HEADSTART

Life Orientation

TEACHER'S GUIDE

GRADE 9

Review Copy

B. Danisa • H. Hermann

It is illegal to photocopy any pages from this book
without the written permission of the Publisher.

OXFORD
UNIVERSITY PRESS
SOUTHERN AFRICA

OXFORD
UNIVERSITY PRESS
SOUTHERN AFRICA

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
Switzerland Turkey Ukraine Vietnam

Oxford is a registered trade mark of Oxford University Press
in the UK and in certain other countries

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

Headstart Life Orientation Grade 9 Teacher's Guide
ISBN 9780195995206

© Oxford University Press Southern Africa (Pty) Ltd 2013

The moral rights of the author have been asserted
Database right Oxford University Press Southern Africa (Pty) Ltd (maker)

First published 2013

All rights reserved. No part of this publication may be reproduced,
stored in a retrieval system, or transmitted, in any form or by any means,
without the prior permission in writing of Oxford University Press Southern Africa (Pty) Ltd,
or as expressly permitted by law, or under terms agreed with the appropriate
designated reprographics rights organization. Enquiries concerning reproduction
outside the scope of the above should be sent to the Rights Department,
Oxford University Press Southern Africa (Pty) Ltd, at the address above.

You must not circulate this book in any other binding or cover
and you must impose this same condition on any acquirer.

Publisher / Commissioning editor: Elaine Williams
Managing Editor: Tammin Barker

Printed and bound by

Acknowledgements
The authors and publisher gratefully acknowledge permission to reproduce copyright material in this book. Every effort has been made to trace copyright holders, but if any copyright infringements have been made, the publisher would be grateful for information that would enable any omissions or errors to be corrected in subsequent impressions.

Review Copy

Contents

Introduction **5**
How this teacher's guide should be used 5
How this course works 5

Section 1 - Curriculum and Assessment Policy Statement 7

Instructional time allocation 7
Topic overview for Life Orientation Senior Phase 8

Section 2 - Planning and Assessment in Senior Phase Life Orientation 11

Teaching plan for Life Orientation Grade 9 11
Sample lesson plan for Grade 7 12
Four steps of assessment 13
Types of assessment 13
Types of formal assessment for Life Orientation 13
Cognitive levels and abilities for Life Orientation in the Senior Phase 15
Assessment rubrics 16

Section 3 – Teaching and Learning Life Orientation 18

Inclusive teaching 21
Metacognitive strategies 23

Section 4 –Teaching guidelines for Life Orientation 25

Term 1 ..... **25**
Unit 1 Goal setting skills: personal lifestyle choices 28
Unit 2 Physical wellness (1) 32
Unit 3 Sexual behaviour and sexual health 34
Unit 4 Physical wellness (2) 39
Unit 5 Time management skills 40
Unit 6 Physical wellness (3) 44
Formal Assessment … 46

Term 2 ..... **53**
Unit 1 Constitutional values 56
Unit 2 Game plans for individual or team sports (1) 59
Unit 3 Constitutional values as stated in the South African Constitution 61
Unit 4 Game plans for individual or team sports (2) 64

Review Copy

Unit 5 Options after completing Grade 9 65
Unit 6 Game plans for individual or team sports (3) 74
Formal Assessment 75

Term 3..... 89
Unit 1 Career and subject choices 91
Unit 2 Movement activities (1) 92
Unit 3 Volunteerism 94
Unit 4 Movement activities (2) 97
Unit 5 Dealing with violence 99
Unit 6 Movement activities (3) 102
Formal Assessment 103

Term 4..... 107
Unit 1 Study and career funding providers and planning for lifelong learning 110
Unit 2 Outdoor recreational activity (1) 112
Unit 3 Contributions of various religions in promoting peace 113
Unit 4 Outdoor recreational activity (2) 116
Unit 5 Sport ethics in all physical activities 117
Unit 6 Outdoor recreational activity (3) 118
Unit 7 Challenging situations: depression, grief, loss, trauma and crisis..... 119
Unit 8 Outdoor recreational activity (4) 122
Formal Assessment.....123

Review Copy

Introduction

How this Teacher's Guide should be used

This Life Orientation Teacher's Guide is part of a course that provides rich resources to ensure complete curriculum coverage and the successful development of Life Orientation competencies. The Teacher's Guide supports you by:

- defining the subject, the National Curriculum and Assessment Policy Statement (CAPS) and teaching terminology
- indicating pacing, content and resources in content overviews, and structuring the course into lessons with clear teaching guidelines according to the CAPS
- providing background information (prior knowledge and skills covered in previous grades and/or interesting subject/topic background)
- providing remediation and extension activities
- providing suggested answers for every activity
- providing Formal Assessment Tasks, exams, and marking guidelines and rubrics as required by the CAPS.

How this course works

This series meets the requirements of the National Curriculum and Assessment Policy Statement (CAPS) for Life Orientation the Senior Phase. In Grade 9 Life Orientation there are two core components: a Learner's Book and a Teacher's Guide.

Review Copy

The Learner's Book

The full-colour Learner's Book provides content and/or subject knowledge and includes activities for learners to develop, practise and consolidate their knowledge and skills. Teachers receive guidance on how to teach important concepts.

Written texts are supported by photographs and illustrations that help to explain content. 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 with all the necessary planning, teaching and assessment tools.

Four easy-to-navigate sections

Section 1: Curriculum and Assessment Policy Statement
- Instructional time allocation
- Topic overview for Life Orientation Senior Phase

Section 2: Planning and assessment in Senior Phase Life Orientation
- Teaching plan for Life Orientation Grade 9
- Sample lesson plan for Grade 9
- The four steps of assessment
- Types of assessment
- Types of Formal Assessment for Life Orientation
- Formal Programme of Assessment (POA) for Life Orientation
- Cognitive levels and abilities for Life Orientation in the Senior Phase
- Assessment rubrics

Section 3: Teaching and Learning Life Orientation
- Teaching Development of self in society
- Teaching Health, social, and environmental responsibility
- Teaching Constitutional rights and responsibilities
- Teaching World of work
- Teaching Physical Education
- Inclusive teaching
- Metacognitive strategies

Section 4: Teaching Guidelines for Life Orientation

Review Copy

Section 1: Curriculum and Assessment Policy Statement

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:

- Curriculum and Assessment Policy Statements (CAPS) for Grades R–12
- 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 offer it as a subject
- Section 3: Overview of topics and teaching plan for the specific subject
- Section 4: Assessment in 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 for determining minimum outcomes, processes and procedures for assessment of learners.

Review Copy

Instructional time allocation

The instructional time in the Senior Phase is as follows:

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

Each CAPS document provides:

- an overview of topics and content areas for its subject (see below)
- the weighting prescribed for each content area
- a teaching plan for the subject.

Topic overview for Life Orientation Senior Phase

	Topic	Grade 7	Grade 8	Grade 9
Term 1	Development of self in society	Self-image; Puberty and gender constructs; Peer pressure	Self-concept; Self-motivation; Positive self-talk, strategies and skills; Sexuality	Goal-setting skills; Lifestyle choices; Sexual behaviour and sexual health
	World of work	Reading and studying; Development of memory	Different learning styles; Reading and writing	Time management skills; Reading and writing; Keeping a journal
	Physical education	Participation and movement performance in a fitness programme; Safety issues	Participation and movement performance in fitness activities; Safety issues	Participation and movement performance in activities that promote physical wellness; Safety issues
Term 2	Health, social, and environmental responsibility		Social factors that contribute to substance abuse in society	
	Constitutional rights and responsibilities	Human rights in the Constitution; Fair play in sport; Dealing with abuse in different contexts		Citizens' rights and responsibilities; Constitutional values
	World of work	Career fields, challenges, related school subjects, activities, opportunities, requirements, duration of study, sources	Identifying and applying your own learning styles; Six career categories; School subjects	Options with school certificates; Workplace ethics and opportunities
	Physical education	Indigenous games; Invasion games; Participation and movement performances; Safety issues	Participation and movement performances in target games; Safety issues	Participation and execution of a game-plan for individual or team sport; Safety issues
Term 3	Health, social, and	Substance abuse: forms, symptoms	Environmental health issues:	Volunteerism; Health and safety

Review Copy

	environmental responsibility	and prevention, personal factors, early detection; Local environmental health projects and strategies, an action plan	Laws, policies and programmes; Earth Day; Decision-making around HIV and AIDS	issues related to violence
	Constitutional rights and responsibilities:		Nation building: definition, promotion of and contribution to	
	World of work	Simulation of career related activities; Value and importance of work to fulfil personal needs and potential	Relationship between performance in school subjects and interests and abilities; Decision making process	Career and subject choices; Decision-making skills; Steps in choosing subjects
	Physical Education:	Sequence of physical activities rotation, balance, elevation and rhythmic movements	Participation and performance in movement techniques; Safety issues	Participation and refinement of performance in movement activities; Safety issues
Term 4	Development of self in society	Personal diet and nutrition: factors that influence personal diet, ways to improve nutritional value of personal diet		Challenging situations: depression, grief, loss, trauma and crisis
	Health, social, and environ-mental responsi-bility	Common diseases: TB, diabetes, anorexia, obesity, epilepsy, HIV and AIDS; causes, treatment options, resources, strategies for living with diseases		
	Constitutional rights and responsibilities	Role of oral traditions and scriptures in major religions	Human rights violations and gender equity; Cultural diversity; Contributions to social development from religions	Contributions of various religions in promoting peace; Sports ethics in all physical activities
	World of work			Study and career funding providers;

Review Copy

				Planning and goal-setting for lifelong learning
	Physical Education	Participation in outdoor recreational programme; Safety issues	Participation and performance in outdoor recreational activity; Safety issues	Participation and refinement of performance in an outdoor recreational activity; Safety issues

Review Copy

Section 2: Planning and assessment in Senior Phase Life Orientation

Teaching plan for Life Orientation Grade 9

This teaching plan shows:

- the pacing of the topics for the course by term
- where to find the relevant content and activities in the Learner's Book
- when Formal Assessment takes place, cross-referenced to suitable activities in the Learner's Book.

This teaching plan follows the time allocations as set out in CAPS for Life Orientation. It assumes two hours of teaching per week.

Content/topics	**Learner's Book**	**Activities**	**Teaching Time**
Term 1	**Pages 10 to 51**		
Development of the self in society: Goal setting skills and personal lifestyle choices	Unit 1, page 10	1–5	3 hrs
Physical Education: Fitness	Unit 2, page 21	1	3 hrs
Development of the self in society: Sexual behaviour and health	Unit 3, page 24	1–6	4 hrs
Physical Education: Fitness	Unit 4, page 38	1	4 hrs
World of work: Time management; Reading and writing; Keeping a journal	Unit 5, page 41	1–5	3 hrs
Physical Education: Fitness	Unit 6, page 49	1	3 hrs
Formal assessment			
Term 2	**pages 52**	**Activities**	**Teaching time**
Constitutional rights and responsibilities: Rights and responsibilities	Unit 1, page 54	1–5	2 hrs
Physical Education: Game plans	Unit 2, page 62	1, 2	2 hrs
Constitutional rights and responsibilities: Role models	Unit 3, page 65	1–5	3 hrs
Physical Education: Game plans	Unit 4, page 76	1	3 hrs
World of work: Options after Grade 10	Unit 5, page 79	1–3	3 hrs
Physical Education: Game plans	Unit 6, page 87	1, 2	3 hrs
Term 3	**Page 92**	**Activities**	**Teaching time**
World of work: Career and subject choices	Unit 1, page 94	1-3	3 hrs
Physical Education: Movement	Unit 2, page 101	1, 2	3 hrs
Health, social and environmental responsibility: Volunteerism	Unit 3, page 104	1-3	3 hrs
Physical Education: Movement	Unit 4, page 113	1–3	3 hrs
Health, social and environmental responsibility: Violence	Unit 5, page 115	1–4	4 hrs
Physical Education: Movement	Unit 6, page 126	1	4 hrs
Formal Assessment			

Review Copy

Term 4	Page 128	Activities	Teaching time
World of work: Lifelong learning	Unit 1, page 130	1–3	2 hrs
Physical Education: Outdoor recreational activity	Unit 2, page 136	1, 2	2 hrs
Constitutional rights and responsibilities: Contributions of religions to promoting peace	Unit 3, page 138	1–6	1 hrs
Physical Education: recreation	Unit 4, page 145	1	1 hrs
Constitutional rights and responsibilities: Sport ethics	Unit 5, page 148	1, 2	1 hrs
Physical education: Outdoor recreational activity	Unit 6, page 152	1	1 hrs
Development of the self in society: Challenging situations	Unit 7, page 154	1–4	3 hrs
Physical education: Outdoor recreational activity	Unit 8, page 166	1	3 hrs
Formal Assessment			

Sample lesson plan for Grade 9

Some may find daily lesson plans useful, although these are not a formal policy requirement. Here is an example of a template.

Date:	Grade: 9	Term: 3
Term 1	Unit: 1	Contact time:1
Content/concept: Positive and negative influences on personal lifestyle	*Activities:* Homework thought and preparation; sorting positive and negative influences	*Resources required:* LB; exercise books
Activity 4:		
Links with previous activity: Learners have identified what positive and negative life choices are in Activity 3, p 12, now they look at positive and negative influences that affect these life choices.		
Links with next activity: In the next activity (5), learners explore assertiveness, to equip them to make good life choices.		
Teaching plan: Teach and discuss information on LB pages 13 to 17 on factors that influence personal lifestyle choices, explain what must be done for homework to prepare for activity 4.		
Assessment: informal, daily (mark completed work)		
Confidential information/Teacher reflection: Adapt information by asking learners in my class to give concrete examples from their lives.		

Review Copy

Assessment

Assessment is about collecting evidence of the learners' learning. It is an integral part of teaching and learning, and should be formulated 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 content knowledge and providing feedback.

The four steps of assessment

1. Generating and collecting evidence of achievement
2. Evaluating the evidence
3. Recording the findings
4. Using the findings to guide future learning and teaching.

Types of assessment

Informal or daily assessment

Informal assessment is a daily monitoring of learners' progress. This is done through observation, discussion, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. For example, activities on pages 37, 97, and 119 are suitable for informal assessment.

CAPS tells us that informal assessment should be used to provide feedback to the learners and to inform 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.

Self-assessment and peer assessment actively involve learners in assessment. This is important as it allows learners to learn from and reflect on their own performances.

Learners often experience difficulty completing extended writing. This is why we have provided activities such as the activities on pages 46, 96, and 112.

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 this book.

Review Copy

Formal assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment. Formal 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 how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations, performances, etcetera. Formal assessment tasks form part of a year-long formal programme of assessment in each grade and subject.

Types of Formal Assessment for Life Orientation

Tests and examinations

These are individual assessment tasks. Tests and examinations for formal assessment should cover a substantial amount of content. Tests and examinations must be completed under strictly controlled conditions.

Tasks and assignments

Tasks and assignments should be designed to cover the content and concepts of the subject and include a variety of activities selected to assess the identified aims and skills.

Before handing out an assessment task to learners, teachers should ensure that they are able to answer all the questions themselves. When teachers set an assessment task, they should draw up a memorandum of answers and/or a rubric for the assessment. Refer to the seven-point rating code or scale of achievement when constructing a rubric.

Feedback should acknowledge strengths and identify areas of weakness for learners' developmental needs. Action plans on how learners will be supported should accompany this feedback. It is important that the feedback provided to learners encourages them to do better, and builds their self-confidence.

Formal Programme of Assessment plan (POA) for Grade 9

We have provided a full Formal Programme of Assessment plan. These assessments cater for a range of cognitive levels and abilities as required by the CAPS, as described in this section.

Cognitive level	Percentage
Lower order: What? Why? Who? When? Where? List	40%
Middle order: Discuss, explain, describe	40%
Higher order: Analyse, evaluate, synthesise, critically evaluate, examine	20%

Term 1	Development of the self in society PET	Written assignment (LB page 52) Participation in fitness programme (LB page 53)
Term 2	Development of the self in society; Constitutional rights and responsibilities; World of work; PET	Mid-year exam (LB page 93) Participation in fitness programme LB page 97)
Term 3	World of work PET	Project (LB page 134) Participation in fitness programme (LB page 135)
Term 4	Development of the self in society; World of work; Constitutional rights and responsibilities PET	End-of-year exam (p. 176) Participation in fitness programme (p. 180)

Review Copy

Cognitive levels and abilities in the Senior Phase

KNOWLEDGE AND RECALL	COMPREHENSION/ UNDERSTANDING	APPLICATION	CONCEPTUAL REASONING: ANALYSIS	CONCEPTUAL REASONING: SYNTHESIS	CONCEPTUAL REASONING: EVALUATION
Lower order	Middle order		Higher 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 up 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

Review Copy

Assessment rubrics

Assessment rubric for the two criteria of the Physical Education Tasks

Level	**Limited**	**Adequate**	**Proficient**	**Excellent**
Criterion 1: Frequency of participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 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% = 19 marks 96–100% = 20 marks
Level	**Limited** **0–1 mark**	**Adequate** **2–3 marks**	**Proficient** **4 marks**	**Excellent** **5 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 (3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level: movements always produce the desired outcome (5 marks)

Review Copy

Physical Education Marking Tool

	Term 1	Criterion 1. Frequency of participation (20 marks)							Criterion 2. Movement performance (10 marks)			Total for Term
	Learner names	PE periods per term (P1=period 1)					%	Mark out of 20	1st obser-vation: mark out of 5	2nd obser-vation: mark out of 5	Total Mark 10	30
		P1	P2	P3	P4	P5						
1												
2												
3												

Assessment rubric for groupwork

Name of the group: ……

Mark out of 10	**Outcome of group performance and participation in movement activities**			
Organisation (3 marks)	n/a	The group brought equipment and used it optimally. OR No equipment needed, as the group used own creativity	The group did not know how to use the equipment	The group did not bring the equipment relevant to their performance
		3	2	1
Time management (2 marks)	n/a	n/a	The group performed within the allocated time	The group failed to keep to time
			2	1
Presentation (e.g. all movement activities included, outfits/attire, teamwork, do they communicate well during their performance, etc.) (5 marks)	The group included all movement activities. Excellent performance. All learners wore outfits.	The group included all movement activities. Good performance. All learners wore outfits.	The group included two movement activities. They need to refine their moves. All learners wore outfits.	The group included one movement activity. Clumsy performance. Some learners wore outfits.
	5	4	3	1–2

Review Copy

Section 3: Teaching and learning Life Orientation

Life Orientation deals with the holistic development of the learner throughout childhood and adolescence. It equips learners with knowledge, skills and values that assist them to achieve their full physical, intellectual, personal, emotional and social potential. The subject encourages learners to acquire and practise skills that assist them to become independent and effective in responding to life's challenges and to play an active and responsible role in society.

The subject aims to develop learners through five different, but interrelated study areas: Development of the self in society; Health, social, and environmental responsibility; Constitutional rights and responsibilities; World of work, and Physical Education.

There is a wide range of material for you to cover during the Senior Phase, all aimed at helping learners to become confident, responsible and caring members of society.

There is a range of activities throughout the Learner's Book with guidelines and answers in the Teacher's Guide. We strongly advise that learners do all the activities since this is a very important way for them to engage with the material.

To keep the information on all the topics current, look out for newspaper or magazine articles or items on TV news that relate to the Life Orientation curriculum and discuss these with learners in your next class. Encourage learners to share this information too.

Here are some guidelines for teaching the different topics:

Review Copy

Teaching Development of the self in society

Your aims should be to help learners to:

- realise their potential in life
- grow in confidence
- identify and solve problems
- make healthy decisions in their personal lives
- learn how to deal with challenges in their lives such as puberty, peer pressure, abuse, and trauma.

In the senior phase, learners and teachers often find it difficult to discuss issues such as sexuality, relationships, and abuse. Learners are all likely to be at slightly different phases in their development, experience and interests. So, finding the balance that will address all the needs in the classroom, can feel difficult. The Learner's Book has been carefully developed to help you with this.

Approaching difficult information with kindness and patience, and in a calm, professional manner can be useful in modelling how the learners receive the information. Try to remain non-judgmental of attitudes and cultural issues that don't match your own. By keeping an open mind, you can allow learners who are considering high risk behaviours to approach you for help and advice. At this developmental stage, teenagers increasingly rely on their peers for support and information. It is important that you encourage learners to discuss and compare experiences. This is a way of helping them normalise their experiences.

Teaching Health, social, and environmental responsibility

South Africa has many statistics that we are not proud of, such as:

- the high level of substance abuse
- the high level of violence (both at home, in our communities and in wider society)
- the increase in obesity (especially in children)
- the high incidence of HIV and AIDS.

Environmental health issues related to air and water pollution affect many South Africans, especially in communities that do not have access to safe, clean water and sanitation. On the positive side, many individuals, communities and organisations are playing an important role in improving society and the environment through volunteerism. In covering topics that may often be viewed as negative, always emphasise the role that we can all play to improve our society and environment. Remind learners that even the largest river starts with just a few drops of water: if we all make a contribution, our joint efforts could have a major impact.

Once you have completed a section, reinforce it by referring to it again in later units. For example, when you discuss diseases such as HIV and AIDS, you can link it to what they have already learned about the importance of a healthy diet.

Teaching Constitutional rights and responsibilities

Review Copy

In the Senior Phase learners are made aware of their rights, freedoms and responsibilities as set out in the Bill of Rights in the Constitution of South Africa, and how to apply these to their daily lives. You can reinforce their understanding of their constitutional rights and responsibilities by applying it to classroom situations. By doing so, you may discover that it is a useful disciplinary strategy. Also, the Constitution describes the values that form the foundation on which our nation is being reconstructed. Learners need to be able to evaluate their own actions and those of others, particularly our leadership, according to the values of our Constitution. The success of our democracy relies on the ability of citizens to assess the quality of leadership and to ensure that we choose leaders that embody the values of our Constitution.

The basic rules of Fair Play and Sport Ethics are introduced too. So, while learning about their rights and responsibilities, learners are encouraged to apply their understanding of fairness and respect for others to the playing field during sport and athletics activities.

Learners are introduced to the concept of nation building in Grade 8, which emphasises the creation of a common South African identity as a prerequisite for cooperation and growth. Fundamental to nation building are communication skills, which help create mutual understanding and harmony between different groups in society. Nation building touches on the theme of cultural diversity, which is explored in more detail in the unit on cultural diversity in South Africa. Learners are encouraged to think of our cultural, religious and linguistic heritage as resources for development, rather than as sources of social conflict and competition. We also deal with the sensitive topic of a society in transition, in which each one of us needs to identify and evaluate the impact of traditional and modern influences on our life choices.

Teaching the World of work

In this topic your aims should be to help learners to:

- become aware of the various factors that will influence their choices of career
- get a basic understanding of career planning
- gain some insight into the world of work
- build their confidence and motivation about future study and career aspirations.
- equip them with foundational skills to achieve future study and career goals.

In the senior phase, learners are faced with many challenges including uncertainty about future study and career options. During this phase learners need ongoing guidance to help them plan and make informed and responsible decisions about subject choices, future studies and the pursuit of future career paths. The Learner's Book is structured to give learners a good overview of the different factors that influence career choices. Learners are made aware of how their personalities (including their interests and abilities, their levels of motivation, their planning skills, their scholastic skills and their attitudes towards learning) shape their future lifestyles including the careers they follow.

As the teacher, you need to encourage learners to dream about following successful careers after school. This can be achieved by providing them with career information that is easy to understand and presenting this information to them as one aspect of living a meaningful life. You should encourage learner interaction in your lessons, facilitating discussions about careers that not only provide knowledge and skills related to the world of work, but also the practical measures that learners can put in place to realise their dreams.

Review Copy

Teaching Physical Education

Teaching the Physical Education (PE) component of Life Orientation can be challenging. Part of this challenge is the perception that PE is only about teaching learners to play sport and know the skills related to that particular sport. You may be asking yourself questions such as, "Do I know how to do these exercises or play this particular sport?" or "How can I teach learners a sport if I have not played it!"

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. Selected sporting codes are to be taught to learners; however not at a highly skilled level. You should introduce all your learners to a variety of sporting activities. In your class there will be learners who will want to participate in physical activity and sporting activities as well as those who would rather not or who cannot do so for valid reasons. Your lessons must be enjoyable, and should encourage whole-class participation and promote social development among learners. Your aim is to 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 being 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, a very large group of learners. The potential for injury is real and should be avoided.

- Do not stress! There are key strategies that will assist you to conduct efficient, effective and fun PE lessons.
- The key is to plan ahead. Firstly, decide on the activities for the lesson. There are

questions which you need to ask yourself. These should include:

- Are you conducting a whole-class activity or would groups work better?

Depending on the activity, it might be better to keep boys and girls apart but ensure there is healthy interaction when appropriate.

- Will you choose groups or will learners be choosing their own groups? See what will work best for the activity. You know your learners' capabilities, so group them accordingly. Do not always group the best learners together.
- Do you have learners with disabilities? If yes, encourage these learners to participate whenever possible, and ensure that the other learners are patient. You may have to adapt the lesson to cater for the learners' needs.
- Do you have adequate equipment? If not, do not skip the activity. Adapt the activity to suit your situation and your learners. Improvisation may be needed. Working in groups and rotating tasks works best. Avoid leaving a group idle, while they wait their turn. The key is to keep all learners active.
- Do you have an alternative plan for bad weather conditions? Perhaps you can use a hall or an empty classroom or move the desks to create a space to move in.

The activities for the Physical Education component in this book should be used as a guideline. It is important to note that activities may be repeated in order for learners to perform effectively and master fundamental skills. Remember that good planning means an even better lesson!

In every week or cycle there is a minimum of one PE period. In line with CAPS, a cycle should not pass by without learners participating in PE. Each term has a prescribed movement activity (PET) to be performed; i.e. fitness, recreation, sport and games etc. It is recommended, therefore, that all learners participate in one movement activity per term.

Review Copy

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, for example, age, gender, language, culture, learning styles, disabilities, HIV status and so on.

Some of the learners in your class may already have experienced exclusion or think negatively about education. There is no reason for them to be excluded. It is the responsibility of the teacher to ensure that these learners are included in activities. 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 others 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 good 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 experiencing undue stress.
- Develop a balance between individual learning, peer tutoring, cooperative 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 their 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 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, cooperative group work, brainstorming, problem-solving, debates and presentations.

Review Copy

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 disadvantaged and excluded from education because of the historical, political, cultural and health challenges that faced 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 given 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 learners gaining the required language skills.

Metacognitive strategies

What are metacognitive strategies?

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 task, 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 such as: 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 styles. This is particularly effective for those learning in English as a second language and for learners who are struggling. It can dramatically improve their performances.

How can I use these strategies?

You can 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 is 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.

Review Copy

Here is an example of how to teach metacognitive strategies using a 'think aloud':

1. Choose a short piece of text. 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, and summaries. As you skim read, think about what you already know about the subject and what more you would like to know.
3. 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 content. 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 next time I read about this topic?
   - What will help me to remember what I read?

By engaging with how learners think, you can better prepare them for their adult lives and for learning in the future. Consider how to include this aspect of learning into your teaching style.

Review Copy

Section 4 Teaching guidelines for Life Orientation

Term 1

TERM 1 OVERVIEW			
Unit	**Pacing**	**Topic**	**Activities**
Unit 1	3 hours	Development of the self in society: Goal-setting skills and personal lifestyle choices	1–5
Unit 2	3 hours	Physical Education: Fitness	1
Unit 3	4 hours	Development of the self in society: Sexual behaviour and health	1–6
Unit 4	4 hours	Physical Education: Fitness	1
Unit 5	4 hours	World of Work: Time management; Reading and writing; Keeping a journal	1–5
Unit 6	3 hours	Physical Education: Fitness	1

Review Copy

CORE CONCEPTS AND DEFINITIONS	
abstain	To stop yourself from doing something to choose not to have sex
achievable	A task you can do or finish
adoption	A legal process where you give up your baby or child to someone else to raise
adverse	difficult
allocate	To give something for a specific purpose
assertive	To speak with confidence and honesty
buttocks	The part of your body that you sit on
casual sex	Sex without care or thought, without deep affection
combine	To join or mix two or more things together
consent	Agreeing to let somebody do something
contraception	Pills, injections, condoms and other devices used to prevent pregnancy
cultural compensation	Having to pay for acts that are not culturally acceptable

curious	Wanting to know about something
degrade	Spoil something
demotivate	Make you not want to do something
discharge	Infectious, sticky fluid that seeps out of the body
ethical	Relating to beliefs about what is right or wrong
experiment	Find out more about something
factor	Something that has an effect on a decision or situation
fiction	Stories and novels that describe events and people that are not real
gist	The general meaning of something
hospitable	Friendly and welcoming to visitors and strangers
influence	The power to change what somebody believes or does
Intra-uterine device (IUD)	A device that prevents eggs attaching to the wall of the uterus
lenient	Mild, not strict or harsh
lifestyle	Your way of living
non-fiction	Writing that is about real people, events and facts
overwhelming	Something so strong that you don't know how to react
postponing	Saying that you will do something later than you planned
posture	The way that you sit, stand and walk
premature	Happening before the normal or expected time
procrastinating	Putting off doing something you need to do
protector	A person whose role is to protect others
qualified	Educated and trained to do certain kinds of work
recreation	Relaxing and enjoying yourself when you are not working
Sexual Offences Act	The law that describes what sexual behaviours are illegal
spermicides	Jellies, creams or foams that create a barrier to prevent live sperm from reaching the egg
sterile	Unable to produce children
strategy	A plan of action
taboo	Something you must not say or do, because it will offend people
termination of pregnancy (TOP)	A medical operation that causes a baby to die in its mother's womb, also known as an abortion
think critically	Think very carefully about how something affects other things
vulnerable	Easily hurt physically or emotionally

Review Copy

TERM 1 Daily class activity recommendation		
Development of the self in society: Goal-setting skills: personal lifestyle choices – 3 hours		
Activity 1: Rate how ready you are to set your goals	Page 10 in LB	This task should take learners more or less 20-25 minutes to complete in class.
Activity 2 Define some goals you already have for your life	Page 11 in LB	The class activity part of this task should take learners more or less 25-30 minutes to complete.
Activity 3: Distinguish between positive and negative choices	Page 12 in LB	This task should take learners more or less 25-30 minutes to complete in class.
Activity 5: Imagine what happened	Page 19 in LB	This task should take learners more or less 25-30 minutes to complete in class.
Development of the self in society: sexual behaviour and sexual health - 3 hours		
Activity 1: Analyse the story	Page 26 in LB	This task should take learners more or less 20-25 minutes to complete in class.
Activity 2: Discuss the risks of substance abuse and poverty	Page 28 in LB	This task should take learners more or less 20-25 minutes to complete in class.
Activity 3: Do a short class test about STIs and HIV/Aids	Page 31 in LB	This task should take learners more or less 10-15 minutes to complete in class.
Activity 4: Assess the risks of unsafe sex	Page 32 in LB	This task should take learners more or less 20-25 minutes to complete in class.
Activity 5: Decision-making about sexual behaviour	Page 34 in LB	This task should take learners more or less 50-60 minutes to complete in class.
Activity 6: Assess the consequences of teenage pregnancy	Page 37 in LB	This task should take learners more or less 20-30 minutes to complete in class.
World of work: Time-management skills; reading and writing for different purposes; keeping a journal - 3 hours		
Activity 1: List responsibilities and discuss accountability	Page 42 in LB	This task should take learners more or less 10-15 minutes to complete in class.
Activity 2: Plan your time for a week	Page 44 in LB	This task should take learners more or less 30-40 minutes to complete in class.
Activity 4: Practise summarising	Page 47 in LB	This task should take learners more or less 25-35 minutes to complete in class.
Activity 5: Improve your writing skills	Page 48 in LB	This task should take learners more or less 50-60 minutes to complete in class.

Review Copy

UNIT 1 Goal-setting skills: personal lifestyle choices

Unit overview

Learner's Book pages 10 to 20
Recommended pacing 3 hours

It may be useful to begin the year by co-creating a group contract with learners that sets ground rules for class behaviour. The contract should include treating each other with respect and should be signed by all members of each class.

Background information

It is important for learners to be able to set goals so that they have something definite to work towards. Achieving a goal is a satisfying experience and is a way of assessing one's performance. This is a skill that learners can use while at school and in the workplace.

Setting goals begins with making choices. Learners need to be made aware of the many factors that can influence their lifestyle choices such as the media, the environment, friends and peers, family, culture, religion and community. They also need to think about the appropriateness of their choices. This is where having informed decision-decision making skills is very important. Learners also need to be taught to be assertive (confident) about the choices they make.

In this unit learners will:

- learn how to set goals that will decide their personal lifestyle choices
- understand what influences their personal lifestyle choices, and how they can respond to these influences
- discover how to make an informed decision, and stick to it.

Review Copy

Activity 1 **Rate how ready you are to set your goals**

Learner's Book p.10

Teaching guidelines

This activity gives learners the opportunity to do some self-evaluation with the help of 'Ten Big Questions'. These questions are intended to get learners thinking about life after school. Get learners to do this activity on their own. This can be done in class if time allows or as homework.

The ten big questions are:

- Will I be able to choose the kind of work I will do?

- Will I be able to study and be qualified for the work I want to do?
- Will I be able to find work that I can do well and will enjoy?
- Will I earn enough money to pay for my own food, clothes, home and car?
- Will I find someone to love who will love me?
- Will we have children?
- Will we provide a good home for our children?
- Will I have good friends?
- Will I be able to help my family?
- Will I be successful as an adult?

1-5 Learners' answers and, therefore, scores will vary.

6 Learners must discuss the issues in a and b in a group. For a, they must motivate why they agree or disagree. Hopefully learners will realise that setting goals is the responsible thing to do. For b, they will hopefully realise that setting good goals means that you are able to achieve the things that will make you feel valued, which will contribute to your respect for yourself.

Activity 2 Define some goals you already have for your life

Learner's Book p.11

Review Copy

Teaching guidelines

1-4 This activity builds on the previous activity. Get learners to work with a partner. First, learners must change their questions into goals; then they can check with their partner whether they have any common goals. Learners should be encouraged to discuss and add other goals to their lists.

5 a Learners' answers will differ; they must evaluate whether their goals are SMART specific, measurable, attainable, relevant and time-based.)

b Learners' answers will differ; they must make changes where needed to ensure that all their goals are SMART.

c Learners' answers will differ; they must evaluate whether they feel motivated to achieve their goals and think about what it is that motivates them. Learners might say that it is respect for themselves that makes them want to achieve their goals.

Support

Provide learners who struggle with goal-setting additional support by working through a basic goal-setting exercise. For example, a goal could be to finish a homework assignment on time. Begin by asking, "What do you need to know, to help you figure out how to achieve this goal?" Answers should cover what the assignment is, what other tasks and activities the learner has, what the learner can do quickly and what needs more time. What should the first step be? Plan when to do it and estimate how long it will take. What will you need? Books, paper, pen and so on. Work though the entire process until learners feel familiar with the process.

Activity 3 Distinguish between positive and negative choices

Learner's Book p.12

Teaching guidelines

This activity works well as a group activity. Learners have the opportunity to evaluate lifestyle choice statements and sort them into 'positive lifestyle choices' and 'negative lifestyle choices'. Two examples are given in the Learner's Book: Statement A (I want to have sex to see what it's like.) represents a lifestyle choice to have underage sex. It is negative because of the risk of pregnancy and sexually transmitted diseases. Statement B (I want to get fit.) represents a lifestyle choice to be fit and healthy. It is positive because fitness and health keeps your mind and body working well.

1-2 Here are suggested answers for the rest of the statements:

- Statement C represents a lifestyle choice to experiment with drugs. It is negative because it can destroy one's health.
- Statement D represents a lifestyle choice to relate to and have good friends. It is positive because it can help establish healthy relationships.
- Statement E represents a lifestyle choice to be honest. It is positive because it helps one to live with integrity.
- Statement F represents a lifestyle choice to carry a dangerous weapon. It is negative because of the risk of injuring or killing someone and committing a crime.
- Statement G represents a lifestyle choice to leave school early. It is negative because you limit yourself to low-paying employment.
- Statement H represents a lifestyle choice to learn more about Nelson Mandela. It is positive because one can learn from this famous personality.
- Statement I represents a lifestyle choice to indulge in drugs and alcohol. It is negative because one never learns to face your circumstances by abusing substances.
- Statement J represents a lifestyle choice to save money. It is positive because one becomes more empowered financially.

Review Copy

3.

a Learners' answers will differ; they must analyse how distinguishing between positive and negative choices can improve their decision-making skills. They might say that it would help them to look at the issue and its short and long-term consequences before making a decision.

b Learners' answers will differ; they must list three examples of real-life situations in which they can distinguish between positive and negative choices to improve their decision-making skills. Examples might include whether they should go to a party or date a particular person.

Activity 4 Sort positive and negative influences

Learner's Book p.17

Teaching guidelines

For this activity, each learner will work on their own and evaluate whether something that influences them is positive or negative. This is a homework activity that learners can complete at home and then discuss what they found in class. This activity builds on the previous activity and focuses on their levels of awareness and informed decision-making skills. Learners copy and complete the table on page 18 of the Learner's Book. Their responses will vary and self-assessment is sufficient.

Extension activity

Spend time discussing appropriate responses to negative lifestyle factors with your learners. Start the discussion by getting learners to suggest different negative lifestyle factors. Write these on the board and then discuss the appropriate responses.

Activity 5 Imagine what happened

Learner's Book p.19

Review Copy

Teaching guidelines

Before doing this activity, make sure learners have had practice in demonstrating assertive behaviour. Remind them that they should always express their ideas, thoughts and opinions clearly, appropriately and honestly.

This activity is appropriate for group work. Learners read a story about Bulelwa and Nikiwe (see Learner's Book page 20) and then discuss the questions. You could walk around the different groups and listen to their discussions. Make sure that every learner in the group has the opportunity to express his or her opinion. Learners' responses to questions 1–2 will vary. Nikiwe is assertive.

UNIT 2

Physical wellness

Unit overview

Learner's Book page 21 to 23
Recommended pacing 3 hours

Background information

In Grade 9 learners participate in more advanced physical fitness activities. The fitness programmes are still the same, but the activities build on from those done in the lower grades. Physical wellness is a combination of physical exercise, healthy eating habits and leading a healthy lifestyle. Encourage and assist learners to design a fitness programme that suits them – one that they could commit to doing every week.
Explain these new terms to your learners:

- **Physical wellness**: an understanding of the relationship between sound nutrition and the functioning of the body.
- **Physical fitness**: comprises two related concepts: general fitness (a state of health and well-being), and specific fitness (a task-oriented definition based on the ability to perform specific aspects of sports or occupations). Physical fitness is generally achieved through correct nutrition, enough exercise, and enough rest.
- **Healthy lifestyle**: a life-long commitment to following a healthy eating plan, managing your weight and doing regular physical activities.

Review Copy

Circuit training

In this unit all learners will complete a full fitness training circuit made up of four stations. Choose four learners to be station managers, one for each station. They will give each group a set of instructions to follow. It is very important that you outline the duties and roles of the station managers in advance. The station managers should have knowledge of the activities to be done and should rehearse with you before the actual lesson.

Organise learners into group formation. They should not always work in fixed groups. Different methods can be used, for example, learners may group themselves into fours, numbered one to four. They could then be told to regroup according to same numbers. In the next lesson a different method should be used to form the groups. For example, the teacher could ask all the learners who like soccer to stand in one corner, and all those who like swimming to go to another corner, and so on. In this way learners with similar interests can bond.
The warm-up and cool down activities must be supervised and controlled.

Safety tips

- Monitor any weight-lifting, to ensure learners do not lift weights that are too heavy for them and get injured.
- Ensure that there is sufficient space between the learners to allow freedom of movement and to reduce risk of accidental injury.
- Learners should bring water to all PE activities in order to prevent dehydration.
- Obtain indemnity forms from school managers. These forms must be completed and signed by the learners' parents or caregivers, agreeing to allow their children to participate in PE activities and binding them to the stipulated terms and conditions.

Every Physical Education (PE) period should be carefully structured so that it does not run over the time allocated in the timetable. Allow enough time for movement between classes, and for changing into PE kit.

Support

For learners who are unfit, overweight, or who may struggle with the activities, remember to allow them to start at their own pace. Reduce the number of repetitions that they are expected to do. Explain what overworking the muscles feels like, so that they can begin to listen to their bodies and prevent injury. Learners with visual disabilities can participate through the use of a guide (another learner).

Review Copy

Activity 1 **Develop circuit training skills**

Learner's Book p.21

Teaching guidelines

Resources needed

- Weights or plastic water bottles or containers filled with sand
- tables and chairs, or desks
- mats or old towels from home.

Warm up

- Walk and jog
- Do body swings and rotation.

Station 1 – Weights

Get learners to take two weights that they can lift comfortably, one in each hand. Get them to sit on a chair, place both arms on the table in front of them and then lift both weights at the same time, bending their elbows.

Station 2 – Jumps

Get learners to put their hands on their hips, pull in their tummies and buttocks, and jump with both feet together. Then get them to move their arms up and down, clapping their hands above their heads.

Station 3 – Aerobics

Play some fast music and get learners to move to the beat. Get them to perform the steps below, four times on each side:

- Jog on the spot
- Kick sideways
- Kick backwards
- Kick forwards
- Jog again.

Repeat the routine.

Station 4 – Leg lifts

Get learners to lie on their backs and then put a towel around a foot. Learners are then to use the towel to help them raise that leg perpendicular to their bodies (if possible) and then to lower it slowly using their abdominal muscles. This movement should be repeated 10 times for each leg. Allow them to relax for a few seconds and before changing legs.

Cool down

- Walk slowly around the room
- Walk backwards
- Lie down on your back with your eyes closed. Breathe in and hold your breath for 30 seconds. Breathe out. Repeat this a few times.

Review Copy

UNIT 3

Sexual behaviour and sexual health

Unit overview

Learner's Book page 24 to 37
Recommended pacing 4 hours

Many teachers and learners will find this topic challenging to work with. It introduces natural, but often embarrassing, details about bodies, sex, and sexuality. However, knowing and understanding this information can go a long way to preventing emotional and behavioural issues arising later.

Background information

Approaching this information with kindness, patience, and in a calm, professional manner can be useful in modelling how the learners receive the information. Try to remain non-judgemental of attitudes and cultural issues that don't match your own. By keeping an open mind, you can allow learners who are considering high-risk behaviours to approach you for help and advice.

It is important that learners understand the risk factors that can lead to unhealthy relationships. These include low self-esteem, poor gender relations, lack of parental guidance, substance abuse and poverty. Learners should also be aware of the unwanted results of unhealthy sexual behaviour: teen pregnancy, sexually transmitted infections (STIs), HIV and AIDS, low self-image and emotional scars.

Teaching guidelines

Remind learners that their personal behaviour is influenced by their attitudes, goals and skills, as well as the environment, their family and their community, and friends. This unit will help to inform learners about strategies to deal with unhealthy sexual behaviour.

The choices your learners make about whether to have sex and whom to have it with, affect their general and sexual health in serious ways. Impress on them that the safest choice is to abstain from sex, but that, if they do choose to have sex, they should remain faithful to one partner and use condoms every time.

In this unit learners will:

- analyse a story about unhealthy sexual behaviour
- discuss how substance abuse and poverty can affect your sexual behaviour
- assess the risks of unsafe sex
- evaluate strategies to deal with unhealthy sexual behaviour
- understand the consequences of teenage pregnancy.

Review Copy

Support

There is a large amount of text to work through in this section. For learners who battle with reading and English, it will be important to take extra time to read through the information. Ask questions that allow learners to link words to lived experiences. Again, using metacognitive strategies for working through the text can benefit learners, especially those whose home language is not English.

Activity 1 Analyse the story

Learner's Book p.26

Teaching guidelines

This activity is suited to pair work. Get learners to read the story and answer the questions.

1. The common risk factors for unhealthy sexual behaviour that Kinza faces in this story are low self-esteem, poor negotiation skills and poor gender relations.
2. Kinza believes that having sex with many girlfriends will prove he is a 'real man' (low self-esteem). He is quite uninformed about how girls feel about using condoms, and their reasons for saying no to sex (poor gender relations). He does not know how to

negotiate condom use (poor communication and negotiation skills).

3. Learners' responses will vary, but should be supported by information in the Learner's Book.

Activity 2 Discuss the risks of substance abuse and poverty

Learner's Book p.28

Teaching guidelines

Get learners to read the case study on page 28 of the Learner's Book. It can be read out aloud in class or silently by the learners. You can use this opportunity to teach metacognitive strategies if time allows. Be aware that some learners may be in a similar position to the character in the story. Learners can work in pairs to discuss and answer the questions.

1. Nomathemba was left to fend for herself and her younger siblings after her mom died of an AIDS-related illness. Sadly she gets involved with a truck driver who gives her groceries and money in exchange for unprotected sex. This causes her stress and she turns to alcohol. Her substance abuse makes her vulnerable and she wakes up to find that she has been raped.
2. The risk factors that Nomathemba faces are: poverty, low self-esteem, lack of parental guidance, and substance abuse.
3. Learners' responses will vary. Other choices that Nomathemba could have made include going to social welfare, talking to other family members, or a teacher she trusted, or a nurse at a local clinic.
4. Learners' answers will differ. They might say that they would tell the person that it is not Nomathemba's fault for getting raped because no one chooses to be raped. Rapists choose to rape. Nomathemba did not ask to be abused; she is still a child and should be protected She is the victim of terrible abuse.

Review Copy

Activity 3 Do a short class test about STIs and HIV/Aids

Learner's Book p.31

Teaching guidelines

Get learners to read the sections on Teenage pregnancy, STIs and HIV and Aids. You could ask the learners to summarise the material for homework before giving them this test to do in class.

1 a False (1)
b True (1)
c False (1)
d False (1)

2 They cause sores and broken skin; the virus can enter the body; discharge often has a high level of HI-Virus; your body is less able to fight off the virus when it is already dealing with an infection. (4)

3 A person can reduce his or her risk of being infected by abstaining until marriage, but sex is not the only way of getting HIV. Also, even when you are married, your partner might become infected if he or she is unfaithful or comes into contact with infected blood. (2)

Activity 4 Assess the risks of unsafe sex

Learner's Book p.32

Teaching guidelines

Doing this activity in pairs will encourage discussion and debate. Once learners have completed this activity, discuss the answers as a class.

1. Unwanted results of unhealthy sexual behaviour: teenage pregnancy, sexually transmitted infections, HIV, low self-esteem and emotional scars.
2. Factors that increase the risk of teenage pregnancy:
   - Many teenagers do not use a condom or any contraception the first time they have sex.
   - Many young girls fear taking the contraceptive pill or injection.
   - Many young boys believe that girls should be responsible for contraception.
   - Some teenagers feel shy or guilty about carrying condoms or going to the clinic for advice on family planning. Many teenagers think that it won't happen to them.
   - All factors that are risks for unhealthy sexual behaviour – such as low self-esteem, lack of parental guidance, poverty and so on.
3. Common symptoms of STIs:
   - burning or itching in the genital area
   - bad-smelling discharge from the penis or vagina
   - warts or blisters
   - lower stomach pain.
4. Behaviours that put you at risk of HIV infection:
   - any kind of sex, including finger sex, oral sex, anal sex, and vaginal sex
   - sharing a razor with an infected person
   - sharing a needle or being pricked with a needle that has been used by someone else.
   - Fighting
5. Types of unhealthy sexual behaviour that could result in poor self-image and emotional scars:
   - believing that sex is the only way you can be loved or form a relationship with someone
   - thinking that it is impossible to say 'no' once you have started sexual behaviour
   - agreeing to have sex with adults in exchange for money, clothes or gifts
   - having sex under the influence of drugs or alcohol.
   - Making a bad choice

Review Copy

Activity 5 Decision-making about sexual behaviour

Learner's Book p.34

Teaching guidelines

This activity is done individually and is a time for self-reflection. This can be done in class if time allows or as homework. The activity is based on the Motivational Interview Technique, which is a respected method of changing behaviours to a healthier lifestyle. Since this is a very personal activity, learners' responses will vary. They may be more likely to engage with this material honestly if they know that they can keep this information private. Assess the learners' posters in class using peer assessment as they represent the target audience. Write the following points on the board to guide poster assessment:

- Is the poster attractive?
- Is the poster appropriate for the target audience?
- Is the poster's message easy to see?
- Does it deliver the message well?
- Does it have visual impact?
- Is the text legible?
- Can the content be seen from a distance?

Activity 6 Assess the consequences of teenage pregnancy

Learner's Book p.37

Review Copy

Teaching guidelines

This activity is done in small groups to encourage discussion. Read through the activity with your learners and make sure they understand what is required.

1. Adverse consequences for children born to teenage parents:
   - more likely to be born premature
   - likely to have or have a low birth weight
   - generally have poorer health
   - twice as likely to be abused or neglected early in life
   - more likely to struggle at school, and may drop out of school
   - may develop behaviour problems such as fighting, taking drugs, and committing crime.
   - more at risk of becoming teenage parents themselves.
2. Learners' answers will depend on the current cost of the items.
3. Learners' answers will differ; they must give reasons for their feelings about teenage pregnancy.

Extension

Learners could be encouraged to extend the work that they do to answer question 2 of activity 5. This activity can be extended into a project that learners can present.

UNIT 4

Physical wellness (2)

Unit overview

Learner's Book page 38 to 40
Recommended pacing 4 hours

Background information

This unit continues to engage learners in activities that improve their physical wellness levels, but each activity is meant to be more challenging than the preceding one. The aim of this unit is to test the learners' determination, perseverance, strength and level of fitness. Many skills are assessed at the same time. At the end of this unit, you should assess the learners' performance in these skills.

The learners should participate in an obstacle course made up of five stages. The learners should find written instructions at each stage, read them carefully and follow them. Read and explain the instructions to the station managers in advance so that they can supervise.

Review Copy

Safety tips

Communicate these safety tips to learners before they start the obstacle course.

- Do not rush through the different stages.
- Check the equipment before performing the activity.
- No more than three learners should work at a station at a time.

Activity 1 **Do an obstacle course**

Learner's Book p.38

Teaching guidelines

Resources needed

- four boxes
- hurdles (or other objects that can be jumped over)
- sacks
- mats or old towels from home.

Warm up

- Jog slowly on the spot, then a little faster around the exercise area.
- Rotate your arms (turn them in circles), from front to back and then from back to front.

- Rotate your head from side to side.
- Tilt your head to the right, left, and backwards and forwards.

Stage 1 – Boxes

Instruction: Jump in and out of all four boxes. Make sure you jump off and land on both feet.

Stage 2 – Hurdles

Instruction: Run and jump over the hurdles. (If you do not have hurdles you can use other objects to jump over.)

Stage 3 – Stretch

Instruction: As a team, perform stretch exercises of your choice. (Examples are given in the photographs on page 39 of the Learner's Book.)

Stage 4 – Crawls

Instruction: Crawl under the bars, using your hands, toes and feet as you do so.

Stage 5 – Jumps

Instruction: Jump with both feet into a sack. Hold the sack up with both hands. Hop to the finish line!

Cool down

Supervise learners doing leg, arm and shoulder stretches as shown on page 40 of the Learner's Book.

Assessment

Use the rubric on page 17 of this guide to assess the learners.

Review Copy

UNIT 5

Time management skills

Unit overview

Learner's Book page 41 to 48
Recommended pacing 3 hours

Background information

Learners often have difficulty managing their time well so that they can give enough attention to all the things they need to do. Time management is a key to success while

learning and is also very important in the workplace as it displays accountability in carrying out responsibilities. It is critical for learners to be able to organise their work, and recognise how to use their time effectively. Sometimes learners just need to be more efficient and simply work smarter to complete tasks.

The second part of this unit looks at reading and writing for different purposes, including studying, research, general knowledge, pleasure, and application (for example, reading directions, a recipe, assembling instructions). Learners will find out about different ways of reading: scanning, skimming and close reading.

Just as we read for different purposes, we also write for different purposes. At school, learners need to be able to do creative, descriptive, narrative, persuasive and expository writing. Learners should be encouraged to keep a journal to develop their own writing skills. Another important skill that is used at school and in the workplace is summarising and note taking. Learners will also be given guidelines on how to improve their reading and writing skills.

In this unit learners will:

- learn to manage their time and responsibilities
- keep a journal
- improve their reading and writing skills.

Activity 1 **List responsibilities and discuss accountability**

Learner's Book p.42

Teaching guidelines

We all have responsibilities and we are accountable for fulfilling them. Get learners to call out some of the responsibilities they have and record these on the board under the headings: 'school', 'home', 'extra-mural' and 'other'. Discuss with learners whether they think it is important to account to people who help us fulfil our responsibilities. Get them to motivate their answers. Learners' responses will vary for this activity.

Review Copy

Activity 2 **Plan your time for a week**

Learner's Book p.44

Teaching guidelines

This is an individual activity that requires learners to plan their time for a week. This can be done in class, if time allows, or as homework. Ask learners to hand in their plans to you for assessment.

1-2 When assessing learners' timetables, consider whether the tasks are achievable and realistic, and show thought as to how long each activity could take. Working smarter' notes should include information such as: doing difficult tasks when the learner is brightest and easier tasks when they are likely to be tired.

3 Learners' answers will differ. They must predict whether they will stick to their timetable and write a paragraph explaining how accountability structures can help them persevere with their time management plans.

Support

For learners who struggle with reading, find examples of comic strips from newspapers and libraries. Begin classes with encouraging learners to read the comic strips so that the reading of words is supported with pictures. Learners can also be encouraged to act out some of the comics to bring a sense of fun and play into the process of reading.

Activity 3 Keep a journal

Learner's Book p.46

Ways of reading
More and more reading material that previously existed only on paper is now available in electronic format, making it accessible to people all over the world. Most newspapers, books, magazines and encyclopaedias are available on the Internet and can be accessed through our computers, laptops, cell phones and more recently on tablet computers (e.g. Apple iPad), and e-book readers (i.e. mobile electronic devices, such as Kindle).

Teaching guidelines

For this activity, learners work on their own to keep a journal about a subject of their choice. Some learners may have kept a journal before. It is something you keep for yourself and can be written any way you want.

Encourage learners to select a subject that they feel they could write about every day if they chose to, such as experiences with family and friends, or their feelings and beliefs. Apart from practising writing, one of the aims of this activity is to get learners into a regular writing routine.

Review Copy

Activity 4 Practise summarising

Learner's Book p.47

Teaching guidelines

Background information: A summary is a brief statement or account of the main points contained in a longer piece of writing. When you summarise a piece of writing, you need to use your own words and combine them with some of the keywords of the text to communicate your point more clearly and more effectively. Learners can work in pairs to summarise the information on pages 42 and 43 of the Learner's Book using the following guidelines. You may want to write the headings on the board for easy reference.

1. Read to understand
Read the article of text closely to get a full understanding.

↓

2. Look for the main points
Re-read the text – this time to highlight the main points. You can do this by underlining or highlighting the important sentences, watching out for key words and phrases. Ignore less important detail.

↓

3. Summarise
Write your summary using mostly your own words and key phrases and key words from the text.

↓

4. Proofread
Check that your summary makes sense, covers the main ideas, is no longer than it should be, and has no mistakes.

Learner's summaries will vary, but here is an example:
To organise your work, it's useful to have a 'to-do' list. This list should have important daily or weekly activities. You should also have a daily schedule to help you divide the time in your day better. Give yourself time to study each day and make sure that it is at a time when you study best. Extra-mural activities, chores that you need to do, relaxing, and sleeping are also things that should be included to manage your time properly.
Tasks should be listed in terms of what is most important or that you have to do quickly. Try to focus on one thing at a time. To use time best, plan what you will do, divide tasks into small, easy-to-manage parts. Finish each task you start, and think about what will help you to work more quickly and efficiently.
Peer assessment is suitable for this activity.

Review Copy

Extension

Have learners summarise other sections of the Learner Book as preparation for studying. Remind learners that the summaries should be in their own words and should only include key information. You could also have learners experiment with different types of summaries: for example, point-form summaries, spider diagrams, paragraph summaries, and so on.

Activity 5 Improve your writing skills

Learner's Book p.48

1. Five reasons why learners would benefit from improving their writing skills might include better marks, being able to communicate better, writing cover letters in the future when they start to look for work; being respected by others and improving self-respect; and for enjoyment.
2. Purpose, audience; main points

3. Learners' answers will differ; they must write a 200 to 250-word essay in which they describe whether you think people discriminate against those who struggle to write well.
4. Learners' must swop out and evaluate a classmate's writing, making comments to help him or her improve. Answers will differ.
5. Learners' answers will differ as they consider how they feel about someone correcting their writing, with a reason. They might say that they feel criticised.

UNIT 6

Physical wellness (3)

Unit overview

Learner's Book page 49 to 51
Recommended pacing 3 hours

Review Copy

Background information

This final unit for the term is intended to assess learners' performance in all the skills they have learnt in Unit 2 and Unit 4. In the practice sessions, learners have had sufficient time to prepare for the movement performance.

Safety tips

- Ensure that there is sufficient space between the learners to allow freedom of movement and to reduce risk of accidental injury.
- Check that all learners participate in the cool down and relax their muscles. Some learners might think it unnecessary and want to leave this stage out.

Remind learners to bring bottles of water to all PE activities.

Activity 1 Use a fitness circuit

Learner's Book p.49

Teaching guidelines

The fitness circuit is made up of five stations. Assist learners to form groups of six who will spend 10 minutes at each station. Select a station manager for each station, who will give each group a set of instructions to follow, and a time keeper. It is useful to assign a timekeeper who is responsible for letting learners know when their 10 minutes is up. Groups must visit all stations and all learners should participate in all exercises.

Remind learners of the five components of physical fitness: cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition. All of these components are evaluated to assess fitness level.

Resources needed

- 6 skipping ropes
- Mats or old towels from home
- Music for the aerobics section

Warm up

- Walk and jog
- Do body swings and rotation.

Station 1– Abdominal crunches

Learners work with a partner. Learners take turns to each lie on their back with both hands behind their head and do 10 abdominal crunches or curl ups.

Station 2 – Side lift

Learners lie on their sides, fully stretched out and bend one arm to support their head in their hand. Keeping their bodies straight, they raise their leg from the hip and stretch their arm out and hold this position for a count of 10, before changing sides and repeating the activity.

Station 3 – Rope skipping

Make sure there are six skipping ropes at this station so that all the learners in the group can skip at the same time. Get learners to skip:

- five times on both feet
- three times on their right foot and then three times on their left foot
- five times swinging the rope backwards.

Review Copy

Station 4 – Aerobics

Get learners to listen to the music and exercise to the beat.

- Swing your body to the left and to the righ.
- Stretch arms and legs
- Count to ten
- Repeat the steps four times on each side.

Station 5 – Muscle endurance

If possible, do this exercise to music. Get learners to squat, with their knees apart and their hips level with their knees. Using one hand at a time, punch four times forwards and sideways, and then do uppercuts. Then relax and stretch your legs.

Cool down: Get learners to walk around the room and do some stretching exercises to cool down slowly. Learners should inhale and exhale slowly and deeply.

Assessment

Emphasise to learners that they get marks for attending PE classes and do participating in the activities. Learners should remember to bring their own notebooks (PE diaries) where they individually record their participation in all PE activities. You can use the suggested marking rubrics found on page 17 of this Teacher's Guide.

Term 1 Formal Assessment exemplar 1

Assignment (70 marks)

Question 1

Look at the goals that you set for yourself in Activity 2 of Unit 1.We discussed that we can make positive lifestyle choices that will help us reach those goals, or we can make negative lifestyle choices that will ruin our chances of reaching our goals.

a List ten positive lifestyle choices that you have made. (10)

b Write a short essay (about a page-and-a-half) in which you describe the factors that influence your lifestyle choices. Describe how these factors might help you, in your individual situation, to reach your unique set of goals, or how they might keep you from reaching your goals.
In your essay, describe the following factors and apply them to your situation: the media, your friends and peers, your environment, your family, your culture, your religion, your community. (7 x 3)

c Evaluate which single factor has the strongest influence on you, with evidence to support your argument. (4)

[35]

Review Copy

Question 2

a How can the following tools be used by any person, in any life situation, to manage time: a list of activities, a timetable and a to-do list? (10)

b Write a paragraph in which you explain how you have used the skill of prioritising in your timetable, and explain why it is important to prioritise. (5)

c Demonstrate, with examples, the use of the following three tools in your management of your time for one week:
a list of activities for the week (5)
a timetable that shows how much time you plan to spend on different activities, including extramurals, household chores, relaxing and sleeping (5)
a to-do list (5)

d Evaluate the effectiveness of your plans. (5)

[35]

Physical Education Task (30 marks)

Participation and movement performance is assessed in Physical Education each term. You will give learners a mark out of 20 for participation Movement performance is marked out of 10 (see rubric on page 17).

Term 1 Formal Assessment exemplar 1 memorandum

Assignment (70 marks)

Question 1

a Learners must list ten positive lifestyle choices that they have made. (10)

b Learners must write a short essay (about a page-and-a-half) in which you describe the factors that influence their lifestyle choices. Answers will differ, but learners must make 3 relevant, valid, personal points about each of the 7: the media, your friends and peers, your environment, your family, your culture, your religion, your community. (7 x 3)

c Learners must evaluate which single factor has the strongest influence on them, with evidence to support their argument. Answers will differ (5).

[35]

Review Copy

Question 2

a Learners must describe how the following tools be used by any person, in any life situation, to manage time: a list of activities, a timetable and a to-do list. (10)

b Learners should write a paragraph describing when and how they used prioritising on their timetable and explain the importance of prioritising. (5)

c Learners answers will vary but they should complete each tool for a week's activities. (15)

d Learners must evaluate the effectiveness of their plans. Answers will differ. (5)

[35]

Question 2

b Learners' answers will differ. Prioritising means putting things in order of importance. Activities are not equally important or urgent. To prioritise, you ask the question, 'Which task is more important right now?' If you have homework due and you want to watch a movie with a friend, which is more important?

(5)

c

3 Tools	Award a mark 1–10 for each, considering how well the learner performed the following criteria:
A list of activities for the week	The learner listed all activities for the week, including studying, extra-mural activities, household chores, relaxing and sleeping; the list seems to be complete and useful for drawing up a timetable (5)

A timetable that shows how much time you plan to spend on different activities, including studying, extramurals, household chores, relaxing and sleeping	The learner has drawn up a useful timetable that indicates how much time they will spend on all activities including studying, extra-mural activities, household chores, relaxing and sleeping. The learners seem to understand the value of prioritising and have made sensible decisions regarding the use of time. (5)
A 'to-do' list	The learner listed all activities that need to be completed in the week, prioritising those that were most important. (5)

(30)

Term 1 Formal Assessment exemplar 2

Written task (70 marks)

Section A

Question 1

Read the case study and then answer the questions.

Jonathon had been going out with Nobesuthu for three months. She is his first girlfriend. Before he met her, he was very shy and had only a few friends. Jonathon lives with his mother. His father lives in another country and Jonathon only sees him once a year. Jonathon's mother works very hard and sometimes Jonathon has to stay at home on his own, and do the household chores, and the grocery shopping. In Jonathon's culture, people should only have sex when they are old enough and are in a healthy and happy relationship. There is no need to be married. In his girlfriend Nobesuthu's culture, people should only have sex when they are married and lobola should be paid.

While they were meant to be studying together at Jonathon's house, he and Nobesuthu had a few beers and had sex for the first time. They hadn't planned to have sex and did not use any protection. Jonathon didn't know how to ask Nobesuthu whether she was on contraceptives or how to discuss condoms with her. He did make sure to ask her if she really wanted to have sex and she said that she did. Jonathon felt happy about having sex, because he wanted the other guys at school to respect him more, but he also felt guilty because he wasn't sure that he or Nobesuthu were really old enough to have sex.

Review Copy

1. List four risk factors in Jonathon's life mentioned in the case study that could have made him vulnerable to unhealthy sexual behaviour. (4)
2. What could be a positive influence on Jonathon's sexual behaviour? (1)
3. Which of the following statements are false?
   a All children who don't have much contact with their fathers have sex before marriage.
   b Nobesuthu is most responsible for saying no to sexual activity.
   c Jonathon has mixed feelings about having had sex with his girlfriend. (3)
4. List three risks for unhealthy sexual behaviour that Jonathon and Nobesuthu had on the day that they had sex and name one way they could avoid each risk. (6)

(14)

Section B:

1. Describe four possible negative consequences other than pregnancy that Jonathon and Nobesuthu may face because of unhealthy sexual behaviour (4)
2. Compare and contrast Jonathon's and Nobesuthu's cultural influences on their sexual behaviour. (4)
3. Imagine Nobesuthu did not want to have sex. How could she have told Jonathon using an "I statement"? (2)
4. Explain how Jonathon's peers and family life could have made him vulnerable to unhealthy sexual behaviour. (4)

(14)

Section C

Answer 1 of the following questions:
Examine the risk factors and the strengths outlined in the case study. From this, give your critical opinion of what Jonathon could have done to prevent this unwanted pregnancy. (7)

(7)

Question 2
Six weeks later, Nobesuthu told Jonathon that she was pregnant and that he would now need to pay compensation to her family and they would need to get married.

Review Copy

Section A

1. Which of the following statements are true?
   a It is very unusual for a girl to become pregnant the first time that she has sex.
   b Nobesuthu is most responsible for becoming pregnant because, as a girl, she must make sure that she is on contraceptive pills if she is sexually active.
   c Some cultures believe that people are allowed to have children without being married.(3)
2. If Nobesuthu decides to have and keep the baby –
   a List 4 negative consequences that she and Jonathon may face (4)
   b List 4 negative consequences that the baby may have being born to teenage parents (8)
3. What is the 'compensation' that Jonathon is expected to pay? (1)
4. Is it surprising that Nobesuthu is pregnant? Explain your answer. (2)

(14)

Section B

1. Describe what Nobesuthu's options are now that she is pregnant. (4)
   What could the possible consequences be for Nobusethu and Jonathon if she decides to terminate the pregnancy (have an abortion). (3)
2. Given that Jonathan already drinks beer, how likely is it that he may begin to abuse substances if Nobusethu decides to keep the baby. Explain your answer. (4)

3. Explain reasons why you think Nobesuthu asks Jonathon to marry her now that she is pregnant. (3)

(14)

Section C

1. Do you think Jonathon should be made to pay lobola and for making an unmarried girl pregnant and be made to get married? Explain your answer (3)
2. Imagine you are friends with Jonathon and Nobesuthu. Write a short paragraph giving them advice on what to do. (4)

(35)

(Total 70 marks)

Formal assessment exemplar 2 memorandum

Written task (70 marks)

Section A

Question 1

Review Copy

1. Any of the following 4 risk factors: substance abuse; lack of parental supervision; low self-esteem; not knowing how to negotiate safer sex; his peers think that unhealthy sexual behaviour deserves respect; his culture doesn't expect people to be married before they have sex. (4)
2. Any one of the following: respect for women's bodies; a culture that states people should be older when they have sex. (1)
3. Which of the following statements are false? (3)
   a) All children who don't have much contact with their fathers have sex before marriage. (false)
   b) Nobesuthu is most responsible for saying no to sexual activity. (false)
4. Three risks with three avoidance strategies: 1. They were alone in the house (invite friends). 2. Drinking alcohol (use assertiveness to say no to alcohol) 3. Did not have contraception (go to family planning) 4. Don't know how to negotiate safer sex (practice negotiation skills and assertive communication) (1 mark for risk and 1 mark for avoidance strategy). (6)

Section B

1. Four clear descriptions rather than one word answers of – STIs, HIV and AIDS, low self-esteem, emotional scars. (4)
2. In both cultures, Nobesuthu and Jonathon should not be having sex. Nobesuthu's culture specifies marriage and the paying of compensation and bride price. Jonathon's

culture has age specifications and relationships should be loving and healthy before sex. Marriage is not included. (4)

3. Learners' answers will vary, but should all be 'I statements' for example. I feel pressured and not ready to have sex yet. I care about you but am not want to have sex and so on. (2)
4. Explanation of how Jonathon's peers believe that it is good or masculine to have sex, because he thinks they will respect him more if they know he has had sex. Jonathon is not getting much supervision from his mom because she works a lot, and his father can't give him enough supervision, because Jonathon only sees his father once a year. Without adult supervision, Jonathon is vulnerable to drinking, and he may not be guided by his parents about safer sex or even healthy sexual choices. (4)

(14)

Section C

1. Learners answers will vary. They should include mention that Jonathon had many risk factors in his life, and should include a range of options that would suit Jonathon's situation – working on his self-esteem, learning to negotiate safer sex, learning to resist peer pressure around alcohol and sex. Thinking and problem solving around what he wants for himself and his future, making sure that he had a condom just in case. Learning more assertive communication.

(7)

(35 marks)

Review Copy

Section A

Question 2

1. Which of the following statements are true?

   a It is very unusual for a girl to become pregnant the first time that she has sex.(false)

   b Nobesuthu is most responsible for becoming pregnant because, as a girl, she must make sure that she is on contraceptive pills if she is sexually active.(false)

   c Some cultures believe that people are allowed to have children without being married. (true)

   (3)

2. If Nobesuthu decides to have and keep the baby

   a) Any four of the following: physical problems – damage to the body during pregnancy and birth, fistula, low self-esteem, depression, drug and alcohol abuse, financial problems, having to drop out of school, fewer chances at a successful career. (3)

   b) Any four negative consequences that the baby may have to contend with being born to teenage parents: more likely to be born premature, have a low birth weight, and generally have poorer health; twice as likely to be abused, more likely to struggle

at school, may drop out of school, may develop behaviour problems such as fighting, taking drugs, and committing crime; more likely to become a teen parent. (3)

3. Jonathon is expected to pay the cultural compensation known as *lobola.* (1)
4. Learners answers may vary, but it is not surprising because she and Jonathon had unprotected sex and they are both adolescents so their bodies are able to produce children. (2)

(14 marks)

Section B:

1. Descriptions of termination of pregnancy, putting the child up for adoption, and keeping the child and raising it herself or having her or Jonathon's family raise the child. Getting married or not getting married. (4)
2. It is very likely that Jonathon will abuse substances if he becomes a teen father. Teen fathers are far more likely than other men to abuse substances because of the stress of raising a child, Also Jonathon does not have strong negotiation or assertiveness skills and has little parental supervision. (4)
3. Nobesuthu's culture requires people to be married to have sex and children, also many men neglect helping to raise their children, she does not want to raise the child alone, she does not want to be rejected by her community. (3)

(14 marks)

Review Copy

Section C

1. Learners' answers and opinions are likely to differ. Issues for paying lobola may include respect for other's culture, being both responsible and accountable for your behaviours. Issues against paying lobola – it is not part of Jonathon's culture and may disrespect his culture. Issues for marriage – respect for others' culture, taking responsibility, showing commitment to raising the child. Issues against marriage – it is not part of Jonathon's culture; he and Nobesuthu are too young and immature to handle being married. Jonathon may not want to be married. (3)
2. Learners answers will vary. They should include the risks of teen pregnancy and teen mothers and fathers, there should also be some advice on community factors, friendships, perhaps also options for pregnancy such as adoption, abortion, and keeping the child. (4)

(7 marks)

(Total 70 marks)

Term 2

TERM 2 OVERVIEW			
Unit	Pacing	Topic	Activities
Unit 1	2 hours	Constitutional rights and responsibilities: Rights and responsibilities	1–5
Unit 2	2 hours	Physical Education: Game plans	1–2
Unit 3	3 hours	Constitutional right and responsibilities: role models	1–5
Unit 4	3 hours	Physical science: Game plans	1
Unit 5	3 hours	World of Work: Options after Grade 9	1–3
Unit 6	3 hours	Physical Education: Game plans	1, 2
Formal Assessment: Mid-year examination Physical education task			

Review Copy

CORE CONCEPTS AND DEFINITIONS	
accessible	Possible to be reached
accountable	Something that you have the duty to explain; responsible
activist	Someone who takes action to encourage political or social change
adversity	A difficult or unpleasant situation
barbaric	Cruel and violent, with no respect
botched	Done badly
Braille	A system of printing using little round raised marks that blind people can read by touching the page
carbohydrate	A substance in certain food that gives you energy
commemorate	To remember a person or an event, for example by holding a ceremony
commitment	A promise to stick to the decision you have agreed or chosen
compassionate leave	Leave to attend to the death or serious injury of a loved one
compulsory	Something that must be done because of a law or rule
consecutive	To follow straight on after each other, without a break
corrupt	Bad or dishonest
criteria	Rules or guidelines that you use to assess something
dismiss	Tell someone they are no longer employed
drafting technician	Someone who draws plans for buildings
economy	The way that a country manages its money and buys and sells things

electronic filing	Using computers to store documents
enhance	To improve something
guide	To show the way by giving leadership
harmony	Living together in peace
hospitality	To do with the hotel, catering and restaurant industries
humanitarian	A caring person who tries to make life better for other people
inborn	Something you have from birth
independent legal body	An organisation that enforces the law, and is not part of a political party or a business structure
inspire	To make someone feel the power to do something good
minimum	The lowest
oppression	To be ruled in a cruel or harsh way
previously disadvantaged	Those who were treated unfairly under apartheid
quality	Something that is usual or typical of a person or thing
quota system	Official amount of people that should be employed from particular groups
reconciliation	Renewing of a relationship between unfriendly groups; or to find a way of dealing with two ideas that are opposite to each other
refugee	A person who flees to a foreign country to escape danger and or discrimination
retrench	To reduce the number of employees to reduce costs
sovereign	A country that is free to rule itself
stigma	Bad and often unfair feelings that people in general have about a particular illness or way of behaving
suffrage	The right to vote
supremacy	A position in which someone has more power than anyone else
trauma	Severe physical and mental shock
trend	Change to something different; a new tendency
vocation	A particular job

Review Copy

TERM 2 Daily class activity recommendation		
Constitutional rights and responsibilities: Issues relating to citizen's rights and responsibilities – 2 hours		
Activity 1: Discuss disability rights of learners	Page 56 in LB	This task should take learners more or less 20-25 minutes to complete in class.
Activity 2 Answer questions about Chelsea's story	Page 57 in LB	The class activity part of this task should take learners more or less 10-15 minutes to complete.
Activity 3: Answer questions on the human rights report	Page 58in LB	This task should take learners more or less 25-30 minutes to complete in class.
Activity 4: Commemorate a national day	Page 60 in LB	This task should take learners more or less 25-30 minutes to complete in class.
Activity 5: Plan a health day programme	Page 61 in LB	This task should take learners more or less 25-30 minutes to complete in class.
Constitutional rights and responsibilities: Constitutional values as stated in the SA Constitution - 3 hours		
Activity 1: Discuss personal values with a partner	Page 66 in LB	This task should take learners more or less 20-25 minutes to complete in class.
Activity 2: Identify personal values	Page 68 in LB	This task should take learners more or less 25-30 minutes to complete in class.
Activity 3: Match personal values with constitutional values	Page 71 in LB	This task should take learners more or less 20-25 minutes to complete in class.
Activity 4: Discuss positive and negative role models	Page 73 in LB	This task should take learners more or less 15-20 minutes to complete in class.
Activity 5: Am I a positive role model?	Page 75 in LB	This task should take learners more or less 20-25 minutes to complete in class.
World of work: Options available after Grade 9; knowledge of the world of work - 3 hours		
Activity 1: Decide on study routes for different careers	Page 82 in LB	This task should take learners more or less 30-35 minutes to complete in class.
Activity 2: Work out a course of action	Page 84 in LB	This task should take learners more or less 15-20 minutes to complete in class.
Activity 3: Answer questions about workplace responsibilities	Page 85 in LB	This task should take learners more or less 15-20 minutes to complete in class.
Activity 4 Role-play a work incident	Page 86 in LB	This task should take learners more or less 40-50 minutes to complete in class.

Review Copy

UNIT 1

Constitutional values

Unit overview

Learner's Book page 54 to 61
Recommended pacing 2 hours

Background information

According to the Constitution, we all have rights and responsibilities and both must be respected. Learners already have prior knowledge of human rights from previous grades, particularly the rights of children. Respect for others' rights should always be emphasised. The concept of fair discrimination is something that may be difficult for learners to grasp, without referring to examples. People living with HIV and AIDS have the same rights as everyone else, and yet they are often discriminated against.

The second part of this unit looks at celebrating national and international days. These are days that commemorate important people, events from the past, or issues in our communities. Prior to teaching this section, you may want to gather more background information about the following national, international and health days, or get learners to research these days as an extension activity:

Review Copy

Date	National Days
21 March	Human Rights Day
27 April	Freedom Day
16 June	Youth Day
9 August	Women's Day
24 September	Heritage Day
16 December	Reconciliation Day

Date	International Days
1 May	Worker's Day
25 May	Africa Day
18 June	Nelson Mandela Day
20 June	World Refugee Day

Date	National Health Days
4 February	World Cancer Day
24 March	World TB Day
21 June	National Epilepsy Day
28 July	World Hepatitis Day

31 August	African Traditional Medicine Day
12 September	World Oral Health Day
11 October	Sight Day
14 November	World Diabetes Day
1 December	World Aids Day
3 December	International Day of Disabled Persons

In this unit learners will:

- discuss the constitutional rights of disabled people, including people with HIV and AIDS
- read a case study and answer questions
- plan and take part in a local celebration of a national day.

Activity 1 Discuss disability rights of learners

Learner's Book p.56

Teaching guidelines

This is a whole class activity that will encourage discussion and debate. It would be useful to have a copy of the Bill of Rights that learners can refer to, in your classroom. A summary is available at:
www.idasa.org/our_products/resources/output/summary_of_the_bill_of_rights/

Review Copy

1. The school is not respecting Chelsea's right to an education, to be treated with dignity and respect, and not to be discriminated against.
2. Learners' answers may vary. They may feel she is less worthy because of her disability; they may not want to spend the extra money for only one child; they are insensitive to her needs.
3. Learners' responses will vary. Consider your school's policy and find out whether the learners are aware of it.
4. Learner's answers will differ as they discuss why it's good to be friends with people with disabilities.

Activity 2 Answer questions about Chelsea's story

Learner's Book p.57

Teaching guidelines

Allow learners to work with a partner to complete this activity.

1. a The 'reasonable steps' should include a suitable toilet and washbasin, wheelchair ramps, and teacher training.
   b A suitable toilet and washbasin will protect her dignity and mean that Chelsea can access these facilities easily, without needing assistance. Wheelchair ramps mean that she can easily get from class to class, and access any area in the school without having to walk on her hands and knees. Teacher training will also help to meet her needs.

c Learners' answers will vary, depending on the facilities at the school.

2. a The principal's decision is an example of unfair discrimination because Chelsea has no disability that stops her from learning; her disability only makes movement difficult.

   b The decision was a blow to Chelsea's self-confidence, which would result in her feeling bad about herself and, quite likely, embarrassed.

   c The principal cannot ignore an order of the Equality Court. The Human Rights Commission has declared that the school is not allowed to disregard an order of the Equality Court.

Activity 3 Answer questions on the human rights report

Learner's Book p.58

Teaching guidelines

This activity can be done in pairs. Read through the activity with the learners and make sure they understand what is required. After they have completed the activity, discuss the answers as a class.

1. Murder – all people have the right to life. Rapes, beatings, and stabbings – all people have the right to safety. Family members were labelling them 'useless', and so on. – all people have the right to human dignity, equal access to health care and the right to equality.
2. Family members commit most of the abuses. The abused are most vulnerable to family who have to care for, and look after, them. Family members have prejudice against people with HIV.
3. If people don't know they have HIV/AIDS, they won't be tempted to discriminate against them. If people have correct information about HIV, stigma can be reduced and people will better understand how to care for people living with the illness.
4. The community does share responsibility for the death of the Mfiki family. Suggestions as to how the community could have made life easier for the Mfiki family will vary, depending on the discussion but should include reference to treating them with respect, assisting to look after the children, and offering emotional support.

Review Copy

Activity 4 Commemorate a national day

Learner's Book p.60

Teaching guidelines

This activity can be done in groups.

1. Learners find and mark the national and international days in their homework diaries, or on a classroom calendar.
2. Learners' plans will vary. Check that their programmes are realistic. Allow enough time for all of the groups to present their programmes to the rest of the class.

3. Learners must evaluate whether their programme is likely to succeed or not. Answers will differ. The evaluation should include costs, amount of labour, possible problems such as weather, and so on.

Support

1-2 Reading about and memorising all the different national days may be quite challenging for some learners. Linking each day to an image and a story about what people could do on that day can provide learners with a more personal and experiential understanding of the days. Making up songs or raps to do with these days can also be a fun way to help learners remember them.

Activity 5 **Plan a health day programme**

Learner's Book p. 61

Teaching guidelines

1-2 The purpose of a national or international health day is to raise awareness about an issue or cause. The programmes that learners develop could make a positive contribution to educating communities about health issues. Encourage learners to find out about health days other than the ones listed in the Learner's Book. A useful resource for this is http://www.kznhealth.gov.za/healthdays.htm which lists all national health awareness days, weeks and months.

3 Learners must evaluate whether their programme is likely to succeed or not. Answers will differ. Issues such as lateness, weather, missing funds etc. should be common potential problems.

Review Copy

UNIT 2

Game plans for individual or team sports (1)

Unit overview

Learner's Book page 62 to 64
Recommended pacing 2 hours

Teaching guidelines

In this unit learners are shown how to develop a game plan. This involves learners designing, executing and evaluating their own plans. A game plan is a carefully thought-out strategy for achieving a specific objective. It is devised before an event and is used

before and/or during that event. There are different types of game plans, but our focus here is on sports. Although spectators expect good results in every game, there is also the need for a long-term strategy that will deliver good results over a period of time. The focus area for this unit is developing a game plan for athletics that involves a training programme, diet and running techniques.

Safety tips

- Begin all training sessions with a warm up and end with a cool down.
- Running in hot weather is dehydrating, so make sure learners drink enough fluids.
- Allow learners to rest or stop training when they feel tired. This applies particularly to learners who may be unfit. Remind learners that they need to take good care of their bodies.
- Try to allow learners to run on a variety of surfaces; running on a hard surface such as a tarred road or cement pathway can cause injury.
- When learners are running outside the school grounds, make sure they wear bright colours so that road users can see them clearly.

Support

If possible, bring in an athlete or keen sports person from your area to explain how he or she began their training programme and what they do to prepare for a competition or marathon. Having learners see and listen to someone who has been through the process and can give real-life examples, will help them to understand the concept and may help to inspire and encourage them. If you are struggling to find a person willing to do this, you could try volunteer organisations and web sites to ask for assistance.

Review Copy

Activity 1 Work out a training programme

Learner's Book p.62

Teaching guidelines

Help learners to identify an event that they would like to take part in. A local athletics club will be able to help you with the dates of different fun days that learners could attend. If you find that some of your learners are particularly good at athletics, encourage them to go to the club for regular coaching. Alternatively, you might want to ask a member of your local athletics club whether they could come to your school to coach learners. Work out a manageable, regular training programme that learners can stick to.

Activity 2 Draw up an eating plan

Learner's Book p.63

Teaching guidelines

This is an activity that must be dealt with sensitively as not all learners may be able to implement their eating plan due to circumstances at home. If you feel this is going to be the case generally, do this activity as an academic exercise, and do not place any expectations on learners to follow their eating plans. Take in learners' eating plans for assessment and check that the diets are appropriate, both in content and in kilojoule (or calorie) intake.

If you feel comfortable giving the learners advice on healthy eating plans, then do so. Or visit these websites for advice or support:

- www.livestrong.com
- www.msfitness.proboards.com
- www.shapefit.com

UNIT 3 Constitutional values as stated in the South African Constitutions

Unit overview

Learner's Book page 65 to 75
Recommended pacing 3 hours

Background information

A value is something that we believe is important and is worth protecting. It is something that guides us when making decisions, and in the way we treat people. The values in the South African Constitution are the foundations of our democracy. The purpose of these values is to help us create a free and democratic country, where all citizens are equal and have access to the same opportunities.

In this unit learners will:

- identify positive and negative role models of constitutional values
- identify the values of two well-known South African role models who uphold constitutional values
- study the constitutional values and discuss how they can live out these values
- use criteria or guidelines to work out which community leaders are positive or negative role models according to the constitutional values
- read a case study about a young role model
- assess how well their own values match the constitutional values.

Review Copy

Activity 1 **Discuss personal values with a partner**

Learner's Book p.66

Teaching guidelines

This activity is done in pairs. Tell learners that, although people may not share the same values, this does not mean that the other person's values are bad – they are simply different. Although this is a pair activity, these questions encourage self-reflection.

1. The values identified will be personal to the learner. Check that they have included eight values in their spidergram, and named the opposite of each quality.

2. Learners' choice of role model will vary. Look for alignment with personal values and the qualities the role models have. If there is a lack of alignment, provide supportive assistance, helping learners to align what is valuable to them to people they admire.

Support

Some learners may struggle to differentiate what they think is appealing in role models from the values they think are important in life. You could assist them in making these distinctions using a show-and-tell approach. Bring in some images of different types of famous people (for example. sports star, movie star, TV star, singer, human rights activist). Ask what they like or don't like about each person. Then actively link or differentiate what the learners have said to different values. This will mean thinking on your feet, so it may be useful to prepare a list of possible values and think through what learners may say in class in advance of this lesson.

Activity 2 Identify personal values

Learner's Book p.68

Teaching guidelines

Get learners to call out the names of their role models and write these on the board. Most learners will have named famous role models. Hold a class discussion about what qualities the learners admire and respect about these people. Learner's answers to the activity questions will vary. The following are suggestions:

1. Nelson Mandela: justice, equality, tolerance, commitment, freedom, proactive, humility, standing up for the rights of others, non-racism.
2. Albertina Sisulu: compassionate, courageous, commitment, humanitarian, loving, resilient, strength, determination, activist, education, non-sexism.
3. Learner's answers will differ as they explain why we need good role models like Nelson Mandela and Albertina Sisulu.
4. Learners' answers will differ as they discuss whether we have enough good role models in South Africa.

Review Copy

Activity 3 Match personal values with constitutional values

Learner's Book p.71

Teaching guidelines

This is a review activity that each learner can do on their own. This can be done in class. All learners should agree that Mandela and Sisulu are good role models for our constitutional values. Make sure that they match the list of values they wrote down for Activity 1 and Activity 2 with the constitutional values.

Learners should write a paragraph to explain what they discovered. This should include how Mandela's and Sisulu's lives and actions uphold Constitutional values.

Extension

Ask learners to research and select role models who reflect constitutional values. Learners could create small A4 posters with an image or drawing of the role model and a list of examples of how their lives reflect three or four constitutional values.

Activity 4 Discuss positive and negative role models

Learner's Book p.73

Teaching guidelines

Read the criteria for positive and negative role models on pages 74 and 75 of the Learner's Book. Explain any terms the learners do not understand.

1. The teacher: present: positive; absent: negative
   The councillor: accepting bribe: negative; refusing bribe: positive
   The youth leader: being disruptive: negative; sitting quietly: positive
   The community worker: showing compassion: positive; lacking compassion: negative
2. Gangsters are negative role models in terms of our constitutional values, because they do not respect the rights and freedoms of others: they discriminate against people who are different, break the law, and show disrespect for courts and court officials.

Activity 5 Am I a positive role model?

Learner's Book p.75

Review Copy

Teaching guidelines

1-2 This activity is a self-assessment task that each learner should complete on their own. Learners' responses will vary and some may be disappointed with their points score. Remind learners that, being aware of what you think and what you do, is a good thing; different people have different values; and that it is never too late to make improvements. Encourage learners to identify simple ways in which they could improve their scores.

3 Learners must explain why knowing that they are positive role models will help them to improve their self-respect and think of other advantages to being a positive role model; answers will differ.

UNIT 4

Game plans for individual or team sports (2)

Unit overview

Learner's Book page 76 to 78
Recommended pacing 3 hours

Background information: Following on from the previous unit, we are now going to focus on executing a game plan for a team sport: soccer. The game plan that is drawn up will depend on its purpose. For example, one team might want to win a match; another team might just want to improve on a good performance, so that they retain their status or position and please their fans.

Remind learners that a game plan includes things you must do before and after the game, as well as during the game itself. You can refer to the following website for information on game plans.
http://msl1.mit.edu/ESD10/block4/4.4_-_Game_Theory.pdf

Review Copy

Activity 1 Execute the game plan

Learner's Book p.78

Teaching guidelines

In this activity the game plan focuses on training and preparation, techniques used during the game, and the roles of different players. Once learners have developed their game plan, they need to try it out to see whether it works.

Let the learners form two groups of 11 players each and go onto the field to play soccer. Start with the girls playing against each other and, similarly, a separate team of boys only. Once all the players have learned the skills, you can experiment with mixed teams.

Assessment

Assess the learners on how well they implemented the game plan using the rubrics provided on pages 17 and 18 of this Teacher's Guide:

UNIT 5

Options after completing Grade 9

Unit overview

Learner's Book page 79 to 86
Recommended pacing 3 hours

Background information

In Grade 8, learners found out about the importance of choosing the right subjects for different careers. Now they need to think about the important choices they will need to make about further studies after completing Grade 9, and think about opportunities in the world of work. Familiarise yourself with institutions in your area, so that you can give the learners accurate information regarding choices. Explain the use and importance of NVC which equips learners with qualifications for employment in vocations where there is a skills shortage.

Learners have to choose whether they will follow NSC or NCV study options after Grade 9, and the implications this decision will have.

Working and earning money is an important responsibility. Adults spend much of their lives in the workplace, so it is important to understand the world of work. Learners need to be aware of their rights, responsibilities and opportunities at work, and it is useful to have at least a basic understanding of labour law. Employers also have rights, which must be respected by employees. Some of these are similar to the responsibilities learners have at school.

The workplace is also an area of opportunity. Some companies offer learnerships, which is one way of getting a nationally recognised qualification while working, and usually offers employees the chance of promotion.

Review Copy

If possible, get a career counsellor to visit your school and talk to learners. You could also arrange for learners to go to a career fair.

Activity 1 **Decide on study routes for different careers**

Learner's Book p.82

Teaching guidelines

Make sure learners are clear about the implications of choosing to study NSC or NCV.

This activity gives learners the opportunity to look at different careers and decide whether it would be better to do NSC or NCV. This is a group activity that encourages discussion and debate. It should also help learners to identify and link their abilities and

interests to different types of careers. Learners should be encouraged to share their thoughts about their future plans and discuss the type of career they would like to follow.

3. Fashion designer – can take NCV route; teacher – NSC; Pharmacist – NSC; Motor mechanic – NCV; Jeweller – NCV; veterinary surgeon – NSC, office clerk (either NSV or NSC); accountant – NSC; social worker – NSC; medical doctor – NSC
4. Learners' answers will differ as they give feedback in groups and evaluate one another's reasons for making these decisions.

Extension

In previous grades learners looked at opportunities and challenges in different career fields. The table below is a summary of this information, which you can discuss with learners who are still undecided about the career path they are going to choose.

CAREER FIELDS		
Category	**Opportunities**	**Challenges**
Law Administration and Governance	You can help society by being a lawyer or working in a government department that delivers important services to communities. You can serve government at different levels: municipal, provincial and national. You can use your position to influence social policies.	You could be faced with life-threatening situations as a police officer. You may have to work very hard if there are not enough employees. For example, as a State Prosecutor, you may have too many court cases.
Health, Science and Technology	You can be involved in research in finding cures for medical conditions. Taking care of the sick can be rewarding, and there is still much status in being a medical practitioner.	Working with people that are very sick could be challenging, especially if you are working in poor conditions.
Information Technology	This field is the fastest-changing field, because new technologies are being developed constantly. Therefore, you can work in an exciting, demanding environment where you are learning all the time. There is the possibility of flexible working hours as an IT consultant.	Your IT skills could become outdated if you do not keep up-to-date with changes in the field.
Engineering, Trades and Construction	You could help to develop society through the products, structures and services that are offered in this field. You could work for a company or start your own business such as a plumbing, engineering or an electrical company.	The working conditions could be tough and dangerous at times: such as building a road through a mountain, working on an oil rig, or repairing electric cables. Your work site could be far away from home, so you may have to be away from your family and friends at times.

Review Copy

Social Services	You could bring about positive changes in the lives of others through teaching, social work or working for non-governmental organisations.	The demand for support and services by people in need could be challenging, especially if you are working in an environment that is under-resourced in terms of staffing and facilities.
Creative Arts	You could express your creative talents in the work that you do (for example. painting, dancing, acting, singing, interior decorating, fashion design). You could therefore live your passion through your work.	It's difficult to establish yourself as an artist, so you may have to earn money by also doing work in other fields.
Tourism and Hospitality Services	You could travel, see different places, meet different people and mix with different cultures. Working in the entertainment industry such as at hotels and casinos could be quite exciting. You can open your own business such as being a tour guide or guesthouse owner.	In tough times, people budget by not eating out or going on holiday, for example. People also do not want to visit places that have experienced natural disasters.

Activity 2 **Work out a course of action**

Learner's Book p.84

Review Copy

Teaching guidelines

This activity can be done in small groups. You will need to give each group a short summary of the Basic Conditions of Employment Act. A popular summary of the most important sections of the Act is available online at: www.westerncape.gov.za

A copy of the full document should be available from your school manager as every school and employer is required to have one. However, we include it on the following page (PAGES 71-75), so that you can photocopy it and put it up in your classroom if possible or make photocopies for each learner.

1. Learners' answers will vary.
2. If Redi is dismissed, she can turn to the CCMA for assistance.
3. Learners' answers will differ, but they would probably say that they would feel angry and disappointed.

Basic Conditions Of Employment Act - Summary

WHO IS THIS ACT FOR?

- The Act applies to all workers and employers except members of the National Defence Force, National Intelligence Agency, South African Secret Service and unpaid volunteers working for charities.
- This Act must be obeyed even if other agreements are different.

WORKING TIME

This section does not apply to senior managers (those who can hire, discipline and fire), sales staff who travel and workers who work less than 24 hours a month.

Ordinary Hours of Work
A worker must NOT work more than:

- 45 hours in any week.
- Nine hours a day if a worker works five days or less a week.
- Eight hours a day if a worker works more than five days a week.

Overtime

- If overtime is needed, workers must agree to do it and they may not work for more than three hours overtime a day or ten hours overtime a week.
- Overtime must be paid at 1.5 times the workers' normal pay or, by agreement, get paid time off.

More flexibility of working time can be negotiated if there is a collective agreement with a registered trade union. For example, this can allow more flexible hours for working mothers and migrant workers.

- Compressed work week: You may agree to work up to 12 hours in a day and work fewer days in a week. This can help working mothers and migrant workers by having a longer weekend.
- Averaging: A collective agreement may permit the hours of work to be averaged over a period of up to four months. A worker who is bound by such an agreement cannot work more than an average of 45 ordinary hours a week and an average of five hours of overtime a week over the agreed period. A collective agreement for averaging has to be re-negotiated each year.

Review Copy

Meal Breaks and Rest Periods

- A worker must have a meal break of 60 minutes after five hours' work. But a written agreement may lower this to 30 minutes and do away with the meal break if the worker works less than six hours a day.
- A worker must have a daily rest period of 12 continuous hours and a weekly rest period of 36 continuous hours, which, unless otherwise agreed, must include Sunday.

Sunday Work
A worker who sometimes works on a Sunday must get double pay. A worker who normally works on a Sunday must be paid at 1.5 times the normal wage. There may be an agreement for paid time off instead of overtime pay.

Night Work

- Night work is unhealthy and can lead to accidents. That is, workers working between 18:00 at night and 06:00 in the morning must get extra pay or be able to work fewer hours for the same amount of money.

- Transport must be available but not necessarily provided by the employer.
- Workers who usually work between 23:00 at night and 06:00 in the morning must be told of the health and safety risks. They are entitled to regular medical check-ups, paid for by the employer. They must be moved to a day shift if night work develops into a health problem. All medical examinations must be kept confidential.

Public Holidays
Workers must be paid for any public holiday that falls on a working day. Work on a public holiday is by agreement and paid at double the rate. A public holiday is exchangeable by agreement.

LEAVE

Annual Leave

- A worker can take up to 21 continuous days' annual leave or by agreement, one day for every 17 days worked or one hour for every 17 hours worked.
- Leave must be taken not later than six months after the end of the leave cycle.
- An employer can only pay a worker instead of giving leave if that worker leaves the job.

Sick Leave

- A worker can take up to six weeks' paid sick leave during a 36-month cycle.
- During the first six months, a worker can take one day's paid sick leave for every 26 days worked.
- An employer may want a medical certificate before paying a worker who is sick for more than two days at a time or more than twice in eight weeks.

Review Copy

Maternity Leave

- A pregnant worker can take up to four continuous months of maternity leave. She can start leave any time from four weeks before the expected date of birth OR on a date a doctor or midwife says is necessary for her health or that of her unborn child. She also may not work for six weeks after the birth of her child unless declared fit to do so by a doctor or midwife.
- A pregnant or breastfeeding worker is not allowed to perform work that is dangerous to her or her child.

Family Responsibility Leave

- Full-time workers employed longer than four months can take three days' paid family responsibility leave per year on request when the worker's child is born or sick or for the death of the worker's spouse or life partner, parent, adoptive parent, grandparent, child, adopted child, grandchild or sibling.
- An employer may want proof that this leave was needed.

JOB INFORMATION AND PAYMENT

Job Information
Employers must give new workers information about their job and working conditions in writing. This includes a description of any relevant council or sectoral determination and a list of any other related documents.

Keeping Records
- Employers must keep a record of at least:
- The worker's name and job.
- Time worked.
- Money paid.
- Date of birth for workers under 18 years old.

Payment
An employer must pay a worker:
- In South African money.
- Daily, weekly, fortnightly or monthly.
- In cash, cheque or direct deposit.

Payslip Information
Each payslip must include:
- Employer's name and address.
- Worker's name and job.
- Period of payment.
- Worker's pay.
- Amount and purpose of any deduction made from the pay.
- Actual amount paid to the worker.

Review Copy

If needed to add up the worker's pay, the payslip must also include:
- Ordinary pay rate and overtime pay rate.
- Number of ordinary and overtime hours worked during that period of payment.
- Number of hours worked on a Sunday or public holiday during that period.
- Total number of ordinary and overtime hours worked in the period of averaging, if there is an averaging agreement.

Approved Deductions
An employer may not deduct any money from a worker's pay unless:

- That worker agrees in writing.
- The deduction is required by law or permitted in terms of a law, collective agreement, court order or arbitration award.

Adding up Wages

- Wages are based on the number of hours normally worked.
- Monthly pay is four and 1/3 times the weekly wage.

TERMINATION OF EMPLOYMENT

Notice
A worker or employer must give notice to end an employment contract of not less than:

- One week, if employed for four weeks or less. Two weeks, if employed for more than four weeks but not more than one year. Four weeks, if employed for one year or more.
- Notice must be in writing except from a worker who cannot write.
- Workers who stay in employer's accommodation must be given one month's notice of termination of the contract or be given alternative accommodation until the contract is lawfully terminated.
- An employer giving notice does not stop a worker from challenging the dismissal in terms of the Labour Relations Act or any other law.

Review Copy

Severance Pay
An employer must pay a worker who is dismissed due to the employer's operational requirement pay equal to at least one week's severance pay for every year of continuous service with that employer.

Certificate of Service
When a job ends, a worker must be given a certificate of service.

CHILD LABOUR AND FORCED LABOUR

- It is against the law to employ a child under 15 years old.
- Children under 18 may not do dangerous work or work meant for an adult.
- It is against the law to force someone to work.

VARIATION OF BASIC CONDITIONS OF EMPLOYMENT

Bargaining Council
A collective agreement concluded by a bargaining council can be different from this law as long it does not:

- Lower protection of workers in terms of health and safety and family responsibilities.
- Lower annual leave to less than two weeks.

- Lower maternity leave in any way.
- Lower sick leave in any way.
- Lower protection of night workers.
- Allow for any child labour or forced labour.

Other Agreements
Collective agreements and individual agreements must follow the Act.

The Minister
The Minister of Labour may make a determination to vary or exclude a basic condition of employment. This can also be done on application by an employer or employer organisation.

SECTORAL DETERMINATIONS

Sectoral determinations may be made to establish basic conditions for workers in a sector and area.

EMPLOYMENT CONDITIONS COMMISSION

This Act makes provision for the Employment Conditions Commission to advise the Minister of Labour.

Review Copy

MONITORING, ENFORCEMENT AND LEGAL PROCEEDINGS

- Labour inspectors must advise workers and employers on their labour rights and obligations. They inspect, investigate complaints, question people and inspect, copy and remove records.
- An inspector may serve a compliance order to a compliance order by writing to the Director General of the Department of Labour, who will then look at the facts and agree, change or cancel the order.
- This decision can be challenged in the Labour Court.
- Workers may not be treated unfairly for demanding their rights in terms of this Act.

GENERAL

It is a crime to:
- Hinder, block or try to wrongly influence a labour inspector or any other person obeying this Act.
- Get or try to get a document by stealing, lying or showing a false or forged document.
- Pretend to be a labour inspector or any other person obeying this Act.
- Refuse or fail to answer fully any lawful question asked by a labour inspector or any other person obeying this Act.

- Refuse or fail to obey a labour inspector or any other person obeying this Act.

Support

The summary of the Basic Conditions of Employment Act could be difficult for learners to understand, as they may struggle with the language. Copies in Sotho and Zulu are available from the government website: www.labour.gov.za.
Alternatively, spend time with the learners reading through the document and helping them to understand difficult words and ideas. As you go through the document, explain that you are looking out for rules that link to Redi's situation, and also use the opportunity to practise metacognitive learning as a strategy in reading complex documents.

Activity 3 Answer questions about workplace responsibilities

Learner's Book p.85

Teaching guidelines

This is a small group activity in which learners are required to interpret scenarios, evaluate responses and recommend action to be taken, based on their knowledge of workplace responsibilities.

1. Mary does have the right to feel angry and disrespected. The people at her workplace are not treating her with respect or as an equal when they use bad language and make sexist jokes. They are violating her rights to dignity and to be respected and equality. They have also disregarded her requests to stop, and her employer hasn't taken any action either, which shows that he supports their actions.
2. Mary could lay a grievance against her colleagues and employer at the CCMA.
3. Kate is not a responsible worker. She uses the company resources for her own benefit, without her employer's permission, and neglects her responsibility to serve customers.
4. If Kate's employer finds out what she does, he or she could hold a disciplinary hearing and, depending on the severity of the case, give her a warning or, possibly, dismiss her.

Review Copy

Activity 4 Role-play a work incident

Learner's Book p.86

1. In groups of 3, learners must develop a role-play. Then they must act it out. The scenario should show either a worker who is not carrying out his or her responsibility or an employer who is abusing an employee's rights.
2. Answers will differ as they examine who is wrong in the incident and what they think the consequences would be of this incident in real life.

UNIT 6 Game plans for individual or team sports (3)

Unit overview

Learner's Book page 87 to 91
Recommended pacing 3 hours

Background information

In Unit 4 learners worked out a game plan for soccer. In this unit, learners will develop a game plan for netball, and will be required to implement it. They have to observe a losing team and try to assist that team by working out a winning game plan. If possible, show learners video recordings of actual matches; otherwise focus on, say, the school's 1st team, or any other team. First need to learners find out about the theory of the game they are going to observe. The challenge learners have, is to develop a game plan for the losing team. Finally, learners are expected to implement their game plan and evaluate its effectiveness.

Before learners attempt the activities, make sure they have a good understanding of the rules of the game (see pages 90 and 91 of the Learner's Book).

When a goal is scored or at the start of a quarter, play is resumed from the centre of the court using a centre pass. These passes alternate between the teams, regardless of which team scored the last goal. A centre pass is made by a player in the centre position who must have one foot grounded within the centre circle. As the game restarts, only the two centre players are allowed in the centre third. When the umpire blows the whistle to restart play, the goal attack, goal defence, wing attack and wing defence players can move into the centre third to receive the pass. The centre pass must be caught or touched in the centre third.

If the ball touches the ground outside the court boundaries, then a member of the team, who was not the last to touch the ball before it went out, is able to throw the ball back into the court to restart play.

Source: Adapted from Wikipedia

Review Copy

Activity 1 Execute a game plan for netball

Learner's Book p.90

Teaching guidelines

Get learners to work in small groups for this activity. Make sure learners write a list of all the weak points in the losing side's game and, for each point, state what the team needs to

do in order to improve. They should have comments for each of the steps in the game plan:

- Step 1: Train and prepare
- Step 2: During the game
- Step 3: Skills (defending and attacking).

Activity 2 **Develop your own game plan**

Learner's Book p.90

Teaching guidelines

For this activity, learners can work on their own or in pairs. This can be done in class, if time allows, or as homework. Learners must select a sport of their choice and a team that has not performed well. The challenge is for learners to review the games they have played and identify the reasons for their poor performances. Then they need to develop a game plan that will help the team win future games. Their final game plans should include responses for all four steps outlined on page 93 of the Learner's Book (repeated here):

- Step 1: Briefly outline the rules of the game. Mention a few skills that players should have. Say what skills you want the players to use during the game.
- Step 2: Explain how the players will prepare themselves before the game.
- Step 3: Make suggestions for a healthy diet for players, and give two reasons for these food choices.
- Step 4: Give a reason why you believe your game plan will give the players a good chance of winning. If you win the match, are you going to improve your game plan or continue using it? What if you lost the match? Are you going to change the game plan then?

Review Copy

Term 2 Exemplar formal assessment

Mid-year examination

SECTION A

All questions in this section are compulsory.

Question 1

Find SIX statements in the following list that are false. Write down only the letter of the incorrect statements.

a All sexually transmitted infections can be cured.
b It is only legal to have sex at 21.
c Most STIs increase your chances of becoming infected with HIV.
d Contraceptives can make you sterile.
e It is girls' responsibility to take care of contraception; not boys'.
f The best way to avoid pregnancy is to abstain from sex.
g A condom is called a barrier method because it prevents sperm from entering the uterus.

h Some sexually transmitted infections can make you sterile.

I If a father does not stay with the mother of his child, he is not required to provide for their children.

j When people have sexually transmitted infections, they always have unpleasant symptoms. **[6]**

Question 2

Fill in the missing words. Write only the letter and the missing words.

Londisizwe's sister has a new boyfriend, and they always seem to be kissing. Londisizwe is worried that Nomsi is too young to face the possible results of having sex with her boyfriend. She decides to take Nomsi to the clinic, where the nurse says the following: "Nomsi, the safest way to protect yourself from the unwanted results of pregnancy, STIs and HIV is __a__. If you get HIV, your immune system will become weak and no longer protect your body. When this happens, you will have __b__.You can manage the illness with __c__ and __d__. In South Africa, around __e__ children under the age of 15 become infected with the HI-virus every year. **[5]**

Question 3

Match the term in Column A with the explanation in Column B. Write the words in Column A down and then write the correct letter from column B next to it.

Review Copy

Column A	Column B
1. Trauma	a unfair feelings that some people have
2. Sterile	b something that we believe is important
3 Assertive	c our inborn right to respect and fair treatment, simply because we are human
4. Consent	d same laws apply to all people at all times.
5. The rule of law	e beliefs about what is right or wrong
6. Dignity	f being reasonable and comfortable, not aggressive or apologetic.
7. Ethics	g decisions to make sure that you reach your goals
8. Stigma	h severe physical and mental shock
9. Personal lifestyle choices	i agreeing to let somebody do something
10. A value	j unable to produce children

[10]

Question 4

Children who have unhealthy sexual behaviour often have to deal with unwanted results, low self-esteem and emotional scars.

1. What is an emotional scar? (3)
2. List three consequences (what do they lead to?) of emotional scars. (3)

[6]

TOTAL SECTION A **27 marks**

SECTION B

All questions are compulsory.

Question 5

Choose two of the following people, and explain how they can uphold Constitutional values in your community:

Teacher mother shopkeeper taxi driver **[2 x 3 = 6]**

Question 6

Richard loves his dad, but there is one thing about his dad that he doesn't like: He is always complaining about his job as a clerk, saying that he chose the wrong company to work for, and hates spending his days filling in forms.Richard can't understand why his dad has stayed in a job that he hates for 30 years.Richard is determined not to make the same mistake.He decides that when he starts working, he will keep improving his skills and stay ahead so that he can apply for better positions when they are advertised.He also worries that his dad's company might start using a computer system, and that his dad might then lose his job.

1. Richard's dad might not be aware how much technology has changed things in recent times. Describe such changes in the world of work, to inform him. (4)
2. Explain how it might help Richard's dad to know about the Skills Development Act. (3)
3. If the company refuses Richard's dad any opportunity for improvement, then they start using a computer system and he loses his job as a result, he can make a claim with an independent legal body that helps workers who have been treated unfairly. Name this legal body. (1)
4. What will it cost Richard's dad if he uses the service of the legal body mentioned in question 3? (1)
5. Would you recommend that Richard's dad join a trade union? Give reasons for your answer. (2)
6. Explain how Richard can gain experience and improve his skills while he is working, apart from a learnership. (4)
7. Explain what a learnership is, and how it might benefit Richard. (6)

[21]

TOTAL SECTION B **27 marks**

Review Copy

SECTION C

Answer any TWO questions in this section.

Question 7

Jason can't decide what to do after Grade 9.He has always been good at fixing electrical

things and he likes helping out in his uncle's repair shop. He has heard about the NSC and NCV programmes but doesn't really know what the difference is.
What would you tell Jason so that he understands the difference and can make an informed decision, knowing what each option offers him?

[8]

Question 8

When Abeerah complains to her supervisor that the cafeteria does not serve halaal food, her supervisor jokingly tells her that she'll just have to convert to a different religion. Abeerah is very dissatisfied and approaches her union to complain. When her supervisor finds out about it, he tells her to withdraw her complaint or she will find herself without a job. While she is away from her desk, he checks her cell phone to see if she has made any calls to the union. She catches him with her cell phone in his hand and demands and apology. He says that when she is at work, it is his job to supervise her and refuses to apologise. Abeerah becomes so angry that she insults him in front of all their co-workers. She tells him that he is a stupid man without any management skills. He tells her that she can pack up her things and look for a job somewhere else. Explain which Constitutional rights both Abeerah and her supervisor disrespected, and advise them on their rights.

[8]

Review Copy

Question 9

Which of the following national holidays mean the most to you? Choose two, and explain why you think these two are the most meaningful by considering why we celebrate these days. Also say how you celebrate them.

[8]

Human Rights Day Freedom Day
Women's Day Heritage Day
Reconciliation Day

TOTAL SECTION C **16 marks**
GRAND TOTAL **70 marks**

Term 2 Memorandum – Exemplar Formal Assessment

Mid-year examination (70 marks)

Section A

Question 1
Find the six false statements:
a, b, c, d, i, j

(6)

Question 2
Missing words
a abstinence
b AIDS
c ARV medications
d a healthy lifestyle
e 50,000

(5)

Question 3
Matching columns

Column A	
Trauma	H
Sterile	J
Assertive	F
Consent	I
The rule of law	D
Dignity	C
Ethics	E
Stigma	A
Personal lifestyle choices	G
A value	B

(10)

Question 4
Answer the questions
a A type of stress or bad feeling that can stay with you for most of your life

(3)

b Depression, anger or any other mental illnesses

(3)

[27 marks]

Review Copy

Section B

Question 5

Learners' answers will differ, and may include any Constitutional rights (treat others with dignity, fair treatment) that these people might model in the community. Award 2 marks per role model. A teacher is a community leader, and teaching Constitutional values is part of their job description. They must model to the youth the correct way to behave. A mother is the first role model for a child, and teaches us values such as human dignity and respect for rules. A shopkeeper should treat all customers fairly and equally and can therefore be a role model for human dignity. A taxi driver should treat all people with respect and dignity, and can be a positive role model by driving safely and obeying the rules of the road.

(2 x 3 = 6)

Question 6

Answer in full sentences and short paragraphs

1. (Any four facts) Technology has replaced people in some jobs, or increased the skills needed in these jobs. There are fewer and fewer occupations that don't need computer skills. Drafting technicians who drew building plans with pencils and rulers now use Computer Aided Drafting (CAD). The increased use of email means fewer jobs for post office workers; the use of electronic filing reduces the need for filing clerks. Online banking means that many people no longer need to visit the bank and many branches have closed and retrenched employees. At the same time, technological trends create new jobs: cell phone technicians, digital satellite television technicians, and website and video game designers. (4)
2. This law makes sure that employers offer workers opportunities for training and skills development. Richard's dad should talk to his supervisor about creating such opportunities for him. If the company decides to use a computer system, Richard's dad should request to be trained to use the new system so that he can keep his job. (3)
3. The CCMA (1)
4. Nothing; it is free (1)
5. Yes, joining a trade union would help him because they negotiate for better working conditions and pay. (2)

6 Supervision of an experienced person, go on training courses and to workshops; do further studies. (4)

7 A learnership is a way to get a nationally recognised qualification while working; and is directly related to the work the person is doing. It gives a broader understanding of the work, improves performance, and gives the person the chance of promotion or further study. It includes the learning of basic literacy, communication, and mathematical skills, as well as the core knowledge and skills of the qualification. (6)

[27 marks]

Review Copy

Section C

Answer two of three questions.

Question 7

Give advice on study options:

The NSC is a certificate you get at the end of high school after passing Grade 12. It is a three-year certificate which includes Grades 10, 11 and 12. If Jason does this, he must choose at least 7 subjects that must include two languages (a home language and a first additional language), Mathematics or Mathematical Literacy, Life Orientation, and a choice of another three subjects.

Jason might choose: Engineering Graphics and Design, Information Technology and Life Sciences. These will be good subjects for someone interested in electronics.

The NCV programmes provide the skills that are needed in the South African economy. So, if he does one of these programmes, he is more likely to find work after school. There are not enough of these skills in South Africa, which is why the government introduced these courses. Jason can choose one of the following programmes: Information Technology & Computer Science; Mechatronics; or Engineering and Related Design. Each level takes a year to complete. The programmes involve academic and practical learning. The practical component of the course may be done at an actual workplace, so Jason will get experience in the real working environment.

(8)

Review Copy

Question 8

Solve a Constitutional dilemma at work:

The supervisor	Abeerah
Should make provision for people from all religions in the workplace (cafeteria)	Has the right to the same treatment as employees of other religions
Should not have told Abeerah to change her religion	Has the right to practise any religion she chooses
Should not have threatened Abeerah to withdraw her complaint	Has the right to belong to a union and to complain
May not read Abeerah's cell phone messages	Her right to privacy was disrespected
Has the right to dignity	She should not have insulted him in front of co-workers
Has the right to give her a written warning.	She should receive a written warning but may not be dismissed.

(8)

Question 9

Discuss national holidays:

Learners' answers will differ. They must choose two days and describe the history of the days to explain why we celebrate these days (for 4 marks each). (Give 1 mark each for explaining how they celebrate the day.)

Human Rights Day is celebrated on 21 March. This day commemorates the

Sharpeville shootings that took place in 1960. The people of Sharpeville marched and protested against the pass laws of the apartheid government. The police shot and killed 69 people.

Freedom Day is celebrated on 27 April. This day commemorates the first democratic elections which were held in 1994. For the first time in South African history, all adults 18 years and older could vote.

Youth Day on 16 June commemorates the start of the protests held by the Sowetan youths in 1976 against so-called Bantu Education. The protests were sparked by the introduction of Afrikaans as a language of learning. On this day, we celebrate the contribution to educational reform made by the youth.

Women's Day is celebrated on 9 August. This day commemorates the march to the Union buildings in1956 by 20 000 women from across South Africa. They presented a petition with over 100 000 signatures against the pass laws to the Prime Minister, JG Strijdom.

Heritage Day is celebrated on 24 September. This day commemorates the contributions made by the nation and their various cultures throughout the land.

Reconciliation Day is celebrated on 16 December. In 1838 the Battle of Blood River between the Zulus and the Voortrekkers took place. On the same day over a hundred years later, Umkhonto we Sizwe (Spear of the Nation) – the military wing of the ANC – was founded. On this day, we focus our thoughts on making peace between fighting groups.

(8)

[16 marks]

Review Copy

Formal Assessment: Physical Education Task (PET)

Physical Education Task (30 marks)

Assess learners' participation and their movement performance in Physical Education this term.

1. Give learners a mark out of 20 for participation (see rubric on page 17 of this guide).
2. Give learners a mark out of 10 for performance and their execution of a game (see rubric on page 17 of this guide).

Exemplar Formal Assessment 2

Mid-year examination (70 marks)

Section A: 25 marks

Question 1
Multiple choice

1.1 What is a 'value'?
- a Something that we believe is important
- b A good education
- c Knowing right from wrong

(1)

1.2 That people have an inborn right to respect and fair treatment, simply because we are human is a description of which Constitutional value?
- a Equality
- b Dignity
- c Life

(1)

1.3 What is the best description of sexism?
- a People from different genders are not treated fairly
- b The belief that men are better than woman
- c Women must be given better jobs

(1)

1.4 What does the supremacy of the Constitution mean?
- a You cannot simply make up your own rules when you choose
- b All people must follow the values of the Constitution as best they can
- c All laws must be in line with the Constitution and its values

(1)

1.5 Free and fair elections form part of democracy. What is an example of a way you can apply this value?
- a Make up your own mind about who to vote for and don't vote for a party because someone tells you to
- b Make sure that you discuss political parties with your family before voting
- c Refuse to let people from other political parties organise and campaign in your area

(1)
(5)

Question 2
Say whether the following statements are true or false

2.1 The government must share information with citizens.

2.2 An NCV programme is only offered at Level 4, which is similar to a Grade 12.

Review Copy

2.3 The government must listen to its citizens, and deal with their concerns and worries.
2.4 The government can change the Constitution to accommodate any new law they think will be for the good of the people.
2.5 Government officials can use their position to give jobs to their friends and family.
2.6 The government must support universal adult suffrage.
2.7 Some NCV programme require a Grade 10 pass as an admission requirement.

(7)

Question 3

Fill in the missing word

1.1 Under the Constitution men and women are seen as, and must be treated as _____ in every respect.
1.2 Under the Constitution we all have the basic right to life and _____, _____ and _____.
1.3 We have the freedom to _____freely, and live and work where we choose.

(5)

Question 4

List five qualities of a bad role model.

(5)

Question 5

Name a positive role model in your life and explain two qualities that they have that make them a good role model**.**

(5)

Review Copy

Section B: 27 marks

Question 6

Lerato is battling to study, do her chores at home, and keep up with her soccer and dance activities after school.

6.1 Describe three things Lerato can do to help her manage her time more effectively.

(6)

(6)

Question 7

Angela became infected with HIV five years ago. Her family refused to let her return to the clinic for check-ups because they were afraid other people in the area would find out about her status. They also said that she should just try to be happy and was not allowed to go for counselling. Angela was becoming very sick and her school teacher took her to hospital when she collapsed in class one day. At the hospital, the nurses refused to let Angela read her hospital records, so Angela did not know what was wrong and didn't know whether she was going to live or die. She told the teacher that brought her to the hospital that she was HIV positive. The teacher then asked the class to support Angela because she was HIV positive even though Angela had not asked him to do this.

7.1 Name three things that Angela had a right to access that were not given to her in the case study. Explain your answer with examples from the case study.

(6)

7.2 Name the right that the teacher ignored in the case study and explain why this was a violation of Angela's rights?
(2)

7.3 Explain what it means to be stigmatised and give examples of how people living with HIV and Aids offer suffer from stigmatisation.
(4)

(12)

Question 8

Write a paragraph comparing the benefits of taking the NVC or the NSC after

Grade 9.

(9)

Section C: 16 marks

Answer two out of three questions.

Question 9

Describe and explain two positive influences and two negative influences on your lifestyle. Then explain how a lifestyle choice of yours is helping (or could help) you achieve a personal goal.

(8)

Question 10

Describe two protective factors in your life and two risks factors that you face that could affect healthy decision-making around sexual behaviour. Then briefly describe what you can do to protect yourself from the consequences of unhealthy sexual behaviour.

(8)

Question 11

Write a brief plan of how you could celebrate a national day, linking the plan to the meaning and importance of that national day.

(8)

Review Copy

Memorandum – Exemplar Formal Assessment 2

Alternative: Mid-year exam (70 marks)

Section A: 27 marks

Question 1: Multiple choice:
1.1 A: Something that we believe is important (1)
1.2 B: Dignity (1)
1.3 B. The belief that men are better than woman (1)
1.4 C: All laws must be in line with the Constitution and its values (1)
1.5 A: Make up your own mind about who to vote for and don't vote for a party just because someone tells you to (2)

(5)

Question 2
2.1 True
2.2 False
2.3 True
2.4 False
2.5 False
2.6 True
2.7 True (7)

Question 3
Fill in the missing word
3.1 Under the Constitution men and women are seen as, and must be treated as EQUAL in every respect.
3.2 Under the Constitution we all have the basic right to life and SECURITY, EQUALITY and DIGNITY.
3.3 We have the freedom to SPEAK freely, and live and work where we choose

(5)

Question 4
Any five qualities of a bad role model: does not respect the rights and freedoms of others; allows others to abuse their rights; abuses own rights; discriminates against people who are different; breaks the law; makes or accepts laws that are unfair or unjust; shows disrespect for courts and court officials; disrupts meetings held by other political parties; abuses their own leadership position or protects leaders who do not do their job properly.

(5)

Question 5: Learners will choose different role models. Their answers should name two qualities of a good role model and give examples of how this person shows these qualities. (Qualities may include obeying the law, treating people equally, voting, standing up against discrimination and unfairness).

(5)

Review Copy

[27 marks]

Section B: 27 marks

Question 6

6.1 List and describe three things Lerato can do to help her manage her time more effectively: (1 mark for naming and 1 for correct explanation) Any three of the following: Keep a 'to-do' list, draw up a daily schedule, prioritise, do one task at a time, plan and divide up tasks, stay focused (6)

(6)

Question 7:

7.1 Three things that Angela had a right to access were health care, counselling, and information: her parents kept her from getting health care and counselling, the nurses kept her from reading her charts to find out what was wrong.

(6)

7.2 Right to privacy – he disclosed her status without permission – Angela had the right to keep this information confidential if she chose to.

(2)

7.3 Stigmatisation means to be discriminated against because there is something unusual or different about you that makes people nervous or afraid. Many people are scared that they will get HIV, so they stigmatise those living with HIV. People also stigmatise those with HIV and Aids because of the high cost and care demands associated with it. Stigmatisation is wrong - the same rights that are important to people with disabilities also apply to people living with HIV and Aids. (4)

(12)

Review Copy

Question 8

Write a paragraph comparing the benefits of taking the NVC or the NSC after Grade 9: Both provide you with options for careers – NVC is linked to skills shortages in SA, so there is a good chance of finding work. NVC provides you with a more focused or narrow range of careers. A good pass through NSC provides access to university or college, NSC is more academic, NVC is more skills-based. (9)

(27)

Section C: 16 marks

Answer two of three questions

Question 9

Learners answers will vary – any two positive influences and any two negative influences should be named and described – these may be personal, religious, family-based, community-based, or media based. Any positive lifestyle choice and how this choice helps them toward achieving a personal goal

(8)

Question 10

Any two protective factors: groups and organisations that help teenagers to protect themselves, local clinic, having belief in the future, good self-esteem, ability to communicate assertively, ability to negotiate and problem solve, involved parents, etc.

Any 2 risk factors: belief that bad things won't happen to you, low self-esteem, poor gender relations, lack of parental guidance, substance abuse, poverty, family or community norms, friends or peers.

Ways to protect self: may include choosing abstinence and surrounding self with support, changing behaviour to safer sex by thinking about consequences, planning what you need to do, and gaining support to carry through.

(8)

Question 11

Learners answers will vary – ensure that the background to the National day is mentioned, the activity must link to the importance of the day, this link should be clear or explained. The plan should be reasonable and within learner's capacity.

(8)

Review Copy

Term 3

TERM 3 OVERVIEW			
Unit	**Pacing**	**Topic**	**Activities**
Unit 1	3 hours	World of Work: Career and subject choices	1-3
Unit 2	3 hours	Physical Education: Movement	1, 2
Unit 3	3 hours	Health, social and environmental responsibility: Volunteerism	1-3
Unit 4	3 hours	Physical Education: Movement	1–3
Unit 5	4 hours	Health, social and environmental responsibility: Violence	1–4
Unit 6	4 hours	Physical Education: Movement	1
Project assessment Physical education task			

CORE CONCEPTS AND DEFINITIONS	
activist	A person who takes action to encourage political and social change
alternatives	Things that you can do or use instead of something else
aspiration	Desire to do or have something
bedridden	Confined to bed, unable to leave one's bed due to illness
collaborate	To work together with another person or group to produce or create something
compromise	An agreement between people where both get part, but not all of what they wanted
condemn	Blame; see as guilty
corporate social responsibility	When companies use their resources to benefit the community, not just to make a profit
define	To map out clearly what something is and is not
domestic abuse	Violence and emotional abuse that happens between couples or other members of the household
donations	A gift or contribution to a charity
fundraising	Organised activity for collecting money for a non-profit making organisation
maiming	Injuring someone so badly that part of their body is damaged
minimum	The smallest or lowest that is possible
momentum	Force that is gained by movement
organic	Grown naturally, without using chemical fertilisers or pesticides

Review Copy

orphan	A child whose parents have died
privileged	People who have more advantages than others
prospectus	A book or printed document that gives information about a school, college or university in order to advertise it
sponsorships	A person or organisation that provides money to help fund an event
statistics	Numbers that have been collected to provide information about something
stress	A feeling of worry because of problems in our life
sustainable	Something that will not damage the environment or use up the Earth's resources
terminal	An illness that cannot be cured and eventually leads to death
trust	An organisation that invests money and uses the profits to help a charity
turmoil	A state of confusion or noise
victim	A person who is hurt, damaged or killed by someone or something
xenophobia	Fear or hatred of people from other countries or cultures

TERM 3 Daily class activity recommendation		
World of work: Career and subject choices – 3 hours		
Activity 1: Write about your subject choices	Page 96 in LB	This task should take learners more or less 20-25 minutes to complete in class.
Activity 2: Complete a worksheet about career and subject choices	Page 97 in LB	The class activity part of this task should take learners more or less 10-15 minutes to complete.
Activity 3: Do an oral presentation about your career choice	Page 100 in LB	This task should take learners more or less 45-60 minutes to complete in class.
Health, social and environmental responsibility: Volunteerism – 3 hours		
Activity 1: Think about the World Woof Tour	Page 105	This task should take learners more or less 10-15 minutes to complete in class.
Activity 2: Evaluate the contribution of volunteer organisations	Page 110 in LB	This task should take learners more or less 50-60 minutes to complete in class.
Activity 3: How can you help?	Page 112 in LB	This task should take learners more or less 50-60 minutes to complete in class.
Health, social and environmental responsibility: Health and safety issues related to violence – 4 hours		
Activity 1: Discuss community violence	Page 117 in LB	This task should take learners more or less 35-45 minutes to complete in class.
Activity 2: Identify effects of violence	Page 119 in LB	This task should take learners more or less 10-15 minutes to complete in class.
Activity 3: Analyse an example of conflict management	Page 122 in LB	This task should take learners more or less 15-20 minutes to complete in class.
Activity 4: Brainstorm ways to protect yourself	Page 124 in LB	This task should take learners more or less 50-60 minutes to complete in class.

Review Copy

UNIT 1

Career and subject choices

Unit overview

Learner's Book page 94 to 100
Recommended pacing 3 hours

Background information: Grade 9 is an important year for learners, as this is when they must choose which subjects to study in Grades 10 to 12. It is a big decision as it can affect learners' career goals. Encourage learners not to choose a particular subject just because of the teacher who takes that class, or to be influenced by their peers. Learners need to choose subjects that are best for them.

In this unit learners will:

- learn about the subjects they can take in Grades 10 to 12
- understand what skills and abilities are needed for specific subjects and careers
- go through the process of choosing subjects for Grades 10 to 12.

Review Copy

Activity 1 Write about your subject choices

Learner's Book p.96

Teaching guidelines

For this activity, each learner works above and writes a short essay about his or her subject choices. This can be done in class, if time allows, or as homework. Questions 1 to 3 will help learners structure their essays. They will need to evaluate the options available to them, relate the subjects to their intended careers or course of further study, and eventually finalise their subject choice. If learners are unsure of their subject choices, they may find it helpful to read the list of careers related to different subjects and the table of qualities relating to different careers and subjects on pages 98 to 100 of the Learner's Book.

Support

Learners may have a limited understanding of what careers are available and may find it difficult to go through all the tables and categories. Bring an everyday object to class, such as a cup, a metal plate, a cell phone, and so on. Then ask learners to brainstorm the types of career linked to that object: this could include miners, supervisors, shop assistants, drivers, engineers, artists, book keepers, and so on. For learners who struggle to integrate written material, find out what careers they may be interested in and work with them step by step through the subject choices that could support their careers. Encourage learners to think about the images provided in the tables to help them with the ideas.

Activity 2 **Complete a worksheet about career and subject choices**

Learner's Book p.97

1. The four subjects that are compulsory for the NSC are:
   - SA language; SA language; Maths or Maths Lit; Life Orientation
2. Change schools or change your subject choices.
3. The minimum pass rates for the NSC at the end of Grade 12 are as follows:
   - For First Home Language 40%
   - For two other subjects 40%
   - For three other subjects 30%

Activity 3 **Do an oral presentation about your career choice**

Learner's Book p.100

1. Learners must prepare a 1-minute oral presentation in which they explain their career choice, why they think they are well suited to the career, what they like about the career and which school subjects they need to choose. Answers will differ.
2. Classmates must give feedback after evaluating whether learners are truly suited to the career, and whether they have made good subject choices. Answers will differ.
3. Answers will differ; learners must evaluate whether their career choice will have a positive impact on their community.

Review Copy

UNIT 2

Movement activities (1)

Unit overview

Learner's Book page 101 to 103
Recommended pacing 3 hours

In this unit learners will work through an obstacle course to refine their individual performance, as well as peer or group performances in movement activities. Learners should be able to master all the movement activities and assist and assess their peers' performance. Remind learners that they continually need to improve their own performance, as it is good for their health and will also increase their marks.

Safety tips

Talk about these safety tips with learners to make sure they prevent possible injuries. Learners must:

- choose an area to work in, away from obstacles like poles, goalposts, buildings, etc.
- clear the area of potentially harmful objects such as glass, stones, thorns, etc. before they start the activities
- wait for their teammates to reach 'home' before they start, to prevent injuries caused by bumping into one another
- bring bottles of water to all PE lessons
- do a warm up before, and a cool down after, all activities.

Activity 1 **Complete this fitness circuit**

Learner's Book p.101

Teaching guidelines

The obstacle course is made up of six stations. Each station must have a manager who will ensure that learners know what to do. The managers should also facilitate movement though the stations. Learners work in pairs.

Review Copy

Warm up

- Walk and jog
- Do body swings and rotation

Station 1 – Jumping jacks

Get learners to do 10 jumping jacks.

Station 2 – Sprint run

Get learners to sprint for a short distance, and then run backwards.

Station 3 – Lunges

Get learners to take a stride forward with their right leg and do six lunges, and then stride forward with their left leg and do six lunges.

Station 4 – Jack-knife sit-ups

Get learners to lie on their backs with their arms stretched out above their heads. As they exhale (breathe out), get them to bend at the waist and lift their arms and legs to meet in a jack-knife position. As they inhale (breathe in), they should lower their arms and legs to the starting position. Repeat 10 times.

Station 5 – Bounces

Get learners to bounce forwards and backwards 10 times, and then from side to side 10 times. Remind them to keep their bodies as upright as possible as they bounce.

Station 6 – Sit-ups

Get learners to sit opposite a partner. Instruct them to bend their knees and cross legs with their partners. As they exhale, they must sit up and clap hands with their partners. They inhale as they lie down again. Repeat this exercise 10 times.

Cool down

- Walk slowly
- Do arm, leg and shoulder stretches

Activity 2 **Discuss your performance**

Learner's Book p.103

Teaching guidelines

Learners stay in their pairs to discuss their performance in Activity 1, using the questions on page 103 of the Learner's Book to guide them. Walk around the pairs and informally assess their feedback to each other.

Support

Learners who are unfit can be given fewer repetitions at each station.

Review Copy

UNIT 3 **Volunteerism**

Unit overview

Learner's Book page 104 to 112
Recommended pacing 3 hours

Background information

South Africa's Constitution protects our basic social and environmental rights, but we also all have a responsibility to contribute positively to the society that we live in. Within our communities, there are many individuals and organisations that help to provide social and environmental services in support of what the government does. They rely on the services of volunteers who are willing to help others without expecting payment.
In this unit learners will:

- understand the responsibility of individuals and communities to volunteer their time and skills

- read about different types of volunteer organisations
- learn about different types of volunteer activities: helping those less privileged; assisting those affected and infected by HIV and AIDS and other terminal illnesses.

Support

Some learners may find reading through the case studies on pages 105, 106 108, 109 and 112 difficult. Have learners read in pairs with stronger learners supporting less able learners. Work through difficult words with the class and have some stronger learners summarise what the case study was about, to support other learners' understanding.

Activity 1 Think about the World Woof Tour

Learner's Book p.105

1. To make people more aware of dog adoption and responsible pet ownership.
2. 66 dog adoption societies
3. At the SPCA
4. Learners' answers will differ.

Activity 2 Evaluate the contribution of volunteer organisations

Learner's Book p.110

Review Copy

Teaching guidelines

Learners should discuss this activity with a partner and then write down their own answers to the questions. You could extend the research aspect of this activity (Question 3) and encourage learners to work independently on a project about a non-profit organisation that they hand in at the end of the term for formal assessment.

1. a Sustainable development: When we do not damage or destroy the environment during development, or use up natural resources.

   b Trust: A legal arrangement whereby a person or company gives instructions that a specific share of their money must be used for a specific purpose.

   c Non-Profit Organisation: An organisation that exists for educational or charitable reasons, and from which the trustees (those who look after the organisation) do not benefit financially.

   d Counselling: Advice given by a professional.

2.

Functions	ACVV Koeberg	Lifeline Pietermaritzburg	Farm and Garden National Trust	Other (see question 3)
Type of organisation	Religious organisation	NPO – counselling	Trust	
Main functions/	Provide social services: education,	Counselling for adults, telephone	Supports projects that	

activities	remedial assistance, after-care centre, early development centre, food parcels, abuse intervention, job creation, support for elderly	counselling, face-to-face counselling	help people to lead a sustainable lifestyle	
Role of volunteers	Counselling: drug/alcohol abuse, domestic violence; Education: remedial, homework; Feeding scheme: lunches for kids, food parcels; intervention in domestic abuse; cooperation with police	Counselling		

3. Answers will vary depending on the organisation that is chosen by the learner.
4. Answers will differ. Remind learners that support includes giving money, time and encouragement. Have learners consider what could be done with these resources.

Activity 3 How can you help?

Learner's Book p.112

Review Copy

Teaching guidelines

Initially, learners each work on their own and write down the answers to questions 1–3 in their workbooks, and then work with a partner to complete the activity.

1. a Rose Mashale and Dawn Leppan both saw a need in their communities, started in a small way to make changes, and grew them into what they are today.
   b. Baphumelele Education Centre and Children's Home in Khayelitsha:
   - feeds the poor
   - cares for orphans
   - cares for homeless children
   - cares for young people living with HIV and AIDS
   - does fundraising

   b. 1 000 Hills Community Helpers Project:
   - caters for the needs of orphaned and vulnerable children
   - looks after the elderly
   - cares for people living with HIV
   - runs a feeding scheme
   - provides clothing and medical assistance

- has a primary health clinic also available for after-hours emergencies and home-based caregivers.

2. No, the women do not do this work for the love of money. They run non-profit organisations, which means they personally do not benefit financially.
3. Learners' answers will vary; look to the strength of argument. Women and men should become involved in volunteer organisations.
4. Learners research a community organisation in pairs.
5. Learners' articles will vary. Make sure it encourages people to support the work of the community organisation.

UNIT 4

Movement activities (2)

Unit overview

Learner's Book page 113 to 114
Recommended pacing: 3 hours

Review Copy

In this unit learners participate in and refine (improve) the physical movements they learnt in circuit training. Encourage learners to prepare well, as they will be assessed on their performances. There are three activities in this unit. Divide the class into two teams: A and B. Allocate the same amount of time for each activity.
Background information: Sprinting helps develop muscle strength and flexibility. Sit-ups develop core muscle strength and help to keep tummies trim. Remember to give precise information on how to do sit-ups so that learners don't injure their backs.

Activity 1 Running

Learner's Book p.113

Teaching guidelines

Resources needed

- Cones
- Whistle.

Warm up

Jog slowly on the spot.

Running

Set up three lines of cones. Tell learners that, when you blow the whistle, you want them to run past the first line of cones to the second line, and then run backwards back to the first line. Then, without stopping, they must run past the second line of cones to the third line, where they will finish.

Cool down

Supervise learners doing leg, arm and shoulder stretches.

Activity 2 Sit-ups and sprinting

Learner's Book p.114

Teaching guidelines

Resources needed

Whistle

Warm up

Jog slowly on the spot.

Sit-ups and sprinting

Get learners to lie on their backs with their knees bent and their hands behind their heads. As they exhale, they must curl their upper bodies forward into a sit-up, and exhale as they lower their bodies to the starting position Tell learners that, when you blow the whistle, you want them to do 10 sit-ups and then stand up and sprint to the start line.

Review Copy

Cool down

Supervise learners doing leg, arm and shoulder stretches.

Activity 3 Test your abdominal strength

Learner's Book p.114

Teaching guidelines

Resources needed

Whistle

Warm up

- Walk
- Do body swings and rotation.

Sit ups and sprinting

Get learners to lie on their backs. As they exhale, they must lift their upper bodies and legs towards each other (to a jack-knife position). Tell learners that, when you blow the whistle, you want them to repeat the exercise 10 times and then stand up and walk to the finish line.

Cool down

Get learners to lie down and focus on slowing down their breathing.

Assessment

Assess learners' performances of all three activities using the rubrics provided on page 17 of this Teacher's guide.

UNIT 5

Dealing with violence

Unit overview

Learner's Book page 115 to 125
Recommended pacing 4 hours

Review Copy

Background information

The high rate of violence in South Africa affects everyone's health and safety. The threat of violence increases stress, which means we often feel afraid and unsafe. Violence occurs when one person or a group of people intentionally inflict harm on others, including bullying, hitting, punching, kicking, stabbing, shooting, and rape.

While teaching this unit, keep in mind that some learners may be the victims of abuse or know someone who is being abused. Sensitivity towards this is required. Ensure a trusting environment is created, where learners could feel confident to approach you with any problems they may have. You will be covering violence at home, at school, and in the community; the reasons for violence; and the impact that violence has.

Alternatives to violence are also investigated, such as problem-solving skills and ways of preventing and managing conflict. Being able to protect oneself and others from violence is an important preventive measure, but if learners or anyone they know are exposed to violence, there are national, provincial and community organisations and programmes that can be contacted for help.

An important message every learner should have by the end of this unit is that we can all do something to stop the cycle of violence.

Support

Some learners may find it easier to understand the cycle of violence by watching a role play of a situation unfolding. You could ask learners who are good at acting out scenes to act out a scenario of emotional violence that moves through each stage in the cycle (this can be an extension activity for those learners). Then learners who may struggle with the written material can evaluate the role plays and learn using visual and aural memory Alternatively, you could record a soapie and let learners watch a conflict scene.

Activity 1 **Discuss community violence**

Learner's Book p.117

Teaching guidelines

The first part of this activity can be done as a class. Allow time for learners to read the story and then discuss violence in their community. Then let learners work in pairs or small groups to respond to the questions. Walk around the classroom and listen to learners' discussions. Correct any misperceptions and share these with the rest of the class. Take in learners' short speeches for assessment and then choose some to be read out in class.

Activity 2 **Identify effects of violence**

Learner's Book p.119

Review Copy

Teaching guidelines

Learners can complete this activity in pairs. Read through the activity with the learners and make sure they understand what is required. Explain any terms they have difficulty with. Discuss the answers as a class.

1. a The order of the events may vary depending on the individual, their frame of reference or particular fears. Even gender may play a role. The events likely to cause PTSD are:
   b seeing a parent being killed
   c experiencing sexual abuse
   d witnessing sexual abuse
   e being present during a shooting
   f witnessing violence in the community.
2. The symptom of PTSD most likely to be found in teenagers is reckless, aggressive behaviour.

Activity 3 **Analyse an example of conflict management**

Learner's Book p.122

Teaching guidelines

This is a group activity that will encourage discussion and debate. Learners read the dialogue between Bonolo and Carmen, and then answer the questions.

1. The conflict management techniques that Bonolo and Carmen got correct were:

- Listening to each other's point of view
- Saying what they agree with and what they don't agree with
- Asking how to solve the problem.

2. Learners' answers may vary. An example could be: 'I feel angry and upset when I think I am being bossed around. It feels to me as though you are telling me what to do and I get upset when that happens.'
3. Learners can include the following tips for conflict management that Bonolo and Carmen did not use are:
   - Give the other person time to say what they need to say without interrupting or judging them.
   - Try to focus on the problem, rather than on the other person.
   - Use 'I' statements.
   - Ask the person to explain how he or she understands your point of view.
4. Learners' answers will differ; they must evaluate the effective of posters in a short paragraph

Activity 4 **Brainstorm ways to protect yourself**

Learner's Book p.124

Teaching guidelines

The focus of this activity is on finding new solutions. Get learners to work in small groups to complete this activity. Remind learners to keep noise levels down when they are brainstorming.

1. The pot-banging solution helped prevent violence because:
   - It alerted neighbours to violence happening and they could come to help.
   - Those committing the violence would be embarrassed and less likely to continue.
   - When people in the village heard the pots, they would call the police, if they couldn't go and help.
2. Learners' answers will vary.
3. Learners' posters will vary. Assess their posters by making up a standard rubric for this purpose. The rubric should include visual impact, accuracy of information, using an appropriate register for the target audience. Discuss with learners how their posters will be assessed.
4. Learners should individually assess how effective they think their posters are by discussing visuals, the slogan used, the amount of information provided, and the overall attractiveness of the poster.

Review Copy

UNIT 6

Movement activities (3)

Unit overview

Learner's Book page 126 to 127
Recommended pacing 4 hours

This unit combines all the movement activities learnt in previous units and is aimed at assessing each learner's level of performance. Learners are going to do an obstacle course. You will give them the instructions for completing the course. The winning team will be the one who finishes the course first.

Activity 1 **Participate in movement activities**

Learner's Book p.126

Review Copy

Resources needed

12 cones, 10 hula hoops, a whistle

Instructions

The obstacle course is made up of five stages, which are marked by cones.

Warm up

- Jog gently on the spot
- Do arm swings and rotations.

Do an obstacle course

Stage 1: At the blow of your whistle, get learners to take it in turns to hop on their left foot through the hula hoops from Station 1 to Station 2. They then step once in each hula hoop. Then they sprint from Station 2 to Station 3 and back. Then they hop through the hula hoops again, this time using their right foot, on their way back to Station 1. When one whole team has finished, start Stage 2.
Stage 2: Get learners to move from Station 1 to Station 2 doing lunges. They then sprint from Station 2 to Station 3 and back. Finally, they do lunges from Station 2, back to Station 1.

Stage 3: Learners will run backwards from Station 1 to Station 2, and then sprint from Station 2 to Station 3 and back. To complete this stage, learners run backwards from Station 2 to Station 1.

Stage 4: Learners bounce up and down from Station 1 to Station 2, sprint from Station 2 to Station 3, and back to Station 2, before bouncing from side to side to get back to Station 1.

Stage 5: This is the final stage of the course. Learners stand in pairs facing each other. Slowly, they lift their heels until they are balancing on the balls of their feet and hold this position for a count of ten. They can then relax and repeat the movement four times.

Cool down: Supervise learners as they cool down after completing the course.

Assessment

Use the participation rubric and the movement rubric provided on page 17 of this Teacher guide to assess learners' performances in the obstacle course:

Term 3 Exemplar Formal Assessment 1

Although you must collect information outside of class time, the project must be completed in class.

Options after Grade 9

For this project, you need to produce a written booklet with at least three pages. You will also have to present your findings to your class.

1. Choose a career that you would like to explore. On the first page of your booklet, write your name and the title of the job you would like one day, for example, Sinen Majola – Tour Operator.
2. Find out whether it would suit you best to follow and NSC or NCV programme to reach your career goal. Read through the notes in your Learner Book. On the second page of your booklet, list the advantages and disadvantages of following the NSC programme for your career; then list the advantages and disadvantages of following the NCV programme for your career. Write down which option would suit you best.
3. On the third page of your project, you need to write down information about the world of work. You must collect this information outside of class time (from written sources or by conducting an interview), but you must do the finalised writing in class. Provide the following information in your booklet:
   - the name of three possible workplaces for your career
   - what rights and responsibilities the workers have in one of these specific workplace
   - what opportunities to gain experience and improve skills exist in one of these workplaces

Review Copy

Term 3 Memorandum – Exemplar Formal Assessment

Project: Options after Grade 9 (70 marks)

Assess the learners' projects using the following grid:

Criteria	1 mark	2 marks	3 marks	4 marks	5 marks
The learner has provided evidence of understanding the difference between the NSC and NCV programmes.	The learner does not understand the difference.	The learner shows some under-standing.	The learner understands the difference.	The learner shows a good understan-ding.	The learner has an excellent understan-ding
The learner was able to apply his or her chosen career to both the NSC and NCV, and provided relevant advantages and disadvantages of each programme with regard to the career chosen.	The learner did not supply advantages and disadvantage s	The learner supplied some ad-vantages and disadvantages	The learner supplied relevant advantages and disadvantages	The learner supplied a good list of advantages and disadvantages	The learner supplied an excellent list of advantages and disadvantages
The learner was able to draw a conclusion with regard to the best programme.	No conclusion drawn	Learner attempted to draw a conclusion but was unsuccessful	Learner drew a relevant conclusion	Learner drew a good conclusion	Learner drew an excellent conclusion
The learner wrote the names of three relevant workplaces down for his or her chosen career.	No workplaces presented	1 or 2 workplaces presented	3 relevant workplaces presented	3 or more highly relevant workplaces presented	3 or more workplaces presented with excellent reasoning
The learner	Not	Some rights	Rights and	Rights and	Rights and

Review Copy

found relevant information about the rights and responsibilities the workers have in a specific workplace.	discussed	and responsibilities discussed	responsibilities discussed	responsibilities discussed well	responsibilities discussed extremely well
The learner found out what opportunities exist in this specific workplace to gain experience and improve skills.	Not discussed	Some discussion of opportunities	Opportunities included	Opportunities discussed well	Opportunities discussed very well
The learner presented the information in a 3-page booklet as well as a verbal feedback report.	Not presented	Partly presented	Presented	Presented well	Excellent presentation

Review Copy

Formal Assessment: Physical Education Task (PET)

Physical Education Task (30 marks)

Assess learners' participation and their movement performance in Physical Education this term.

1) Give learners a mark out of 20 for participation (see rubric on page 17 of this Teacher's guide).
2) Give learners a mark out of 10 for improvement of performance in movement activities (see rubric on page 17 of this Teacher's guide).

Term 3 Formal Assessment Exemplar 2

Project: Volunteer in your community (70 marks)

Learners identify an organisation that is helping their community and volunteer to help. They need to write a report on what they did, what the organisation does, and the needs it addresses. They need to reflect on the experience.
In Activity 2 on page 118 of their Learner's Books, learners were asked to research an organisation in their community that assists people. They can do this project on that organisation. If not, they need to identify and find out about an organisation before they begin this project. If there are no suitable organisations near your school that need volunteers, adapt this project to individual volunteering (for example, identifying someone in need and working out how to help them, and then doing this).

Guidelines

1. Identify an organisation that is working to improve life for the underprivileged near you, and which accepts volunteers.
2. Find out about the organisation and its mission, values and goals.
3. What need is this organisation addressing?
4. Volunteer an hour or two of your time per week with the organisation, after school or during the weekends.
5. Present a report to your class on these things:
   - the work you did, and the skills and knowledge learned;
   - the vision, mission and goals of the organisation.
6. Reflect on your personal thoughts and experiences about this work. Would you continue as a volunteer? Why or why not? What touched you about your experiences, if anything? Do you feel or think differently after the experience of volunteering?

Review Copy

Term 3 Memorandum –Formal Assessment Exemplar 2

Project: Volunteer in your community (70 marks)

Assess the project using these guidelines:

- Learner regularly volunteered two hours of their time to an NGO in the area and explained extensively what they did. (35)
- Learner communicated the organisation mission, values, and purpose of the NGO. (15)
- Report includes an explanation of the skills and knowledge learned. (10)
- Report includes sincere reflection on personal experiences and thoughts related to volunteering in the organisation. (10)

Term 4

TERM 4 OVERVIEW			
Unit	**Pacing**	**Topic**	**Activities**
Unit 1	2 hours	World of work: Lifelong learning	1–3
Unit 2	2 hours	Physical Education: Outdoor recreational activity	1–2
Unit 3	1 hour	Constitutional rights and responsibilities: Contribution of religions promoting peace	1–6
Unit 4	1 hour	Physical Education: Outdoor recreational activity	1
Unit 5	1 hour	Constitutional rights and responsibilities: Sport ethics	1, 2
Unit 6	1 hour	Physical Education: Outdoor recreational activity	1
Unit 7	3 hours	Development of the self in society: Challenging situations	1–4
Unit 8	3 hours	Physical Education: Outdoor recreational activity	1
Exemplar Assessment plus Memorandum: End-of-year examination Physical education task			

Review Copy

CORE CONCEPTS AND DEFINITIONS	
appreciation	Understanding and enjoyment of how good something or somebody is
bookmaker	Somebody who takes bets and pays winners
collaborating	To help or support
collage	A picture you make by sticking pieces of coloured paper, cloth, photographs and other objects onto a surface
commission	A group of people who have an official task
complicity	Involved with other people in something wrong or illegal
conditions	Something that must happen before another thing can happen
confide	Share your thoughts and feelings with someone
counterproductive	Unhelpful
credit rating	Your ability to pay back money you have borrowed
crisis	A time when something very dangerous or serious happens
depression	A treatable psychological illness that is marked by a low mood and feelings of hopelessness
distress	A strong feeling of pain or sadness or needing help
diverse	Different
ethics	A code of conduct that describes what is right or wrong behaviour
expertise	Special knowledge or skill in a particular subject

facilitate	To make something possible or easier
flashback	Reliving the story as though it was happening now rather than in the past
global	All over the world
harmonious	Peaceful
hereafter	Supposedly a place where we go when we die
Imam	Worship leader of a mosque
interest	Additional money that you have to repay on a loan
intervention	To get involved in something, usually on someone else's behalf or when they cannot do it themselves
irritable	Becoming angry or annoyed easily
musangwe	A type of bare knuckle boxing practised by Venda men
paramedic	A person who is not a doctor or a nurse, but who attends to injured or ill people until they get to a hospital
perpetrators	People who commit crimes or do something wrong
priority	Something that you think is more important than other things
promoting	Encouraging something
reconciliation	To find a way of dealing with two ideas that seem to be opposed to one another; to become friends again after an argument
retire	Stop working, usually when you are over 65 years old
rhythmically	With a regular pattern or beat
sponsor	To agree to pay for something under certain conditions
suicide	The act of killing yourself
technique	A special way of doing something
technique	A special way of doing something
tranquillity	Harmony or peace
transition	A change from one thing to another
trauma	Serious injury to your body; a state of great shock or sadness caused by a particular event
undergraduate degree	The first degree at university
violation	Abuse
virgin	Unspoilt or natural condition

Review Copy

TERM 4 Daily class activity recommendation		
World of work: Study and career funding, plan for lifelong learning – 2 hours		
Activity 1: Work out a plan to fund future studies	Page 132 in LB	This task should take learners more or less 20-25 minutes to complete in class.
Activity 2: Identify your goals	Page 135 in LB	The class activity part of this task should take learners more or less 10-15 minutes to complete.
Activity 3: Draw up a plan of action	Page 135 in LB	This task should take learners more or less 15-20 minutes to complete in class.
Constitutional rights and responsibilities – contribution of various religions in promoting peace – 1 hour		
Activity 1: Think about the prayer	Page 139 in LB	This task should take learners more or less 10-15 minutes to complete in class.
Activity 2: Talk about promoting peace	Page 140 in LB	This task should take learners more or less 5-10 minutes to complete in class.
Activity 3: Talk about Tutu's contribution	Page 142 in LB	This task should take learners more or less 10-15 minutes to complete in class.
Activity 4: Discuss the contribution of African traditional religions	Page 142 in LB	This task should take learners more or less 10-15 minutes to complete in class.
Activity 5: Hindu contribution to peace	Page 144 in LB	This task should take learners more or less 10-15 minutes to complete in class.
Activity 6: Look at Islamic contribution to peace	Page 144 in LB	This task should take learners more or less 10-15 minutes to complete in class.
Constitutional rights and responsibilities – Sport ethics in all physical activities – 1 hour		
Activity 1: Talk about fair play	Page 149 in LB	This task should take learners more or less 5-10 minutes to complete in class.
Activity 2: Discuss players as role models	Page 151 in LB	This task should take learners more or less 25-30 minutes to complete in class.
Development of the self in society – Challenging situations – 3 hour		
Activity 1: Think about depression, grief and trauma	Page 157 in LB	This task should take learners more or less 45-60 minutes to complete in class.
Activity 2: Discuss causes of challenging situations	Page 159 in LB	This task should take learners more or less 10-15 minutes to complete in class.
Activity 3: Helpful coping techniques	Page 162 in LB	This task should take learners more or less 45-60 minutes to complete in class.
Activity 4: Strategies to respond to emotions	Page 164 in LB	This task should take learners more or less 20-30 minutes to complete in class.

Review Copy

UNIT 1 Study and career funding providers and planning for lifelong learning

Unit overview

Learner's Book page 130 to 144
Recommended pacing 2 hours

Background information: In the second term, learners found out about possible study options after completing Grade 9, and that different subjects prepare you with different knowledge and skills for various careers. This unit encourages learners to find out about study and career funding providers and to plan for lifelong learning.

Most learners and their families will not be in a position to afford further studies without the help of a student loan, a scholarship or a bursary. Learners need to be able to identify funding sources and find out about the requirements for accessing such funds, as well as how to apply for them.

Review Copy

Activity 1 Work out a plan to fund future studies

Learner's Book p.132

Teaching guidelines

This activity encourages learners to think about choosing a career they are interested in, find out what qualifications are needed to work in this field, and to explain how they would fund their studies, if their families cannot help them financially. Responses to this activity will vary according to each learner's choice of career. Make sure learners state the kind of funding they would apply for, what institutions they would approach for funding, and what conditions they expect to be part of the funding.

4. Learners' answers will differ as they consider other support systems. These may include family, friends, mentors, and so on.

Support

When working through the different types of funding on pages 130 to 132 of the Learner's Book, have learners read in pairs. Then read through the section aloud in class explaining difficult words as you go along. Also, provide examples of metacognitive processes as you go through the text, helping learners to understand how we think about and engage with factual information. Next have the learners create a summary of each type of funding available. This will help them prepare for Activity 1 and will support the reading process that learners should go through to engage with the text.

Activity 2 Identify your goals

Learner's Book p.135

Teaching guidelines

This is another activity that each learner should complete on his or her own. Each of the three goals that the learners choose should be desirable, measurable and achievable. Learners' responses will vary. Ask them to hand in their goals to you and assess them in terms of these three criteria. You could ask some learners with unusual ('thinking out-of-the-box') goals to share them with the rest of the class. For question 3, learners must write a paragraph that describes why they want to succeed.

Activity 3 Draw up a plan of action

Learner's Book p.135

Teaching guidelines

Most of this activity is done individually, but feedback is done in pairs. Often, people can come up with ideas, but do not take them further – they just remain ideas. The aim of this activity is to get learners to take the ideas they had in Activity 2 and draw up a plan of action to make them happen. They not only have to look at how they will achieve their goal, but also how they would fund it, and what resources are needed. Once learners have this information and have developed an action plan for each goal, they can share their ideas with a partner and offer constructive comments on improving each other's plans.

Walk around and listen to learners giving feedback to each other. Assist learners in developing their action plans only if you are asked to do so. This activity encourages research that learners should be able to do on their own.

Review copy

Support

Walk through a simple example of setting a goal and then creating a plan to carry it out. Explain each step and ask learners for ideas as you progress through each stage. Show correct and incorrect examples so learners can follow the process as concretely as possible.

Extension

Let learners select an academic or school study goal, and create a plan to achieve it. Learners will then document the process, showing where they were successful and where they weren't. Learners then need to adapt aspects of plans that they were unable to achieve in the way they expected. This is likely to include breaking down tasks into smaller components, working 'smarter', and improving support and resources.

UNIT 2

Outdoor recreational activity (1)

Unit overview

Learner's Book page 136 to 137
Recommended pacing 2 hours

Background information: In this unit, learners will refine their performance in recreational activities. They are also required to assess their performance in these activities. They will start with ball games. Make sure learners are familiar with the rules of both games before they begin the activities.

Safety tips

- Begin all activity sessions with a warm up and end with a cool down.
- Running in hot weather is dehydrating, so make sure learners drink enough fluids.
- Other safety tips related to participating in outdoor recreational activities are listed on page 147 of the Learner's Book.

Resources needed

- a netball
- a soccer ball
- whistles
- a netball court
- a soccer field or an open space with other objects used as goal posts

Review Copy

Activity 1 **Play informal netball**

Learner's Book p.136

Teaching guidelines

Read the guidelines for playing informal netball on pages 146 and 147 of the Learner's Book. They are repeated here for easy reference while planning this activity:

1. Toss a coin to decide which team will play first.
2. The team that possesses the ball are on attack and the other team defends.
3. Each time that a player wins the ball, the teams change: the attackers become the defenders and the defenders become the attackers.
4. The attackers play the ball and the defenders try to get the ball away from them.
5. Remember to use techniques learned during PE lessons, for example chest passes, overhead throws, defending, and so on.
6. Anyone may shoot at goal.

Assess learners' interaction on the field. Notice when they use the different techniques and how well these techniques are used.

Activity 2 **Play informal soccer**

Learner's Book p.137

Teaching guidelines

Read the guidelines for playing informal soccer on pages 147 of the Learner's Book. They are repeated here for easy reference while planning this activity:

1. You will have two teams and two goal areas on each side of your space.
2. Only goalkeepers may use their hands.
3. Decide for yourselves what other rules of soccer will apply in this game, and then play.

Make sure the rules that the learners decide to play to, will not allow play to be too rough and possibly cause injuries.

UNIT 3 Contributions of various religions in promoting peace

Review Copy

Unit overview

Learner's Book page 138 to 144
Recommended pacing 1 hour

Background information: Forgiveness is a major theme in most religions and is a very important aspect of promoting peace. Religious leaders and institutions have an important role to play in this regard. You may have learners from different belief or religious backgrounds. Make sure that all views are shown respect.

In this unit learners will:

- learn about the contributions of the Christian church and organisations in promoting peace, and learn about Nobel Peace prize winner, Desmond Tutu
- understand the contributions of Hinduism in promoting peace, and learn about Gandhi's teaching about peace
- understand the contributions of African Traditional Religion in promoting peace
- learn about the contributions made by Islam in promoting peace.

Given the time parameters for completion of this unit, most of the activities can be done as class discussions.

Activity 1 Think about the prayer

Learner's Book p.139

Teaching guidelines

Get learners to read the prayer on page 148 of the Learner's Book and discuss it in class. This activity can be done as a group (class) discussion.

1. The person is praying for unity among the elders. This unity will prevent fighting and conflict.
2. An 'ill word' is a nasty word – words that harm and cause fighting and conflict.
3. If every ill word was driven out into the wilderness, there would be peace.
4. Learners' answers will differ; they should respect each other's opinions.

Activity 2 Talk about promoting peace

Learner's Book p.140

Teaching guidelines

Get learners to do this activity in small groups. Learners' answers will vary. Walk around the classroom and listen in on each group's discussion. Ultimately, the action of the church is to promote peace. Some may also feel that Christians would like more Muslim people to join their church

Support

The case study for activity 2 may have words, groups and concepts that the learners are not familiar with. If possible, use a globe or map to show where Syria is. Discuss a report on conflict in the area. Discuss what the council of churches is, as well as the Antioch. Perhaps ask learners if they know of any conflicts between Christian and Muslim people and ask them to consider that not everyone wants to fight.

Review Copy

Activity 3 Talk about Tutu's contribution

Learner's Book p.142

Teaching guidelines

Get learners to read about Tutu's involvement in promoting peace on pages 150 to 152 of the Learner's Book. Discuss any questions the learners may have and explain any terminology that learner's found challenging. Learners can work in pairs to complete this activity.

1. Tutu received the Nobel Peace Prize because he was outspoken and worked hard to promote peace in South Africa.
2. Learners' answers may vary based on their religious and cultural backgrounds. Look to strength of argument.
3. Learners' answers may vary, depending on denominational, cultural influences, and so on.

Activity 4 Discuss the contribution of African traditional religions

Learner's Book p142

Teaching guidelines

This activity can be done as a class discussion.

1. *Ubuntu* is a rather difficult concept that may need to be discussed at length: people are people through other people (people are what they are, because of those around them).
2. If you want peace and unity, you have to live it or be it, so that others around you are empowered to live it and be it too.
3. Because of shared beliefs, traditional religious leaders are in an excellent position to promote peace in their diverse communities.

Activity 5 Look at Hindu contribution to peace

Learner's Book p144

Teaching guidelines

This activity can be done as a class discussion.

1. Hindus believe that you should learn to love your enemy and that you should not harm any creature, man or animal.
2. When Ghandi said 'An eye for an eye makes the whole world blind', he meant that revenge achieves nothing, and that it only leads to a vicious cycle of anger and aggression.
3. Rather than using violence to set things right, *satyagraha* proposes that a better way of changing wrong behaviour is to patiently and compassionately help people to learn how to do things the right way.
4. Nelson Mandela was reluctant to oppose apartheid through violent means. He believed that passive resistance would eventually wear the apartheid government down. Even during negotiations, his approach was the same.

Review Copy

Activity 6 Look at Islamic contribution to peace

Learner's Book p144

Teaching guidelines

This activity can be done as a class discussion.

1. Muslims believe that one should be patient with enemies and handle them with inner peace.
2. 'Inner peace' is the absence of strife within one's own self, even in the face of conflict. This does make for good peacekeepers, because those who have inner peace do not get emotionally involved in situations and can approach them with greater calm and clarity.
3. Learners' answers will differ.

UNIT 4

Outdoor recreational activity (2)

Unit overview

Learner's Book page 145 to 147
Recommended pacing 1 hour

This unit focuses on different dances and moves as outdoor recreational activities. This is a fun way of improving the learners' physical wellness levels. All dance steps include movement techniques and fitness components.

The activities encourage learners' creativity. Your role will be to supervise the preparation and practice sessions, and give support, guidance and advice where necessary.

In groups, the learners must choose a dance type and work out appropriate dance moves. They must practise as much as possible. Make sure that learners have included warm up and cool down activities in their performances.

Review Copy

Activity 1 Choose and perform a dance

Learner's Book p.145

Teaching guidelines

Divide learners into groups of eight or ten and give each group a card or a piece of paper with the name of the dance type they are going to perform. The choices are: gumboot dance, wedding dance, *Ingoma*, *Indlamu*, or *Inkwahla*. Learners can read about the dances in the Learner's Book. As a group, they will need to decide what they will wear, any props they will need, and the music they will dance to. They must then plan a 10-minute dance that they will present to the rest of the class.

Walk around the groups as they are doing their planning and practising, and make sure in terms of every learner is making a contribution preparing for and participating in the dance.

UNIT 5

Sport ethics in all physical activities

Unit overview

Learner's Book page 148 to 151
Recommended pacing 1 hour

Taking part in physical activities such as sport helps learners to improve their social skills. Because professional sport is a highly competitive business, the rules of fair play are important. 'Fair play' is a term used to describe good sport ethics.
In this unit learners will:

- discuss the qualities or values of fair play, the winning way
- find out why ethics are important in sport activities
- talk about examples of good and bad role models in sport.

Review Copy

Activity 1 Talk about fair play

Learner's Book p.149

Teaching guidelines

Get learners to read and discuss the section on 'Fair play, the winning way' on page 158 of the Learner's Book before completing Activity 1.

1. Fair play is represented by:
   - value or respect for others
   - friendship
   - loyalty
   - trust
   - fairness.
2. Learners' answers may vary, but Shumane certainly shows friendship and respect for others.
3. Learners' examples will vary. Check their suggestions against the qualities of fair play.

Activity 2 Discuss players as role models

Learner's Book p.151

Teaching guidelines

The first part of this activity (answering questions about Hansie Cronje) can be done as a class discussion. Question 2 can be discussed in pairs and then learners can write their own answers. This can be done in class if time allows, or as homework.

1. a Cronje is referred to as a brilliant leader of men and it is said that he inspired thousands of people in post-apartheid South Africa.
   b Match-fixing is when you agree to win or lose a match on purpose. Usually the match fixer is paid a large sum of money for doing this. This is unfair play because it breaks the rules of trust, fairness and loyalty to one's team.
   c Cronje said that he was lured into it by a 'love for money'.
   d Learners' answers will vary: betrayed, angry, etc.
   e Learners' choice of favourite sport star will vary, which will determine their answers.
2. a Learners' answers may vary: he probably head-butted the referee because he was angry at a decision the referee made.
   b The rugby player was banned for three years. Comment on the fairness of the decision may vary (you don't really know what the circumstances were around the incident).
   c.–e Learners' responses will vary depending on their experiences.
3. a The soccer clubs damaged the pitch by using *muti* and salt.
   b They may have done it to bring good luck for their team or bad luck for the other team. Either way, the motivation is to somehow manipulate the outcome of a game.
   c Learners' answers may vary. Essentially though, the answer should be 'no' because, whether you believe in the power of *muti* or not, the intention behind the action is to manipulate the outcome of a game.

Review Copy

UNIT 6 Outdoor recreational activity (3)

Unit overview

Learner's Book page 152 to 153
Recommended pacing 1 hour

Background information: There is only one activity in this unit, which focuses on assessing each learner's performance in the different dance moves they chose in Unit 4.

Activity 1 Preparing for assessment

Learner's Book p.152

Teaching guidelines

Allow a little time for each group to prepare themselves to perform their dances for assessment. You will assess their ability to demonstrate how well they can execute the movements and their participation in the group.

Assessment

Look for the following:
- Did the group work well together?
- Were the dance moves smooth and controlled?
- Were the outfits/costumes suitable for the dance style?
- Did the group complete the performance within 10 minutes?

Assess individual performances using these criteria:
- Did the learner participate enthusiastically?
- Did the learner make the necessary moves smoothly?
- Did the learner remember and complete the steps appropriately?

You can use the rubrics on page 17 of this Teacher guide for assessment.

UNIT 7 Challenging situations: depression, grief, loss, trauma and crisis

Unit overview

Learner's Book page 154 to 165
Recommended pacing 3 hours

Review Copy

Background information

Being a teenager bring its changes and challenges. Learners need to understand that their well-being and quality of life will be affected by how well they can work with these challenges, and manage their responses to them. The common challenges that we are going to look at in this unit are depression, grief, loss, trauma and crisis.

There are many support groups – national, provincial and community-based – there to help. You may want to contact some of them for further information about the different topics, or possibly invite someone who works for such a support group to talk to your class. Be guided in your choice by the challenges that you identify your learners are facing when you are working through this unit.

You can expect most of your learners to have experienced at least one of these challenging situations. Be sensitive to this and make sure learners are asked to be so too, if personal experiences are shared in the class. No-one should be forced to share anything they don't feel comfortable with. Be available after lessons as some learners may want to approach you to discuss issues on an individual basis. If you feel an intervention is required, consult with other teachers and the school management body on protocols for this.

Activity 1 Think about depression, grief and trauma

Learner's Book p.157

Teaching guidelines

Get learners to read about depression, grief and trauma in the Learner's Book and then complete Activity 1 on their own. This can be done in class if time allows or as homework.

1. Symptoms of depression:
   - Feeling irritable, angry, or aggressive
   - Feeling worthless, guilty, sensitive to criticism
   - Avoiding people you know
   - Losing interest in activities
   - Having aches and pains
   - Changed eating and sleeping habits
   - Struggling to concentrate
   - Feeling sad and hopeless
   - Thinking about suicide.
2. Stages of grief:
   - Denial: Refusing to believe what has happened and pretending that your life is exactly the same.
   - Anger: Blaming yourself or others for the loss, and feeling frustrated.
   - Bargaining: Offering something or trying to make a deal with yourself, or others, or even your God to try to change things back to how they were before. Quite often, you don't realise that you are doing this, so it can be helpful for others to point this out to you.
   - Depression: Experiencing symptoms of depression (see answers to Question 1 above). You should see a doctor and/or a counsellor to help you through this stage.
   - Acceptance: Accepting what has happened and realising that your life has to go on. As time passes, you will still think about the loss, but less often than before, and your feelings will be less overwhelming.
3. Stages of trauma:
   - Shock and a sense of being overwhelmed.
   - Carrying on as though nothing has happened.
   - All the feelings and symptoms you had in the first stage return. These may include nightmares, flashbacks, and feeling fear, guilt, anger, low self-esteem, and depression.
   - You start getting back to your old self.

4 Groups' pamphlets will differ. They should indicate helpful and unhelpful things that people sometimes say to those who are dealing with trauma or grief.

Review Copy

Activity 2 Discuss causes of challenging situations

Learner's Book p.159

Teaching guidelines

It is important to look at the causes of challenging situations. Sometimes these can be avoided and at other times not. The important point to impress on learners is that help is

available, and acknowledge that it takes courage to ask. Learners must understand that they will not be judged on the situations they find themselves in, and that they are not alone.

Get learners to read Sifiso's story and then answer the questions. This can be done as a class discussion.

1. d. Sifiso faced grief and trauma.
2. Learners' answers will vary. They should include that it was unexpected, that he had experienced loss, that he had to wait on his own while trying to revive his grandmother.
3. Depression is one of the stages of grief. The signs of depression that Sifiso should look out for, so that he knows when to get help, are loss of interest, low mood, changes in eating and sleeping, hopelessness and thoughts of suicide.

Activity 3 Helpful coping techniques

Learner's Book p.162

Teaching guidelines

Remind learners that help is available if they are facing challenging situations and they are not sure what to do. However, they also need to be made aware of some counterproductive coping techniques, which they can read about on pages 170 and 171 of the Learner's Book before doing Activity 3 in groups.

- If you are thinking about suicide, you should speak to someone – a family member or relative, a nurse or doctor, a social worker or any another trusted adult.
- Drug and alcohol abuse causes more problems and traps you in a cycle of depression/loss/crisis.
- Learners' posters will vary. Make sure they reflect unhelpful ways of coping with challenges and includes toll-free helpline numbers.
- Learners must evaluate whether there any examples of discrimination in their poster and, if so, remove it. Answers will differ.

Review Copy

Extension

Get learners to write a short essay about a person who faced a challenge, used unproductive coping techniques, but eventually found help.

Activity 4 Strategies to respond to emotions

Learner's Book p.165

Teaching guidelines

Get learners to read through the section on strategies to respond to emotions in challenging situations on pages 162 to 165 of the Learner's Book. Answer any questions learners may have and discuss any aspects of the suggested responses that they are unsure of.

The first three strategies in this activity are ones that learners can do on their own. They encourage self-reflection and development of self-concept.

The last strategy requires whole class participation. In groups, learners write the name of each person in the group on separate pieces of paper, folding the paper in half so that the person's name is on the outside. Passing the pieces of paper around, each person in the

group must write down one thing that they like or admire about that person. When everyone has added their contribution, the piece of paper must be given to that person so that they can read all the good things that others wrote about them. Take in the pieces of paper and add something positive to each one before handing them back to the learners. Tell learners to keep these pieces of paper and to remember to read them when they need to feel good about themselves.

Support

Get learners to read through the section on strategies to respond to emotions in challenging situations with a partner. Then have learners summarise each section. Provide them with dictionaries, if possible, to help with any words they don't understand. This will help to develop learners' reading skills and their comprehension skills in English.

UNIT 8

Outdoor recreational activity (4)

Unit overview

Review Copy

Learner's Book page 166 to 167
Recommended pacing 3 hours

In this unit learners will engage in an outdoor recreational activity that promotes health, well-being and map-reading skills.

Activity 1 **Treasure hunt**

Learner's Book p.167

Teaching guidelines

Resources needed

- A sketch map of a large area, such as the school grounds, with different 'stations' marked on it.
- Cones or small flags mark the stations.
- Instruction cards for each station (one card for each group of learners). The cards must be numbered and give information to direct the groups to the next station.
- Treasure. (This will be awarded to the group that completes the course in the shortest time, and shows proof of having visited all the stations.)

Teaching guidelines

In proper orienteering, you move from point to point using a map, a compass and a set of instructions to find the places where something is hidden. This activity is a mini version of orienteering.

Read through the instructions on page 177 of the Learner's Book with the learners. Make sure they understand what is required of them. Answer any questions they may have.

Set up the orienteering-type course and let learners participate in the treasure hunt. Remember to record each group's start and finish time.

Assessment

Use the following criteria to assess each group:

- Did the group members walk in single file and hold hands as they moved from one point to the next?
- Did each group follow the instructions on the cards?
- Did the group complete the course in time (30 minutes)?
- Were all the cards brought back by the group, to show that they had visited each station?

Award the 'treasure' of your choice to the group that completed the course in the best time and showed proof of having visited all the stations.

Review Copy

Term 4 Formal Assessment Exemplar 1 End-of-year examination

SECTION A

All questions are compulsory.

NOTE:

For one word answers, write only the question number and the word.

For multiple-choice questions, write only the question number and the letter of the correct answer.

Question 1

Match the academic education or achievement in Column A with the mark that relates to it (what you need to achieve) in Column B. Write only the number and the matching letter.

Column A	Column B
1. Entry to University of Technology	a. 40 % in 1st Home Language
2. To qualify for tertiary education	b. 60-69%
3. Substantial achievement	c. 50-59% in at least four subjects
4. Elementary achievement	d. 40-49% in at least four subjects
5. Minimum NSC pass requirement for Grade 12	e. 30-39%

[5]

Question 2

Say whether the following statements are TRUE or FALSE:

a If you have gonorrhoea, you may not have any symptoms.

b Accusing your boyfriend of cheating if he wants to use a condom, is not respecting his role as a protector.

c The contraceptive pill can make you sterile.

e Unhealthy sexual behaviour always leads to STIs or even HIV.

f Spermicides are jellies, creams or foams that create a barrier to prevent live sperm from reaching the egg.

g Teenage girls should not insist that their partners wear condoms during sex because there is big chance that their partners will leave them then.

h if you have sex with someone who is drunk or high on drugs, you are committing rape.

[7]

Question 3

1. It was the task of the _____ to uncover the human rights violations that had been committed during apartheid.
2. A company practises _____ when it gives back to the communities in which it operates.
3. Your ability to pay back money you borrowed from the bank is called your _____ .
4. The fear or hatred of people from other countries or cultures is called _____.
5. Education at university or college level is called _____ education.
6. An activity is called _____ if it will not damage the environment or use up the Earth's resources.
7. A person or organisation that provides money to help fund an event is called a _____.
8. A book or printed document that gives information about a school is called a _____.
9. Organisations that indicate that they are not linked to the government are called _____.
10. NPOs need to do _____ to cover the costs of their work.

[10]

Question 4

1. Who said, "There are many causes that I am prepared to die for, but no cause that I am prepared to kill for"? (1)
2. When and at which event did Archbishop Desmond Tutu say, "We have been wounded, but we are being healed"? (2)

Review Copy

3. Which religion teaches the following: "In observing patience, one might pray for the other party's return to peace or seek God's intervention to serve justice in the hereafter"? (1)
4. Which religion teaches the following: people are people through other people, therefore, it is important for the whole community to reconcile and live in peace. (1)

(5) **[5]**

TOTAL SECTION A **27 marks**

SECTION B

All questions are compulsory.

Question 5

Your best friend Sifiso is very kind and generous, and sometimes people take advantage of him. Because Sifiso always tries to help others, he often ends up doing his siblings' chores for them. He never says no, and so they abuse his kindness. Sifiso knows that things need to change, but he is not sure what the problem is or how to fix it.

1. Explain to Sifiso what assertiveness is, and why he needs to learn to be more assertive. (5)
2. Give some examples of assertive behaviour that are different from the way Sifiso behaves. (4)
3. How can Sifiso learn to be more assertive? (6)

[15]

Review Copy

Question 6

Michael and Ethan are good friends and they often spend time together, but Ethan does not like going to Michael's house. Michael's older brother is a big, angry bodybuilder who likes picking fights. Michael sometimes comes to school with bruises on his body; then he won't talk to Ethan and sits alone at break time.

1. Do you think it is likely that Michael is suffering from physical abuse at home? Give reasons for your answer. (4)
2. Describe some conflict resolution strategies that would Michael might be able to apply if he is being physically abused by his brother. (4)

[8]

Question 7

Explain what abstinence is and why some teenagers choose abstinence. **[4]**

TOTAL SECTION B **27 marks**

SECTION C

Answer only TWO of these questions.

Question 8 Apply Ghandhi's example to promote peace to your life

Nelson Mandela said, "Both Gandhi and I suffered colonial oppression, and both of us mobilised our respective peoples against governments that violated our freedoms." Both Ghandi and Mandela inspired people to live peacefully with others in their communities. How can you apply Ghandi's example to live peacefully with others in your community, family and school? Think of the things Ghandi did as a lawyer in South Africa, the things he said, and his idea of *satyagraha*. **[8]**

Question 9 Convince your aunt that reading is an important skill

You have just visited your cousins who live on a farm in another province. You were shocked to discover that your cousins can't read. Your aunt does not think it is important for people to learn to read, as long as they know how to be good farmers.
Write a short letter to your aunt in which you explain that there are many purposes of reading and that it will help your cousins to learn this skill. Also provide examples of how it would be useful to them in order to convince your aunt. **[8]**

Review Copy

Question 10 Solve a community problem by volunteering

Think of a particular need in your community and imagine that you could start a volunteer organisation to solve this need. Explain the following:

- What would your volunteer organisation be called? (1)
- What need would you serve? (1)
- Whether your organisation would be an NGO or an NPO, or neither. (2)

Explain the different ways in which you might raise funds for your organisation. (4)

[8]

TOTAL SECTION C **16 marks**

GRAND TOTAL **70 marks**

Term 4 Memorandum – Exemplar Formal Assessment

End-of-year examination (70 marks)

Section A (25 marks)

Question 1: Matching columns:

Column A	
University of Technology	d.
Tertiary education	c.
Substantial achievement	b.
Elementary achievement	e.
Minimum NSC pass requirement for Grade 12	a.

(5)

Question 2

Say whether the following statements are TRUE or FALSE:

a True
b True
c False
e False
f True
g False
h True

Review Copy

[7]

Question 3

Complete the sentence:

1. Truth and Reconciliation Commission (TRC)
2. corporate social responsibility
3. Credit rating
4. xenophobia
5. tertiary
6. sustainable
7. sponsor
8. prospectus
9. NGOs
10. fundraising (10)

Question 4
Answer the questions:
1 Gandhi (1)
2 1995, at the end of the TRC (2)
3 Islam (1)
4 African traditional religion (1) (5)

[25 marks]

Section B: 25 marks

Question 5: Advise your friend to be more assertive:

1. Assertiveness is the ability to stand up for what you want and need, whilst respecting the rights of others. When you are assertive, are reasonable and comfortable, not aggressive or apologetic. You are able to you express ideas, thoughts and opinions clearly, appropriately and honestly. You also receive other people's opinions in the same way, without anger and anxiety. Assertive people are confident and in control of their lives. They make decisions with confidence and can change their minds with confidence, if necessary. They are able to talk about what they need or want, what their goals are, and about their emotions, without being embarrassed or aggressive towards others.
(5)
2. Assertive behaviour includes: being open in expressing wishes, thoughts and feelings, and encouraging others to be the same; listening to the views of others and responding appropriately, whether in agreement with these views or not; accepting responsibilities and being able to delegate to others; expressing appreciation of others for what they have done or are doing; being able to admit to mistakes and apologise; keeping self-control; behaving as an equal to others. Sifiso is not assertive when he does his siblings chores: he should be able to say no; they are not treating him as an equal when they abuse his kindness.
(4)
3. Here are some things Sifiso can to do to help him to be assertive: Respect yourself because you are a valuable person with rights and abilities. Respect others as valuable people with rights and abilities. Make decisions about what your needs, wants and goals are. Talk about your needs, wants, goals and emotions with family and friends. Listen when others tell you about their needs, wants, goals and emotions. Keep calm because it will help you think clearly, communicate better, and maintain good relationships, solve problems and make confident and firm decisions. Sifiso can learn to say no kindly, calmly and confidently. (6)

(15)

Review Copy

Question 6:
Violence at home:

1. Yes, bruises, isolates himself, won't talk (4)
2. Avoid his brother; give in to whatever demands his brother makes; if it is possible to talk to his brother, Michael should explain how he feels and try to understand why his brother is so angry; get help from a guardian such as a parent that he trusts; perhaps he could make another living arrangement by asking to stay with his grandparents for a while until his guardians have dealt with his brother's problems (4)

(8)

Question 7
Abstinence means making a firm decision not to have sex. You can make this decision at any time, even if you have already had sex before. Abstinence is the safest way to protect ourself from unwanted results such as pregnancy, STIs, HIV and a poor self-image. [4]

[27 marks]

Section C: 16 marks

Answer only TWO of these questions.
Question 8
Apply Gandhi's example to promote peace in your life:
Learners' answers will depend on their situations; they should give examples that indicate application of Gandhi's example. As a lawyer, Gandhi was concerned with justice. In 1894, he formed the Natal Indian Congress. Learners can stand up for their beliefs and speak up when things are wrong, or defend the rights of others. His passive resistance campaign is an example of doing this without anger or violence. This campaign opposed the pass laws for Indians.

In 1913, Gandhi led a campaign against a tax on labourers, as well as the Immigration Act and the fact that the South African government did not recognise marriages that were conducted according to Indian rites. Learners can refer to the following quotes: "An eye for an eye will only make the whole world blind." "Power based on love is a thousand times more effective and permanent than the power derived from fear of punishment." "There are many causes that I am prepared to die for, but no cause that I am prepared to kill for." Learners might be inspired by *satyagraha* – his teaching on nonviolent resistance. Rather than using violence to set things right, Gandhi believed that a better way of changing wrong behaviour was by patiently and compassionately helping people to learn how to do things the right way. (8)

Question 9
Convince your aunt that reading is an important skill:
Learners must apply the different purposes for reading:

- **Studying** This involves reading specific material in order to understand it, and later recall and explain it. It is helpful to farmers to learn about animals, plants, soil and the weather.

Review Copy

- **Research** This is reading to find specific information so that you can understand it, interpret in your own words, and explain it. Farmers can solve problems on their farms and discover better ways of farming.
- **General knowledge** This is reading that is not directly related to your studies. Examples include newspaper articles, non-fiction books, magazine articles and perhaps spiritual texts. Cousins would be enriched by this.
- **Pleasure** Reading for fun and entertainment includes, books (fiction and non-fiction), magazines, and cartoons. Cousins would enjoy this.
- **Application** Reading for direction or in order to act upon the information given. Examples include reading for directions to a particular place, a recipe while cooking or baking, or assembling a table or chair. Helps with farming and generally in life.

(10)

Question 10
Solve a community problem by establishing a volunteer organisation:
Learners' answers will differ. Award 1 mark for a name and 1 mark for a description of the need the organisation would serve. Learners must show that they understand that a Non-government Organisation has no links with the government; and that a Non-profit Organisation does not exist to make a profit, although it might change a small fee to cover its operating costs. Learners should mention fundraising, possibly receiving funds from the National Lottery Fund, the involvement of businesses to show their corporate social responsibility, those who support volunteer organisations by making donations of goods or money, or by providing sponsorships where they get publicity at a fundraising event in return for their contribution.

(8)
[16 marks]

TOTAL **70 marks**

Review Copy

Term 4 Formal Assessment Exemplar 2 End-of-year exam

End-of-year examination (70 marks)

Section A: 27 marks

Question 1: Multiple choice:
1.1 Which of the following statements about conflict is false?
  a Giving in to the other person is likely to resolve the conflict.
  b Trying to get your own way will not resolve the conflict.
  c Avoiding or ignoring the conflict will only make it worse.
  d Collaborating leads to a win-win situation. (1)

1.2 When you make an 'I' statement, you should:

a express and take responsibility for your feelings.

b blame the other person for the problem.

c give both parties a chance to express their feelings.

d Both a) and c) (1)

1.3 Xenophobia can be defined as:

a Dislike of strangers

b Dislike or fear of people from other countries

c Fear of losing your job

d Fear of refugees (1)

1.4 Compromise in a conflict is when:

a both parties promise each other it won't happen again.

b one party gives in.

c both parties get some of what they want.

d both parties get exactly what they want. (1)

1.5 How can you protect yourself and others from violence?

a Run to the nearest safe place.

b Shout for help.

c Avoid alcohol and drugs.

d All of the above (1)

(5)

Review Copy

Question 2

Match the subjects in Column A with suitable careers in Column B

School subjects	Career
A. English History Business Studies Accounting Economics Mathematics	1. journalist
B. Physical Sciences Life Sciences Mathematics	2. quantity surveyor
C. English History Geography Languages	3. advocate, attorney, legal advisor
D. Civil Technology Mechanical Technology Computer Applications Technology Information Technology	4. bookkeeper, accountant, chartered accountant

E. Accountancy Information technology English Business studies Mathematics	5. doctor, nurse

(5)

Question 3: Fill in the missing words:

1.1 _____ means putting things in order of importance.

1.2 _____ is the customs, ideas and way of life of a group of people.

1.3 Relaxing and enjoying yourself when you are not working is called _____

1.4 Some cultures disrespect people from other cultures; this is _____ and is a negative lifestyle choice.

1.5 Many African cultures are very _____, which means that they are friendly and welcoming to visitors and strangers.

1.6 _____ is the ability to stand up for what you want and need, while respecting the rights of others.

1.7 _____ means putting off doing something you need to do.

[7]

Question 4

4.1 List five causes of violence. (5)

4.2 List five results of violence. (5)

(10)

Review Copy

Section B: 27 marks

Question 5

Read the following scenario and answer the questions.

A recent newspaper article reported that a group of women stormed into a shebeen and attacked a man who was suspected of raping several women in the community. Explaining their action, the women said the rapes had been reported to the police, but the police had done nothing about it, so they decided to take matters into their own hands.

5.1 Describe three human rights violations in this story by naming them and giving the examples from the story. (6)

5.2 Suggest how the women could have dealt with the problem of rape in their community without resorting to violence. (6)

(12)

Question 6

Choose three of the following scenarios and answer the questions below:

- A woman enrolled all three of her domestic worker's children at the same school her own child attended and paid their school fees.
- A first-year university student donated all the gifts she received for her birthday to a children's home for AIDS orphans.
- A white boy decided to teach a group of black boys in his community how to play cricket, and did fundraising to buy them cricket togs.
- Two street children put the coins they had collected in a beggar's bowl.

- A woman whose son was murdered adopted her son's killer.
- A six-year-old boy had both his legs amputated after a tree fell on him. Members of a motorcycle club enrolled him in a school for the disabled and paid his school fees.

6.1 Explain what ubuntu is and show how each story demonstrates the values of ubuntu and the concept of a 'Rainbow Nation'. (6)

6.2 Give an example that you have experienced or heard about, that illustrates ubuntu and the concept of a 'Rainbow Nation'. (3)

6.3 Suggest three ways that schools could encourage learners to practise Ubuntu and uphold the concept of a 'Rainbow Nation'. (6)

(15)

Section C: 16 marks

Question 7

You have seen an advertisement for bursaries for the course you want to study when you leave school. Write a letter applying for the bursary and motivate why you think you deserve it. Include the following: an introduction; describe your skills, interests and abilities; list the subjects you are studying, and mention the course you want to study and the career you have identified; mention any volunteer work and/or job-shadowing you have done.

(10)

Question 8

Read the following scenarios about ethics in sport and answer the questions:

1. A high-school sports hero tested positive for steroids. He said his coach encouraged him and other team members to take steroids to improve their performances.
2. In a TV interview after he came second in the 200 metre race at the 2012 Paralympics, 'Blade-runner' Oscar Pistorius said the result was 'unfair' he claimed the winner came first because his blades were longer, which was true. Paralympics officials said that in this instance there was no rule about the length of the runners' blades.
3. In 2011 four members of Pakistan's national cricket team were found guilty of taking bribes from a bookmaker to play badly on purpose in a Test match at Lord's Cricket Ground, London, in 2010.

Identify how the sportsmen in each story go against the values of fair play and give possible reasons for their behaviour. Then suggest how ethical behaviour and fair play can be encouraged in school sports.

(8)

Review Copy

Memorandum – Alternative Formal Assessment

End-of-year examination (70 marks)

Section A: 27 marks

Question 1
Multiple choice:
1.1 a
1.2 d
1.3 b
1.4 c
1.5 d

(5)

Question 2
Match the subjects in Column A with suitable careers in Column B:
a 3
b 5
c 1
d 2
e 4

(5)

Review Copy

Question 3
Fill in the missing words:
3.1 prioritising
3.2 culture
3.3 recreation
3.4 racism
3.5 hospitable
3.6 assertiveness
3.7 procrastinating

[7]

Question 4:
4.1 Any five causes of violence:
person has experienced violence; person has witnessed violence;
social/political/economic inequality; drug/alcohol abuse; low self-esteem; depression;
failure at school (5)
4.2 Any 5 results of violence:

victims get blamed; lack of trust in community; fear of going out in the streets; fewer community activities; individuals suffer physical, emotional and behavioural symptoms, for example. PTSD; cycle of violence continues

(5)
(10)

Section B: 27 marks

Question 5

5.1 Learner's own ideas of the human rights violations. Examples: the police were violating the community's right to safety and freedom from abuse by not arresting the perpetrator; the rapist was violating the victims' rights to safety and freedom from abuse; the women were violating the man's right to a fair trial and to safety and freedom from abuse.

(6)

5.2 Learner's suggestion of how the women could have dealt with the problem of rape in their community without resorting to violence. Examples: Talk to the man and try to get him to admit he did it and see the error of his ways or prove he didn't do it; lobby the police to arrest the perpetrator; form a volunteer group to patrol the area at night using non-violent ways to discourage people from committing crimes.

(6)
(10)

Review Copy

Question 6

6.1 Learner's own ideas of how each scenario demonstrates the values of ubuntu and/or the Rainbow Nation. Learners can use information on the Rainbow Nation and *ubuntu* in the Learners' Book Term 4 Unit 3, page 150. (3 x 2 = 6)

6.2 Learner's own example of *ubuntu* – must be appropriate. (3)

6.3 Learner's own suggestions of how schools can encourage learners to practise the principles of *ubuntu*.

(3 x 2 = 6)
(15)

Section C: 16 marks

Answer two of the following questions:

Question 7

Learners must include the following: an introduction (1 mark); the subjects they are studying, the course they want to study and their chosen career (these should be related) (3 marks); their skills, interests and strengths (3 marks); any volunteer work and/or job-shadowing they have done (3 marks).

(8)

Question 8

Learner's own opinion. Possible answers: Story 1: It is illegal to use steroids or any performance-enhancing drugs. It gives the player an unfair advantage. Reason: Too much emphasis on winning at all costs in school sports. Story 2:

Oscar was being a bad sport in not congratulating the winner. He should have kept his opinion to himself, not aired it on TV to the whole world. Reason: He was disappointed because he expected to win the race. Story 3: This is an example of match-fixing. Reason: The players were greedy and more interested in making a lot of money than helping their team win the match for their country.

Learner's own suggestions. Possible answers: all schools in area could draw up a common code of conduct for school sports; sports coaches should focus on team-playing and good sportsmanship rather than competitiveness and winning at all costs; coaches should praise players for trying even if they don't win; encourage role models who demonstrate ethical behaviour.

(8)
[16 marks]

Formal Assessment: Physical Education Task (PET)

Physical Education Task (30 marks)

Assess learners' participation and their movement performance in Physical Education this term.

1 Give learners a mark out of 20 for participation (see rubric on page 17 of this Teacher guide).
2 Give learners a mark out of 10 for their movement performances in outdoor recreational activities such as orienteering and rhythmic dancing (see rubric on page 17 of this Teacher guide).

Review Copy