1: Multiple choice

(5 marks)

Choose the option that is not correct.

1.1 Theoretical activities:

- A are not included in all subjects
- B are all about learning the facts
- C are important because you need to understand why you are learning about something first
- D come before application activities

1.2 Examples of group activities are:

- A projects
- B personal reviews
- C experiment
- D discussion forums

1.3 Practical activities:

- A are the type of activities you do when you observe something, for example iron fillings with a magnet
- B come before application activities
- C do not usually help with problem-solving
- D are done outdoors or in a laboratory

1.4 The advantages of individual activities are:

- A you can use the learning style that suits you best
- B you can work at your own pace
- C you can see how well you understand the work
- D you can avoid criticism or having to compromise

1.5 The advantages of group work are:

- A that you can get other people to do most of the work
- B that you can share your work experiences
- C that you can practise your social skills
- D that you can learn from your group members

Question 2: Fill in the missing word**(3 marks)**

- 2.1 Racist and sexist language is called _____ speech.
- 2.2 You have the right take part in public demonstrations as it is done _____.
- 2.3 You have the right to be free of all forms of _____.

Question 3: True and false**(5 marks)**

State whether the following are true or false:

- 3.1 Anti-retrovirals can cause fevers and joint pain. (1)
- 3.2 A doctor must carefully monitor a patient's antiretroviral treatment programme. (1)
- 3.3 You can get anti-retrovirals at HIV service-centres, but they are expensive. (1)
- 3.4 You must take anti-retrovirals at the same time every day. (1)
- 3.5 Someone with Aids might have to take more anti-retrovirals than they can handle. (1)

Question 4: Answer questions about helpful organisation**(5 marks)**

Explain how each of the following organisations might be able to help you to deal with a family member or friend who is HIV positive or has AIDS:

- 4.1 The Hospice Association of South Africa (3)
- 4.2 National Association of People Living with HIV and Aids (2)

Question 5: Answer questions about Earth Day**(7 marks)**

- 5.1 In which year was the first Earth Day celebrated? (1)
- 5.2 What was the main message that people tried to bring across at the first Earth Day celebration? (1)
- 5.3 Is Earth Day celebrated in South Africa only? (1)
- 5.4 On which date is Earth Day celebrated? (1)
- 5.5 Why is it our responsibility to find solutions to environmental problems? (1)
- 5.6 Give two ideas for celebrating Earth Day. (2)

Section B: 25 marks**Question 6: Case study/scenario with open-ended questions****(12 marks)**

Sally is a career guidance counsellor. She always tells learners that when they choose a career, they should make sure that the type of skills that will be required of them match their thinking and learning skills.

Choose any three thinking and learning skills from the list below, and explain which careers would suit people who use these skills to think and learn. Explain your reasoning.

- | | | |
|---------------------|--------------|--------------|
| 2 Application | • Memorising | • Synthesis |
| 3 Creative thinking | • Analysis | • Evaluation |

Question 7: Case study/scenario with open-ended questions (13 marks)

- | | |
|---|-----|
| 7.1 What is an ecosystem? | (2) |
| 7.2 Describe two types of plastic pollution. | (2) |
| 7.3 How did the last Tasmanian tiger die? | (1) |
| 7.4 Mention one other animal species that is now extinct. | (1) |
| 7.5 List four major environmental issues that affect the earth. | (4) |
| 7.6 What is the purpose of an environmental health plan? | (1) |
| 7.7 What is Natural Justice? | (2) |

Section C: 20 marks

Answer TWO of three questions.

Question 8: Bill of Rights (10 marks)

Explain what the role of the Bill of Rights is in South Africa, with examples.

Question 9: Cultural diversity (10 marks)

Social changes have taken place in South Africa is the result of cultural diversity.

Explain what cultural diversity is, and give examples of it in South Africa, as well as of how it has contributed to social change.

Question 10: Carbon footprint (10 marks)

Explain what a carbon footprint is and how humans can affect the carbon cycle; also give examples of how we can change our environmentally unfriendly behaviour to reduce our carbon footprint.

Total: 70 marks

PET assessment

You will be assessed on your ability to perform either a hip-hop or modern dance sequence, demonstrating the correct technique. The dance must be performed outdoors, and it must be choreographed to music. The following rubric will be used:

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of Participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

Total: 30 marks

Term 4 Formal Assessment: memorandum

End-of-year examination

Section A: 25 marks

Question 1: Multiple choice (5 marks)

- 1.1 A (1)
- 1.2 B (1)
- 1.3 C (1)
- 1.4 D (1)
- 1.5 A (1)

Question 2: Fill in the missing word (3 marks)

- 2.1 hate (1)
- 2.2 peacefully (1)
- 2.3 violence (1)

Question 3: True and false (5 marks)

- 3.1 False: Anti-retrovirals can cause fevers and joint pain. (1)
- 3.2 True: A doctor must carefully monitor a patient's antiretroviral treatment programme. (1)
- 3.3 False: You can get anti-retrovirals at HIV service-centres, but they are expensive. (1)
- 3.4 True: You must take anti-retrovirals at the same time every day. (1)
- 3.5 True: Someone who has Aids might have to take more anti-retrovirals than their body can handle. (1)

Question 4: Answer questions about helpful organisation (5 marks)

- 4.1 Care and support for people who have a terminal illness, such as Aids, and their families. Counsellors visit patients in their homes and help with their physical needs as well as giving emotional support to the patients and their families. (3)
- 4.2 They will help you to find support groups and people to help you in your areas. (2)

Question 5: Answer questions about Earth Day (7 marks)

- 5.1 1970 (1)
- 5.2 concern about the deterioration of the environment and demanded change (1)

- 5.3 No, global (1)
- 5.4 22 April (1)
- 5.5 Because humans caused the problems the earth now faces, it is our responsibility to find solutions. (1)
- 5.6 swap meeting, compost heap; plant trees; bird feeder (any 2 ideas, learners can give different ideas to these; please use your discretion) (2)

Section B: 25 marks

Question 6: Case study/scenario with open ended questions (12 marks)

Thinking and learning skills	Career category and different careers
Memorisation: people with these skills are good at doing work that requires a good memory, for example, operating machinery or completing repetitive tasks.	Enterprising careers (entrepreneurs, management positions, sales and marketing)
Application: people with these skills are good at managing people, managing processes and starting new business ventures	Social careers (teachers and lecturers, psychologists, social workers, nursing staff)
Synthesis: people with these skills are good at managing information in an orderly fashion, for example, capturing orders and updating stock figures, processing loan applications, collecting data and preparing spreadsheets)	Realistic careers (clothing manufacturers, florists, furniture manufacturers, computer technicians)
Evaluation: people with these skills are good at gathering information, exploring market needs, identifying solutions, finding opportunities)	Artistic careers (journalists, photographers, writers, architects, artists)
Analysis: people with these skills are good at finding out information, finding similarities and differences in information, recommending actions to be taken	Conventional careers (finance and accounting, laboratory technicians, IT positions)
Creative thinking: people with these skills are good at expressing themselves in different ways, for example interpreting a poem through movement, expression themselves through music or song, presenting ideas in the form of diagrams or illustrations	Investigative careers (doctors, dentists, scientists, electricians, mechanics)

Question 7: Case study/scenario with open-ended questions (13 marks)

- 7.1 A system made up of the community of all living organisms and their environment (2)
- 7.2 When plastic bags are thrown away, they often blow into rivers and dams, which affects the fragile ecosystem. When plastic is burnt, it gives off poisonous gases (2)
- 7.3 Locked out of its cage in a Tasmanian zoo and froze to death. (1)
- 7.4 Quagga, dodo (any example for 1 mark)

- 7.5 Rainforests being destroyed and deserts expanding; The greenhouse effect and global warming; Unsustainable fishing practices; Unsustainable energy sources; Inefficient waste management; Abuse of water resources and wetland destruction. (4)
- 7.76 Environmental health plan encourages people to change bad behaviour patterns (1)
- 7.7 An international NGO that helps communities to use legal frameworks to get environmental and social justice (2)

Section C: 20 marks

Question 8: Bill of Rights

(10 marks)

The Bill of Rights protects our human rights, which are the rights and freedoms that everyone has from birth, simply because they are human beings. The Bill of Rights is part of the constitution. The constitution is the highest law in the land. It sets out how the government of the country must be made up and how the country must be run. The Bill of Rights records what rights are protected. Because the rights are part of the highest law in the land, they are difficult to change or take away from people. If the government or any other institution or individual discriminates against someone because of their race, religion, gender or in any other way, we say that the person's human rights have been violated. Although we have the Bill of Rights to protect people from human rights violations, people's rights are still violated. Human rights violations include a wide range of actions. Among the most serious violations are rape, torture and slavery. Other violations include limiting a person's choice of healthcare, housing, schooling or jobs based on social status or gender, or limiting a person's freedom of speech or religion. However, all human rights violations are unacceptable in terms of our Bill of Rights.

Question 9: Cultural diversity

(10 marks)

Social changes have taken place in South Africa is the result of cultural diversity. Explain what cultural diversity is, and give examples of it in South Africa, as well as of how it has contributed to social change.

Many people call South Africa the Rainbow Nation. This is because our society is made up of people from many different cultures, for example Vendas, Zulus, Cape Malays and Afrikaners. The different languages, traditions and religions of these cultures are described as cultural diversity. Over the years cultural norms and values change. They may change because people move away from the area their family has lived in for a long time. For example, many people have moved to the cities so they are now separated from the rural community with its strong set of cultural norms. In

South Africa our constitution gives us freedom to do many things we were not allowed to do before, such as marry someone from a different culture. This is another reason why cultural norms and values are changing. Because cultural norms and values are changing we usually have more choices in life now than we used to. But there are some practices and traditions of our religion or culture that our families still follow. We can see and experience our diverse cultures every day. When you walk down the street you will see people from different cultures and ethnic groups. Some will be wearing traditional clothing, others will be speaking their indigenous languages. But we are all South Africans. We can all enjoy foods from different cultures and in this way share our cultural diversity. In South Africa we speak many different languages. We have 11 official languages. We each speak our home language but many people can speak more than one language. The more languages we know the better we are able to communicate with one another. People can get help from their local government to restore old buildings, so that we can preserve cultures of the past. Although we have many different cultures we all share some of each other's traditions such as foods and clothing. People from different cultures eat foods such as samoosas, boerewors and bunny chow. Some traditional clothing is now so fashionable that lots of people from different cultures wear it, for example "Mandela shirts" and clothes made from isisheshwe fabric.

Question 10: Carbon footprint

(10 marks)

There are about seven billion people on Earth, all using oxygen and producing carbon. To keep the carbon balance, we need to make sure there are enough plants producing oxygen. Unfortunately, as human activity increases, we need to build factories, homes and offices, and to do so, we cut down forests. This has a very bad effect on the carbon cycle. We can produce more oxygen by planting trees. We can also consider ways of producing less carbon. For example, wind power and hydropower use less carbon than traditional coal and gas technology. When we use these better methods to reduce our carbon production – or "carbon footprint" – and we know we are producing less carbon to make up for the carbon being produced elsewhere; this is called a carbon offset.

Total: 70 marks

PET assessment

The following rubric can be used to assess the PET:

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of Participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

Total: 30 marks

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