

OXFORD

**Successful**

# ***Life Orientation***

TEACHER'S GUIDE

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GRADE

9

WITH EXAM INFO AND EXEMPLAR PAPERS

Review Copy

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

# How this course works

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

## The Learner's Book

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

## The Teacher's Guide

- The Teacher's Guide provides you, the teacher, with all the planning, teaching and assessment tools. Teachers receive guidance on how to teach important concepts.
- The Life Orientation Teacher's Guide covers all five topics of the Life Orientation syllabus and provides rich resources to ensure complete curriculum coverage and the successful development of Life Orientation skills in Grade 9.
- The Teacher's Guide supports you by providing support and information on how to teach the subject. Some of the features you will find in the Teacher's Guide include the following:

**Section 1    Guidelines to teaching in the Senior Phase**

**The National Curriculum and Assessment Policy Statements**

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

- Curriculum and Assessment Policy Statements (CAPS) for all approved subjects 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

Defining subject, CAPS and teaching terminology for the teacher

## Providing Formal Assessment Tasks as required by the CAPS:

### PE assessment

Use the following rubric for assessment:

The learner is able to complete the 12-minute run test.

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

Total: 30 marks

## Providing additional background information and teaching guidelines to teachers:

### Background information

It may be difficult for some learners to access information to do their research. If possible, go to the websites given at the beginning of the unit and gather basic information. Do not simplify the information, but give them copies of the pages in the sites. They need to sort out the information they need and make sense of it all on their own.

### Guidelines

- You can put learners in small groups where at least one person has access to information and they can pool the resources they have.
- They could also take notes from speakers from different career fields whom t you might invite to speak to the class.

## Additional resources support core contents:

### Additional resources

- The full text of the South African Constitution is available from [www.info.gov.za](http://www.info.gov.za)
- The full text of South Africa's Policy on Disability is available from [www.dsd.gov.za](http://www.dsd.gov.za)

## The National 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, namely:

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

## Instructional time allocation

The instructional time in the Senior Phase is as follows:

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

# Learning in the Senior Phase

## Overview of topics

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



## Overview

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

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

## Teaching plan for Life Orientation Grade 9

This teaching plan shows:

- the pacing of the topics for the course by term
- where to find the relevant contents and activities in the Learner's Book.

This teaching plan follows the time allocations as set out in the CAPS for Life Orientation. It assumes two hours of teaching per week. One hour per week will be spent on teaching Physical education, and the other hour on one of the other topics, as per CAPS.

	<b>Content/topics (as per CAPS)</b>	<b>Learner's Book</b>	<b>Activities and assessment</b>
<b>1</b>	<b>Term 1</b>	<b>Page 7</b>	
	<b>Development of the self in society</b> Goal-setting skills: Personal lifestyle choices	Unit 1 Pages 8–16	Activities 1–8
	<b>Physical education</b> Participation in activities that improve physical wellness level Safety issues relating to fitness activities	Unit 2 Pages 17–18	Activities 9–10
	<b>Development of the self in society</b> Sexual behaviour and sexual health	Unit 3 Pages 19–31	Activities 11–16
	<b>Physical education</b> Participation in activities that improve physical wellness level Participation and movement performance in activities that improve physical wellness level	Unit 4 Pages 32–34	Activities 17–19
	<b>World of work</b> Time-management skills: Accountability in carrying out responsibilities Reading and writing for different purposes	Unit 5 Pages 35–44	Activities 20–23
	<b>Physical education</b> Participation in activities that improve physical wellness level Participation and movement performance in activities that improve physical wellness level	Unit 6 Pages 45–47	Activities 24–27

	<b>Content/topics (as per CAPS)</b>	<b>Learner's Book</b>	<b>Activities and assessment</b>
<b>2</b>	<b>Term 2</b>	<b>Page 51</b>	
	<b>Constitutional rights and responsibilities</b> Issues relating to citizens' rights and responsibilities	Unit 1 Pages 52–57	Activities 1–7
	<b>Physical education</b> Participation in and execution of a game plan for individual or team sport Safety issues relating to participation in sport	Unit 2 Pages 58–59	Activities 8–9
	<b>Constitutional rights and responsibilities</b> Constitutional values as stated in the South African Constitution	Unit 3 Pages 60–67	Activities 10–19
	<b>Physical education</b> Participation in and execution of a game plan for individual or team sport Participation and movement performance in a game plan for individual or team sport	Unit 4 Pages 68–70	Activities 20–21
	<b>World of work</b> Options available after completing Grade 9 National Senior Certificate (NSC: grades 10–12) and National Certificate Vocation (NCV: FET Colleges) qualifications Knowledge of the world of works: Rights, responsibilities and opportunities in the workplace	Unit 5 Pages 71–79	Activities 22–25
	<b>Physical education</b> Participation in and execution of a game plan for individual or team sport Participation and movement performance in a game plan for individual or team sport	Unit 6 Pages 80–82	Activities 26–27

	<b>Content/topics (as per CAPS)</b>	<b>Learner's Book</b>	<b>Activities and assessment</b>
<b>3</b>	<b>Term 3</b>	<b>Page 85</b>	
	<b>World of work</b> Career and subject choices:	Unit 1 Pages 86–94	Activities 1–5
	<b>Physical education</b> Participation and refinement of own and peer performance in movement activities Safety issues relating to movement activities	Unit 2 Pages 95–96	Activities 6–7
	<b>Health, social and environmental responsibility</b> The concept of volunteerism	Unit 3 Pages 97–104	Activities 8–10
	<b>Physical education</b> Participation and refinement of own and peer performance in movement activities Participation and movement performance in movement activities	Unit 4 Pages 105–107	Activities 11–12
	<b>Health, social and environmental responsibility</b> Health and safety issues related to violence	Unit 5 Pages 108–120	Activities 13–18
	<b>Physical education</b> Participation and refinement of own and peer performance in movement activities Participation and movement performance in movement activities	Unit 6 Pages 121–122	Activities 19–21

	<b>Content/topics (as per CAPS)</b>	<b>Learner's Book</b>	<b>Activities and assessment</b>
<b>4</b>	<b>Term 4</b>	<b>Page 125</b>	
	<b>World of work</b> Study and career funding providers Plan for own lifelong learning: Goal-setting for lifelong learning	Unit 1 Pages 126–131	Activities 1–4
	<b>Physical education</b> Participation and refinement of own performance in outdoor recreational activities Safety issues relating to participation in recreational activities	Unit 2 Pages 132–133	Activity 5
	<b>Constitutional rights and responsibilities</b> Contributions of various religions in promoting peace	Unit 3 Pages 134–136	Activity 6
	<b>Physical education</b> Participation and refinement of own performance in outdoor recreational activities	Unit 4 Pages 137–138	Activities 7–8
	<b>Constitutional rights and responsibilities</b> Sports ethics in all physical activities	Unit 5 Pages 139–140	Activities 9–10
	<b>Physical education</b> Participation and movement performance in outdoor recreational activities	Unit 6 Pages 141–142	Activities 11–13
	<b>Development of self in society</b> Challenging situations: Depression, grief, loss, trauma and crisis	Unit 7 Pages 143–152	Activities 14–18
	<b>Physical education</b> Participation and refinement of own performance in outdoor recreational activities Participation and movement performance in outdoor recreational activities	Unit 8 Pages 153–154	Activity 19

## Example of a lesson plan

Some may find daily lesson plans useful, although this is not a formal policy requirement. An example (for Grade 8) of how to complete a lesson plan is given below.

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

## **Assessment**

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

### **Informal or daily assessment**

Informal assessment is the daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interaction, and so forth. For example, activities on pages 17, 32 and 74 are suitable for informal assessment.

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

Learners often experience difficulty completing extended writing tasks. This is why we have provided activities such as Activity 22 on page 42 and Activity 23 on page 43.

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

### **Formal assessment**

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

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

## **Formal programme of assessment**

### **Formal assessment requirements of Life Orientation**

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

## Types of formal assessment for Life Orientation

### *Projects*

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

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

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

In the Learner's Book you will find exemplar projects (see pages 123–124). You can use this as a formal assessment task. Alternatively, in Section 5 of this Teacher's Guide you will find another project.

### *Examinations*

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

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

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



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

**Section A (25 marks)**

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

**Section B (25 marks)**

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

**Section C (20 marks)**

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

In the Learner's Book you will find exemplar examinations at the end of Term 2 (see pages 81–84) and Term 4 (see pages 154–156). Learners can use these for revision and to prepare for their examinations. The memoranda of these papers are given in this Teacher's Guide. In Section 5 of this Teacher's Guide you will find a mid-year exam as well as an end-of-year examination that you can use or adapt for formal assessment. The memoranda are also included.

***Written tasks***

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

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

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

In the Learner's Book you will find exemplar tasks (see pages 48–49). You can use this as a formal assessment task. Alternatively, in Section 5 of this Teacher's Guide you will find another task.

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

### *Physical Education Tasks*

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

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

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

## Planning for assessment

We have provided a full assessment plan for you

### Programme of assessment

<b>Term 1</b>	Written task: Case study (pages 48–49)	70	100
	PET: Activity 17 in Unit 4 (page 33)	30	
<b>Term 2</b>	Mid-year exam (pages 81–84)	70	100
	PET: Activity 27 in Unit 6 (page 80)	30	
<b>Term 3</b>	Written task: Project (pages 123–124)	70	100
	PET: Activity 21 in Unit 6 (page 122)	30	
<b>Term 4</b>	End-of-year exam (pages 154–156)	70	100
	PET: Activity 12 in Unit 6 (page 141)	30	

### Metacognitive strategies

#### What are metacognitive strategies and how can you use them?

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

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

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

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

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

## Cognitive levels and abilities for Life Orientation in the Senior Phase

KNOWLEDGE AND RECALL	COMPREHENSION/ UNDERSTANDING	APPLICATION	CONCEPTUAL REASONING: ANALYSIS	CONCEPTUAL REASONING: SYNTHESIS	CONCEPTUAL REASONING: EVALUATION
Low order	Middle order		High order		
Absorb Count Define Identify Label List Match Memorise Name Outline Point out Quote Recite Recognise Repeat Remember Reproduce Respond Select State Trace	Classify Compare Convert Discuss Distinguish Define Demonstrate Describe Estimate Explain Generalise Give examples Illustrate Infer Interpret Match Paraphrase Restate Rewrite Select Summarise Translate	Change Compute Construct Demonstrate Draw Illustrate Predict Relate Solve Use	Break down 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 Criticise Decide Dispute Evaluate Grade Judge Justify Interpret Support Recommend

### Inclusive assessment

You need to develop adaptive and alternative methods to assess learners with barriers to learning, so that learners are given opportunities to demonstrate competence in ways that suit their needs.

Here are some examples of how to assess these learners while still maintaining the validity of the assessment:

- Some learners may need concrete apparatus for a longer time than their peers.
- Assessments tasks, especially written tasks, may have to be broken up into smaller sections for learners who cannot concentrate or work for a long time, or they may be given short breaks during the tasks. Learners can also be given extra time to complete tasks.
- Some learners may need to do their assessment tasks in a separate venue to limit distractions.
- A variety of assessment instruments should be used, as a learner may find that a particular assessment instrument does not allow him or her to show what he or she can do.
- Learners who cannot read can have tasks read to them and they can dictate answers. Assessment can also include a practical component in which learners can demonstrate their competence without having to use language.
- A sign language interpreter can be used.
- Assessment tasks could be available in Braille or enlarged with bold type text.
- Assessment can include the use of dictaphones or computers with voice synthesisers.
- The forms of assessment used should be appropriate to the age and development of the learners. The design of these tasks should cover the contents of the subject and include a variety of tasks designed to achieve the objectives of the subject.

## Recording and reporting assessment

- **Recording:** Recording documents the level of a learner's performance in a specific assessment task. It indicates learners' progress towards the achievement of the knowledge as prescribed in the curriculum. Records of learner performance should be used to verify the progress made by teachers and learners in the teaching and learning process.
- **Reporting:** Learners' performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, and so forth. Teachers in all grades report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the table on the next page.

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

## Overview of specific aims and skills for Life Orientation

- The Life Orientation curriculum consists of the following five topics in grades 7–9:
- Development of the self in society
- Health, social and environmental responsibility
- Constitutional rights and responsibilities
- Physical education
- World of work

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

### The aim of Life Orientation as a subject is to:

- guide learners to achieve their full potential (including physical, emotional, intellectual, social and personal) (for example, see page 8).
- develop learners' skills to respond to challenges and play an active and responsible role in society and the economy (for example, see page 97).
- teach learners to exercise their constitutional rights and responsibilities and to respect the rights of others (for example, see page 52).
- guide learners to make informed and responsible decisions about their health, environment, subjects choices, further studies and careers (for example, see page 86).
- provide opportunities for learners to demonstrate an understanding of, and participate in activities that promote movement and physical development (for example, see page 46).

## What is Life Orientation?

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

Learners will develop their own self and will be provided with strategies to facilitate their growth. In addition, they will be shown their role and importance in a bigger community (school, family, community, South Africa) and the impact their actions can have on others.

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

## Development of the self in society

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

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

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

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



## Health, social and environmental responsibility

- It is important for learners to become aware of issues such as substance abuse, violence and different diseases (tuberculosis, diabetes, obesity and anorexia) that form part of the South African landscape. Another health issue that receives a lot of attention is HIV and Aids. It is topical, and many learners will be affected by this, either in their families, or in their community.
- Take time to discuss and correct all the myths and untruths surrounding these diseases, especially HIV and Aids.
- Another social issue that is discussed in this topic is violence. For many learners violence is a part of their daily lives. We will address violence (in the house, community and country) and equip learners with the skills needed to deal with it.
- Finally, we will also look at the environment. Our environment is at risk, and learners need to be aware of the consequences of not looking after the environment, whether it is local or global.
- A broad aim of the Life Orientation curriculum is to ensure that our ‘rainbow nation’ really works and that our learners become good citizens, free of discrimination and able to take responsibility for their actions.
- The topic of Constitutional rights and responsibilities will introduce topics such as human rights, fair play and ethics in sport, and gender equity. Learners should be introduced to the South African Constitution and the Bill of Rights, and understand their rights and responsibilities. They should know what is expected of them as authentic citizens of South Africa. At the same time they will know what they can expect from others.
- Expanding on the topics covered in the Intermediate Phase Life Skills, we will also look at cultural diversity, different religions and traditions. Allow learners to share their own traditions, religions and cultures with the class. This can be a good way to promote tolerance and acceptance among learners from different cultures.

## Physical education

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

- Make sure that your lessons are enjoyable and encourage the whole class to participate. Promote physical movement and healthy habits among all your learners. If you can promote good, healthy choices in young learners now, the possibility of those good healthy choices 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 it may be a very large group. Here are some key strategies to help you conduct effective, efficient and fun PE lessons:
- 1 The key is to plan ahead. Decide on the activities for the lesson and ask yourself questions such as the following:
    - Will it be a whole-class activity or would pairs or groups or a combination of the two work better?
    - Will it be a combined boys and girls lesson?
    - Who will be choosing the groups – you, or will the learners choose their own groups? You know your learners and their capabilities and can combine groups with different capabilities. Do not always group the best learners together. Allowing learners to choose groups can also result in ‘fixed’ groups of friends always being chosen for the same groups.
    - Are there learners with disabilities? If yes, ensure that these learners can also participate in the lesson. You may have to adapt the lesson to cater for the learners’ needs.
    - Do you have adequate equipment? If not, adapt the lesson to suit yourself and your learners.
    - Do you have an alternative option for bad weather conditions? Always have a back-up plan.
  - 2 Use the activities for Physical education in the Learner’s Book as a guideline. If needed, repeat some activities in order for learners to perform and master fundamental skills effectively.

## World of work

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

having people from different professions talk to them or encouraging them to attend career days.

- First of all, they will need to decide whether to stay in school and obtain a National Senior Certificate (NSC) at the end of Grade 12 or to go an FET College and obtain a National Certificate Vocational (NCV). Make sure that learners understand the difference between the two and are able to make informed choices.
- Learners will also need to make subject choices at the end of Grade 9, which will affect their future career choices. In this topic learners will be introduced to different careers. Learners should carefully consider what career they would like to follow before they make subject choices.
- In addition to this, this topic will also cover a range of study and reading skills. Learners need to practice these skills and incorporate them in their studying.

## **Specific skills for Life Orientation in Grade 9**

Life Orientation covers the following specific skills:

- Identify and solve problems and make decisions using critical and creative thinking.
- Organise and manage themselves and their activities responsibly and effectively.
- Work effectively as individuals and with others as members of a team.
- Collect, analyse, organise and critically evaluate information.
- Communicate effectively using visual, symbolic and/or language skills in various modes.
- Use sciences and technology effectively and critically showing responsibility towards the environment and the health of others.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving does not exist in isolation.

## **Inclusive teaching**

### **What is inclusive teaching?**

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

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

Inclusion is about acknowledging and respecting that:

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

Inclusion is also about:

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

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

## Practical guidelines for inclusive teaching

- Have a true understanding of each learner's background, strengths, unique abilities, needs and barriers. Then use this information to inform your planning and give a clearer focus.
- Remember that you are a facilitator of learning.
- Keep the content and material as relevant as possible.
- Break down learning into small, manageable and logical steps. Keep instructions clear and short (plan beforehand).
- Grade activities according to the different levels and abilities of learners. Try to ensure that learners remain challenged enough without undue stress.
- Develop a balance between individual, peer tutoring, co-operative learning and whole-class teaching.
- Use learners to help one another in the form of group types, peer assisted learning, buddy systems and so on. Ensure that learners feel included and supported in the classroom by both you 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 or she can understand with adult support. Learning is thus a social interaction as the teacher mediates and supports the learner as he or she learns a new concept.
- Spend time on consolidating new learning. Use different ways to do this until all learners understand the concept. Make time to go back to tasks so that learners can learn from their own and others' experiences and methods.
- Use and develop effective language skills (expressive and receptive, verbal and non-verbal).
- Experiment with a variety of teaching methods and strategies to keep learners interested and to cater for and develop different learning styles. Use games, co-operative group work, brainstorming, problem-solving, debates, presentations, and so on.

## **Learners with barriers to learning**

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

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

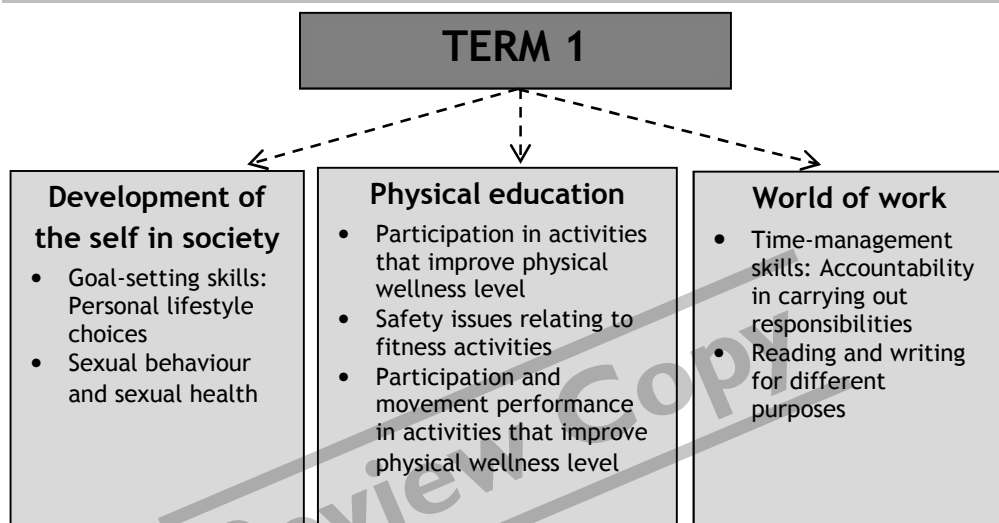
- completing tasks
- acquiring thinking skills (own strategies)
- assessment activities.

You need to adapt the number of activities to be completed without interfering with the learners gaining the required language skills.

**Review Copy**

# Term 1

## Core concepts covered



## Overview

Content	Time allocation	Learner's Book page	TG page
Unit 1 Development of the self in society	3 hours	8	32
Unit 2 Physical education	3 hours	17	40
Unit 3 Development of the self in society	4 hours	19	43
Unit 4 Physical education	4 hours	32	49
Unit 5 World of work	3 hours	35	53
Unit 6 Physical education	3 hours	45	58
Summary and exemplar formal assessment	–	48	60

## Unit focus

- In the first unit we focus on the goals that learners set for themselves and how these goals are affected by their lifestyle choices. We will discuss some of the things that influence learners' lifestyle choices. Then we will describe good ways of responding to those influences. It is always best for learners to be well informed so that they can make important decisions confidently.

## Resources needed

- You will find newspapers and magazines useful during the lessons on the influence of the media and heroes in the media.

## Teaching guidelines

- At the start of the lesson, have a short decision on lifestyle choices to ensure that learners know what you mean when you use the term. Ask them to give examples and to explain the effect that these choices might have on their lives in the long term. Once they have given some examples, ask the class which lifestyle choices are the most important and will have the greatest impact on their lives.
- Read through the content of the Learner's Book on page 8 while learners follow, and make sure that they understand what to do.

### Activity 1 Set personal lifestyle goals

Learner's Book page 8

## Guidelines to implement this activity

- Learner's work on their own.
- Read through the questions and ensure that learners understand what is being asked.
- Learners swap their lifestyle goals with a classmate and assess each other.

## Suggested answers

- 1 Learners' answers will differ. Learners should think of all the large-scale goals they will want to achieve during the next 10 years.



- 2 Learners' answers will differ. Learners should describe five smaller SMART goals, and remember that SMART goals are specific, measureable, attainable, relevant and time-bound.
- 3 Answers will differ. Learners must swap their goals with a classmate and critically evaluate whether their classmate's goals are "SMART".
- 4 Answers will differ. Learners should consider whether or not their goals show that they have respect for themselves, and that they are prepared to persevere to be successful in life.
- 5 Answers will differ. Learners should say how they would feel about themselves when they have achieved all the goals on their lists.

## Remedial activity

If possible, arrange for a person from the community to talk to learners about how the goals he or she had set for him- or herself helped him or her to reach success later in life. This should be someone that the learners will respect, who is at least 10 years older than they are. It can be a popular teacher, sports coach or business owner.

## Background information

Read this article adapted from one by Gail Smith in the *Mail & Guardian Book of Women* (2012). The article is about Mitta Lebaka, a social worker manager at an organisation called *Children of Fire*. She works with children who are burn victims.

Before you do, ask the learners whether they think success is ordinary people making a difference or important people doing big things, or both.

At just 22, Lebaka is a combination of youthful exuberance and a seriousness born of tragic circumstances.

In August 1998, Lebaka, then eight years old, switched on the kitchen stove to warm her hands. The jersey she was wearing caught alight and, as she struggled to take it off, the rest of her clothing ignited, leaving her with third-degree burns over her upper body, neck and chin.

But it is not her own burns or scars that dominate the conversation when we sit down to talk. A social worker manager at Children of Fire, the first and only charity in Africa dedicated to child burn survivors, she is neither a victim nor the object of pity I had dreaded before meeting her. Her personal motto is, "All you need is compassion and common sense".

The Children of Fire founder, who first met Lebaka when she was a schoolgirl at Fort Hare High School in Dobsonville, attributes her resilience and courage to Gloria. "The person who made Mitta who she is, is her mother. She had a tough start and a tragic accident, but her attitude has always been, 'What's the point of whingeing about it? Let me do more than the best I can.' And that is all due to her mother."

Lebaka acknowledges her family as the bedrock of her support and her mother's role in helping her come to terms with the accident and the scars she will bear for the rest of her life. After spending three months in hospital in 1998, she returned to school

in January 1999. Despite all her objections, her mother remained uncompromising that not only would she go to school, she would also go without a scarf to cover her scars.

A refusal to be the object of pity is a trait displayed by many of the children at Children of Fire, says Lebaka. Most children who have burn accidents are under-fours because they are still exploring their world, she says. Poverty and cramped living conditions make toddlers especially vulnerable, as they are exposed to open flames, boiling pots and primus stoves. Around 15 000 children are severely burned in South Africa every year.

At any given time, the centre houses between six and forty children going through surgery, occupational therapy and physiotherapy. To date, the centre has helped 350 child burn survivors from all over Africa. The children it has assisted on the continent include a girl burnt in an acid attack in Gabon, a boy burnt in a rebel attack in Sudan, a girl burnt in a stove explosion in Tunisia and innumerable other children burnt by open fires, in shack fires and in car accidents, or by exploding paraffin lamps, hot polish and some through attacks by parents.

## **Activity 2      Reflect on factors that influence your choices**

Learner's Book page 9

### **Guidelines to implement this activity**

- Ask learners individually to write down on a piece of paper what they think success is and what it is that influences their concept of success. Ask them what a successful person looks like and what they think it is that makes them think that a successful person looks like that. Tell learners that their ideas of success might come from the media, their environment, their friends and peers, their family, their culture, their religion and their community.
- This is an individual activity. Learners' answers will differ. They need to complete the sentences subjectively, according to the answer that suits their situation.
- Ask learners to consider the question, "What do your answers tell you about your picture of success and the things that influence it?" Do not expect of them to discuss these in class, because these answers are very personal and learners could easily feel embarrassed by classmates' responses.

### **Suggested answers**

- 1 The media, our environment, our friends and class mates, our families, our culture, our religion and our community.
- 2.1 My family thinks that people are successful when they (for example own a big house, has a job and drive a fancy car).
- 2.2 My friends think that people are successful when they (for example wear Diesel clothing, has a cool cell phone, are attractive and hang out with popular kids at school).

- 2.3 When I grow up I want to (for example study to be a fashion designer). I will get support when I (enrol at a college), but will probably find it difficult to explain to family and friends if I (fail).
- 2.4 (For example my hockey team) has done really well for themselves because they have (won all their matches).

### Activity 3

### Set goals that are positively influenced by the media

Learner's Book page 10

#### Guidelines to implement this activity

- Read through the section on page 9 and 10 of the Learner's Book while the learners follow. Ask learners whether they think it is true that they are influenced by the mass media. Ask a learner to explain the word discerning in his or her own words.
- Read through the contents in the Learner's Book while the learners follow and ask them to tell you, in their own words, what socio-economic environment means. Be careful about asking learners to volunteer information in this section because it is a highly sensitive topic.
- Read through the questions and make sure that learners understand what to do. You might give an example of someone you admire.

#### Suggested answers

- 1 Learners' heroes will differ; they must write down the names of three people (for example, Ronaldo, Kanye West and Skrillex).
- 2 Learners' answers will differ; they should write down the main reason they like the person, for example Ronaldo is the best footballer in the world. They must also write down two positive qualities, for example Ronaldo is very talented, but he also works really hard and is absolutely determined to perform at his peak in every game. Learners might list possible negative qualities, for example Ronaldo might be arrogant or lack balance in his life. They must ask these questions about all three heroes.
- 3 Learners' answers will differ. They should evaluate whether the SMART goals that they set in Activity 1 reflect the positive characteristics they admire in their role models.

## **Activity 4    Think about your environment and peers**

Learner's Book page 11

### **Guidelines to implement this activity**

- Read through the section on friends and peers in the Learner's Book. Remind learners about the meaning of the word discernment and ask them to tell you why they think discernment is so important regarding friends and peers.
- This activity is intended for personal reflection. It is important that learners come to the realisation that the people whom they have chosen as friends might not help them to achieve their goals on their own. If you put pressure on them, they might rebel. Do not ask them to share with the class.
- Once you have given learners the opportunity to reflect, read through the list of characteristics on page 12 of the Learner's Book.
- Do not neglect to give learners time to reflect on the following questions too: Are you that kind of friend to others? Do you have friends like that? How would having friends like that influence the personal lifestyle choices that you make? You might ask them to write the answer down, but do not ask them to share their thoughts with the class.

### **Suggested answers**

The answers to this activity will differ from learner to learner. Give learners enough time to reflect on the questions asked in the activity and encourage them to think about the questions asked

## **Extension activity**

You can turn this activity into a short essay that can be completed at home.

## **Activity 5    Think about culture and lifestyle choices**

Learner's Book page 13

### **Guidelines to implement this activity**

- Read through the text on page 13 of the Learner's Book and make sure that learners understand the term dysfunctional.
- Read through the text on page 14 of the Learner's Book.
- Make sure learners understand what culture is and how culture can affect our lifestyle choices.
- Allow some time for learners to talk about their culture, and tell the class something about their culture the rest of the class perhaps did not know.

- Ask learners whether they can think of examples of how culture changes with time.

## Suggested answers

- 1 Culture form part of our identity. It consists of the group with whom we grew up. Culture can be about the way we cook, our opinion about the way we dress or speak, and even belonging to a certain religion. Sometimes, people of a specific gender or age play a specific role within a culture.
- 2 Learners should explain what culture means to them.
- 3-7 Learners' answers will differ as they discuss the questions with their class mates.

### Activity 6

### Think about your religion and lifestyle choices

Learner's Book page 14

## Background information

People of different religions admire different people and consider them successful. For example:

- Christians admire missionaries who leave home to spread their religion. Many anti-slavery and anti-apartheid activists were based on the Christian faith.
- People of the Jewish faith admire mothers and fathers who raise families and individuals who channel their skills into making life better for others.
- People of African Traditional Religions often admire heroes and leaders and praise them in songs and poems.
- In Buddhism, success is not seen as worldly success (fame or power) and lasting happiness is not something we get from these things. This is captured in the saying, "Try not to become a person of success, but a person of value".
- In Hinduism, great religious teachers, who are seen as manifestations of the god of their devotional preaching, are valued. Stories of their lives become part of the oral and written tradition.

## Guidelines to implement this activity

Once you have read through the notes with the learners, make sure that they understand the questions. You can ask them to do this activity individually, but it might be more beneficial to group children from specific religions together so that they can brainstorm the questions together.

## Suggested answers

- 1 Learners discuss what religion means to them. Learners should tell the others in their group, if appropriate, which religion they belong to.

- 2 Religion and culture is similar, because it is expected of people and families and communities to follow a certain religion. It is something we usually grow up with. Both culture and religion is a way of life, even in the things we eat, wear and say, and certain lifestyle choices we make.
- 3 Learners discuss these in their groups. Examples can include smoking or drinking, swearing, being sexually active before marriage, stealing, dressing inappropriately, etc.
- 4 Learners discuss how they see successful lifestyle choices in their religion. The basic “laws”, “commandments” and “rules” of religions are all very similar. For example, do not lie, steal and love your neighbour as yourself, etc.
- 5 Learners discuss this in their groups.

### **Activity 7      Think about community and lifestyle choices**

Learner's Book page 15

#### **Guidelines to implement this activity**

- Ask learners whether they can think of ways of responding to influences that will affect us for the rest of our lives. Why is an appropriate response so important?
- Read through the paragraph on community. The question in this activity can be posed as a classroom discussion.

#### **Suggested answers**

- 1 A community is a group of people living in a district or area, or a group of people who share similar origins, ideas or interests.
- 2 Communities do depend on each other. Learners' reasons will vary.
- 3 The person could have a negative influence on the people around him or her; the person could be rejected by the community and the person could be made to feel like an outcast; the person could cause trouble.
- 4 The person will have a positive influence on the people around him or her; the person would be treated with more respect; some people might be jealous of him or her because they may have made negative lifestyle choices; it might push others around to do better and have a positive all-rounded effect on the community.
- 5 Learners' answers will vary.

### Guidelines to implement this activity

- Remind learners of the discussion on what success is in the previous section. They will build on that discussion here.
- Read through the contents on page 17 and then ask learners to do Activity 8 in groups of three to four.
- Ask them whether they think that film stars are worthy role models. Are their images of glamorous lives worth following? Is it realistic?
- Ensure that learners understand the questions by reading through them with the class. This is a group activity.

### Suggested answers

- 1 Learners' examples of wrong ideas of success will differ, but they might mention owning some status object.
- 2 Their reasons for why these ideas are wrong will depend on what they listed in the previous question. They might say that we are not defined by our possessions; we can easily lose them.
- 3 Some people are led to make these bad choices because they are influenced by others doing the same, if not worse; some people maybe want the attention; some people have been raised to believe that the choices they make are right because that's all they have known. Learners' answers will vary.
- 4 Their answers about the influences that make young people strive for a specific type of success will also differ.
- 5 Other countries would withdraw from negotiations or trade; the currency could weaken; there would be an even more uneven distribution of equality; more poverty. Learners' answers will vary.
- 6 The citizens would suffer because of one person's bad decisions – look at the points listed in Question 5 as a guideline. People tend to look up to famous people or important people such as the president of a country and therefore have a big influence on people's understanding and way of life.

### Extension activity

- Discuss the following as a class: A recent survey showed that 17% of Americans would rather lose a significant loved one than their money. What does this reveal about wrong ideas of success? (See [www.vanityfair.com/magazine/2012/08/bubba-watson-golfer-poll?mbid=social\\_facebook#slide=3](http://www.vanityfair.com/magazine/2012/08/bubba-watson-golfer-poll?mbid=social_facebook#slide=3).)

- Encourage learners to think about the influences in their lives and to challenge those that are not helpful.

### Remedial activity

Read through the section of assertiveness in the textbook and ask learners to describe the term in their own words.

### Extension activity

Ask learners to give examples of someone who is not being assertive. If there is time, you can ask learners to perform a short role play in pairs.

## Unit 2 Physical education: Physical wellness (1)

Learner's Book page 17

### Unit focus

- Safety issues relating to fitness activities
- Participation in activities that improve one's physical wellness level
- Participation and movement performance in activities that improve physical wellness level.
- Learners will participate in activities that develop and improve physical wellness levels. Physical wellness aspects include cardiovascular endurance, strength and flexibility. Ensure that a warm-up and a cool-down routine is completed before and after physical activity.

### Resources needed

- Benches
- Chairs
- Markers/cones

### Teaching guidelines

- Ensure that learners are given water breaks when necessary. Allow groups of learners to take turns to have such breaks.
- Encourage learners to carry water bottles.
- Selected fitness aspects are of a moderate to high intensity, such as sprinting activities.
- Plan group work for most activities.



- Demonstrate all the activities (each station) to the entire class.
- Then divide the learners into groups and allocate them to the various stations.
- Rotate the groups' stations.

## **Activity 9      Cardiovascular endurance**

Learner's Book page 17

### **Guidelines to implement this activity**

- Briefly discuss with learners what physical wellness is. Refer to page 18 in the Learner's Book.
- You will be teaching learners training methods to improve their cardiovascular endurance. Mention the event called the steeplechase, which requires one to have good cardiovascular endurance.
- Refer to the Learner's Book (page 18). Learners can assist you with the field set-up. The choice of the obstacle can be varied. The first two drills are of a moderate intensity (jogging), while the third drill is of a high intensity; hence the difference in the recovery time between drills.
- The learners should perform continuously at varying levels of intensity.
- This activity should be repeated in the following lesson, as learners' cardiovascular endurance will be assessed.
- Remind learners to train on their own (after school hours), as training only during school hours will minimally improve their cardiovascular endurance.

### **Remedial activity**

Adjust the number of laps according to the fitness of individuals. Allow learners who are less fit to build up to the three full laps.

## **Activity 10      Inspect the playing area**

Learner's book page 18

### **Guidelines to implement this activity**

- Ensure that you carry your whistle.
- Begin with an in-class theory lesson. Refer to the Learner's Book (page 19). Briefly discuss with learners the importance of inspecting the playing field for hazards.
- Discuss the treatment for small pieces of glass that may be embedded in the skin.
- You can nominate one or two learners from your class to perform the inspection at the beginning of each lesson.
- Now take learners out onto the playing field. All lessons must begin with a warm-up routine. Learners should be familiar with warm-up routines.

- Begin with a light jog around the playing field.
- Use the following exercises as a guideline. The exercises can be performed over a distance of 10 to 15 m:

High knees	Jumping lunges
High kicks	Straight-leg swings
Side-stepping	Butt-kicks

### **Quick steps**

- Warm-up games can also be played. This part of the warm-up should not be more than 10 minutes long (no rest periods).

### **Running games**

#### Skunk tag

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

#### Big bear tag

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

### Cool down

- Stretch for  $\pm 5$  minutes. Develop a stretch routine.
- End with a  $\pm 5$  cool-down. Include breathing exercises in the cool-down.

## Unit 3

# Development of the self in society: Sexual behaviour and sexual health

Learner's Book page 19

### Unit focus

- In this unit, the focus is on lifestyle choices related to sexual behaviour and sexual health; risk factors that lead to unhealthy sexual behaviour; potential unwanted results of this type of behaviour; the factors that influence individual behaviour; strategies to cope with unhealthy sexual behaviour, including protective factors, and where to find help and support; and the consequences of teenage pregnancy.

### Additional resources

- Life Orientation Library: Empowering teen girls. Who am I and why do I feel this way? How do I handle love and sex? [Publisher's and author's names removed]
- Life Orientation Library: Understanding relationships. Assertiveness. Sexual abuse and incest. Family violence. Parents. Dating [Publisher's and author's names removed]
- Risky Teens: Intervention science and its application to the South African context [Publisher's and author's names removed]
- This article provides useful information for teachers who are approached by the parents or guardians of learners who engage in unhealthy behaviour: How Can Parents Identify and Change High Risk Behaviors in Teens? [Author's name removed] at [voices.yahoo.com/how-parents-identify-change-high-risk-behaviors-7919986.html?cat=25](http://voices.yahoo.com/how-parents-identify-change-high-risk-behaviors-7919986.html?cat=25)
- Display the following telephone numbers in your classroom:
  - The South African Sexual Health Association helpline 0860 100 262
  - Childline at 08000 55 555
- Articles in magazines such as You magazine and Huisgenoot
- The extra resource below on gang rape makes grim reading. You should choose whether or not you want your learners to read it.

**Gang rape, jackrolling, lepanta: A societal problem** [Publisher's and author's names removed]

I grew up in a village outside Polokwane in Limpopo. At school and in the community we would always hear older boys talking about lepanta. As a young boy, I knew lepanta to be a Sotho word for "belt". I soon learnt that it was coined by boys in the street corners to mean "when two or more boys have sex with one girl at the same time".

These older boys would say with pride: "Ka weekend re bethile ngwana o mongwe lepanta." (Over the weekend we took turns having sex with a certain girl.)

Whether the girl agreed or not we didn't know. But it was the way these boys would proudly say it that, as a young boy, made me and other younger boys aspire to engage in lepanta.

It sounded like a cool thing to do. So cool that some of the older boys would ask each other after every weekend if they scored a lepanta session or if they just had "boring sessions" with their steady girlfriends. And it created such pressure on some of these boys that when they were asked, they would lie just to fit in.

At the time, I thought it was a cool thing to do. It was fashionable, and I wanted to fit in. I started wondering about how to engage in lepanta. Do I get a girl and then tell her that my friends and I would like to have lepanta with her? Do I recruit my classmates to go look for a beautiful girl (or any other girl even if she is not attractive), and ask to have lepanta with her? Or do I actually force a girl on her way from school, lock her in my mother's house and call my friends ...?

As it happened, I never asked anyone how it was done. I chose not to ask, because I didn't want to be seen as stupid. And no, I have never engaged in lepanta. I was toying with the idea because the peer pressure was mounting to give it a go. But before I could, I was already starting to mature and differentiate between right and wrong.

I realised as I was growing up that most of these lepanta happened after drinking sessions in the tavern. A boy would talk to a girl, propose to go home with her that evening, and buy her lots of beer until she was drunk. Then he would take her home and call his friends from the tavern to take turns sleeping with her. That's how some of my school mates told me it was done. The girl may or may not know that she actually slept with the whole village's soccer team. And in those days, girls, even if they knew, didn't have much say.

For her to go back home and report it was a no-no. Her family wouldn't believe her. And why was she at a tavern in the first place, and not at home? It was also about a taboo issue and the fear of stigma: What would the community say? Police stations were far away from the village for girls to go report their ordeal. Most of these incidents would pass, and simply disappear.

And what did the community say about this culture of lepanta? Nothing. As I grew wiser, I realised how wrong that was. Did others in the community feel similarly? I doubt it.

I recalled my childhood last week as I tried so hard to comprehend what went wrong in the minds of the seven teenagers arrested in Soweto for gang raping a 17-year-old mentally unstable girl. I remembered I was once their age, and tried to figure out what could have triggered them to commit such a heinous deed.

Looking for answers, I ended up laying the blame squarely on the communities we are raised in, in general, and the parents in particular. The communities we are raised in are brutal and okay even the most shocking adolescent behaviour, including lepana. We shouldn't be fooled into thinking that lepana is new. It's been going on for ages and it's called many things by different people.

## Teaching guidelines

- The way you teach this unit depends very much on the learners you have in your class. Some learners will be sexually active and some not. Some may be involved in unhealthy sexual activity. Some of the information in this unit could even upset sensitive learners. However, it is better to inform all learners of the dangers of unhealthy sexual activity.
- Try to make a collection of relevant articles from current newspapers and magazines that you can bring to class.

### Activity 11

### Identify risk factors leading to unhealthy sexual behaviour

Learner's Book page 20

### Guidelines to implement this activity

- The purpose of this activity is to get learners to be aware of and be able to recognise risk factors that can lead to unhealthy sexual activity.
- This activity will take approximately 10 minutes.
- Learners should work in pairs to do this activity. Let them pair up with a friend.
- Learners can finish this activity for homework if there is not enough time in class.
- This can be an informal assessment and you can check the answers in class.

### Suggested answers

- 1 Unhealthy sex, to have sex if one of the parties do not want to, sex for money, peer pressure, to have sex while under the influence of alcohol.
- 2.1 C – culture of violence
- 2.2 A – peer pressure
- 2.3 B – low self-esteem
- 3 Learners discuss the risk factors that lead to unhealthy sexual activities in the community.

## **Activity 12      Discuss teenage pregnancy as an unwanted result of unhealthy sexual activity**

Learner's Book page 22

### **Guidelines to implement this activity**

- The purpose of this activity is to get learners to understand some of the myths and truths about falling pregnant.
- This activity will take approximately 15 minutes.
- Learners should work in small groups to do this activity. It is up to you to decide whether you should have mixed girl and boy groups or single-sex groups.
- You can use this as an informal assessment. Walk around the class and observe how learners work in groups. Make sure you leave time for report-back.
- Learners can report back their answers in a class discussion.

### **Suggested answers**

- 1 Unsafe sex
- 2.1 Unsafe sex
- 2.2 Learners' answers will differ.
- 3.1 Unsafe sex
- 3.2 Learners' answers will differ.
- 4.1 Learners' answers will differ.
- 4.2 He can wear a condom every time he has sex.

### **Extension activity**

Are there other reasons for teenagers falling pregnant? Can anyone tell the story of someone they know and what happened in her circumstances?

## **Activity 13      Analyse the drawings about STI and the unwanted result of unhealthy sexual activity**

Learner's Book page 24

### **Guidelines to implement this activity**

- Sexually transmitted infections (STIs) are infections that are spread primarily through person-to-person sexual contact. There are more than 30 different sexually transmissible bacteria, viruses and parasites. The learners learn about only a few STIs, namely thrush, gonorrhoea and syphilis.
- The purpose of this activity is to get learners to fully understand how STIs spread from one person to another, and the dangers of having multiple sexual partners.
- Read through the text with the learners. Make sure learners understand the characteristics and qualities as well as the symptoms and treatment of each STI.

- Explain the diagram on LB page 23. Point out who practises safe sex and who does not. Make sure learners understand why.
- Be sensitive and discreet when talking about this topic in class, especially in mixed gender classes as learners might feel embarrassed.
- This activity will take approximately 15 minutes.
- Learners should work in friendship pairs.
- They can finish the activity for homework if there is not enough time in class.

## Suggested answers

1.1 Sexually transmitted infections

1.2 Thrush, gonorrhoea, syphilis

2 To have sex without a condom; to have sex with more than one partner

3.1 Geraldine

3.2 Troy, Lerato, Tebogo

3.3 Geraldine – she asks her clients to wear condoms.

Themba – he has sex with Geraldine and therefore wears condoms.

3.4 Lerato – she has sex with many different men and do not like men to wear condoms.

Troy and Wilson – they have sex with Lerato and do not wear condoms.

Troy's wife – he does not wear a condom when he has sex with Lerato.

Wilson's wife – she does not know that he has an STI.

### Activity 14

### Talk about factors that influence your personal behaviour

Learner's Book page 26

## Guidelines to implement this activity

- The purpose of this activity is to get learners to talk about factors that influence their personal behaviour.
- This activity will take approximately 15 minutes.
- Learners should work in friendship pairs. This will make them more comfortable discussing their personal behaviour.
- If you feel that learners in your class would not benefit from a discussion like this, leave this activity out.

## Suggested answers

- Learners' private discussion.

**Activity 15****What do parents do for their children?**

Learner's Book page 30

**Guidelines to implement this activity**

- The purpose of this activity is to get learners to appreciate what parents should do for their children and therefore what is expected of them when they become parents.
- This activity will take approximately 10 minutes.
- Learners should work in small groups to do this activity. Try to mix girls and boys for this discussion.
- Use this for informal assessment. Walk around the class and observe how learners work in pairs. Make sure you leave time for report-back.

**Suggested answers**

- 1 Look after their physical needs – feed them, clothe them, provide a place for them to live, provide them with lots of love and attention, teach them how to behave, set boundaries, read to them, stimulate them to learn before they go to school, support them when they are at school, help them with their homework, encourage them to play sport and exercise regularly, teach them how to behave with other family members and with other children, give them spiritual guidance, show them how to cross the road safely, provide food and teach them table manners, take them to school and provide their uniforms and school bags, provide a warm, loving home.
- 2–4 Learners' own answers.

**Activity 16****Talk about adverse consequences and implications of teenage pregnancy**

Learner's Book page 31

**Guidelines to implement this activity**

- The purpose of this activity is to get learners to engage with the story about Louise and Chad and get a feel for what it must be like to be teenage parents.
- This activity will take approximately 15 minutes.
- Learners should work in pairs to do this activity. Let them pair up with a friend or boy and girl pairs.
- This activity can be used for informal assessment. Walk around the class and observe how learners work in pairs. Depending on the interest in this topic, you could make time for a general class discussion.



## Suggested answers

- 1 Leaving school, not being able to go out with their friends, not knowing how to care for a baby, having to live with Louise's granny, having to ask her for money
- 2.1 Louise and Chad had to stop school and continue at night school.
- 2.2 Louise and Chad don't have their Matric certificates, or any form of training so this will be difficult.
- 2.3 The jobs they might find will be low paid, they will end up needing help from their family.
- 3 Learners should answer 'no'.
- 4 Learners' answers will vary, depending on their own family upbringing and backgrounds.
- 5 Learners' answers will vary
- 6 Learners' answers will vary; however, their answers should be along the lines of how it will have a damaging effect on their lives – physically, financially, socially and emotionally. They should also mention the fact that they won't be able to continue with their education until they are able to, or perhaps won't be able to afford to continue their education in future.

## Unit 4 Physical education: Physical wellness (2)

Learner's Book page 32

### Unit focus

- Participation in activities that improve physical wellness level
- Participation and movement performance in activities that improve physical wellness level.
- Learners will participate in activities that develop and improve physical wellness levels. Physical wellness aspects include cardiovascular endurance, strength and flexibility. Ensure that a warm-up and cool-down routine is completed before and after physical activity.

### Resources needed

- Benches
- Chairs
- Markers/cones

# Teaching guidelines

- Selected fitness aspects are of a moderate to high intensity, such as sprinting activities.
- Ensure that short water breaks are given to learners. Allow groups of learners to take turns to have such breaks.
- Plan group work for most activities.
- Demonstrate all the activities (each station) to the entire class.
- Then divide the learners into groups and allocate them to the various stations.
- Rotate the groups' stations.

## Activity 17 Do the 12-minute run test

Learner's Book page 32

### Guidelines to implement this activity

- The ideal for this test is a 400-metre track. However, if your school does not have a 400-metre track, measure your field. Generally, if you have a soccer field, then the average distance should be  $\pm 300$  metres.
- Divide learners into two groups so that you will only need to administer two 12-minute run tests. While learners from the one group are completing the test, the learners from the other group will be recording the number of laps completed for their partner. Calculate the total distance in metres.

For example: 1 lap = 300 m, 7 laps completed:  $7 \times 300 \text{ m} = 2\,100 \text{ m}$

- This is the distance that is recorded and assessed.
- Refer to the tables below and assess learners accordingly.

#### Girls

Age	Excellent	Above Average	Average	Below Average	Poor
13–14	> 2 000 m	1 900– 2 000 m	1 600– 1 899 m	1 500– 1 599 m	< 1 500 m
15–16	> 2 100 m	2 000– 2 100 m	1 700– 1 999 m	1 600– 1 699 m	< 1 600 m

#### Boys

Age	Excellent	Above Average	Average	Below Average	Poor
13–14	> 2 700 m	2 400– 2 700 m	2 200– 2 399 m	2 100– 2 199 m	< 2 100 m
15–16	> 2 800 m	2 500– 2 800 m	2 300– 2 499 m	2 200– 2 299 m	< 2 200 m

## Assessment

Use the following rubric to assess the learners.

The learner is able to complete the 12-minute run test.

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

### Activity 18 Perform flexibility exercises

Learner's Book page 33

Flexibility is another important component of improving your overall physical wellness. Yoga is also an excellent way to improve flexibility.

### Guidelines to implement this activity

- Blow your whistle at the start and end of each activity. Perform each activity at least three times. Pairs must swap partners. Tell learners to avoid yoga poses that cause pain or discomfort. Learners must stretch according to their own ability.
- Learners with visual impairments can attempt all yoga poses. Depending on the severity of their impairment, pair the learner with a friend to assist him or her. Adapt poses for physically impaired learners.
- Plan a yoga session with your learners. Select eight to twelve poses.
- Begin with a basic flexibility assessment – the V-sit test. You will need a tape measure, or ask each learner to bring a ruler.
- A baseline of about one metre must be marked on the ground. Place the measuring tape/ruler perpendicular to the baseline.
- The learners must sit on the floor barefoot with their feet shoulder-width apart before the baseline.
- The learners must stretch forward as far as possible. Measurements over the baseline away from their body are positively scored, for example 13 cm. Learners that do not stretch beyond the baseline score negatively, for example -3 cm.

- Learners must perform the warm-up routine prior to the V-sit test.
- Once learners have completed the V-sit test (try to perform this task as quickly as possible), begin with the yoga session.
- At the end of the session, before you cool down, perform the V-sit test. Learners should show improvement. This is merely a quick test to show learners that there can be short-term improvement in their flexibility by performing a 15- to 20-minute yoga session. Long-term improvement requires regular yoga sessions.

## Remedial activity

Learners that cannot perform or hold selected poses should practise those that they can perform and hold for longer. They can then gradually progress to the more difficult poses.

### Activity 19 Do strengthening exercises

Learner's Book page 33

### Guidelines to implement this activity

- Pair learners. Have learners stand opposite their partners. Explain that they will be performing a series of activities involving training their muscles (strength and endurance), co-ordination, balance and reaction time. These activities can be performed in two lessons by dividing the activities. Each activity can be performed four to five times, but with different partners.
- Get up and go: Learners sit back to back with their partners, their arms linked together and legs straight ahead of them (not bent). Learners must attempt to stand up together as fast as possible.
- Duck fighting: Learners must face each other in a squat position. They must keep their arms straight and try to push their partner over, while at the same time hopping in a circular motion.
- Hand pushes (elbows straight/bent): Learners must face each other in a lunge position. They must keep their arms straight and attempt to push their partner over. A constant pushing movement must be maintained throughout the activity. No jerky movements are allowed. Ask learners to change their lunge position, to alternate between left and right legs as their leading leg. Then perform the same activity with elbows bent.
- Crocodile wrestling: Learners lie in a push-up position facing each other. They try to hit each other's hands and at the same time try to avoid getting hit.
- Arm wrestling: Learners lie on the ground facing each other. Learners attempt to force each other's hand onto the ground. Alternate hands.

- Hopping tug-o-war: Each learner stands on one leg. They hold their raised ankle with one hand and with their other hand hold their partner's hand. They try to pull their partner towards them, while at the same time hopping in a circular motion.
- Toe tapping: Learners stand opposite their partner with their hands behind their back. Learners attempt to step on each other's toes.
- Last plank standing: Learners face each other in a plank position. They attempt to outlast each other.

## Unit 5

# World of work: Time-management, and reading and writing for different purposes

Learner's Book page 35

## Unit focus

Time management is a very important skill. In this unit, learners will learn how to prioritise tasks (decide which are the most important.) We also focus on reading and writing skills for different purposes. Learners become aware that different reading and writing skills are necessary to suit different purposes.

## Resources needed

- Calendar/year planner
- Different types of text to read
- Different types of text as examples of different types of reading
- Use the following websites for more information:
  - [studygs.net/timman.htm](http://studygs.net/timman.htm)
  - [dartmouth.edu/~acskills/success/time.html](http://dartmouth.edu/~acskills/success/time.html)
  - [thinkport.org/career/strategies/reading/purpose.tp](http://thinkport.org/career/strategies/reading/purpose.tp)
  - [readwritethink.org/professional-development/strategy-guides/reading-with-purpose-content-30514.html](http://readwritethink.org/professional-development/strategy-guides/reading-with-purpose-content-30514.html)
  - [web.mst.edu/~gdoty/classes/concepts-practices/purposes.html](http://web.mst.edu/~gdoty/classes/concepts-practices/purposes.html)
  - [writing.colostate.edu/guides/guide.cfm?guideid=5](http://writing.colostate.edu/guides/guide.cfm?guideid=5)

# Teaching guidelines

- Guide learners through the principles of this unit. They need to practise prioritising tasks. Given them scenarios and ask them to prioritise the tasks. When covering the section about reading and writing for different purposes, it is necessary for them to do practical work.
- Give them texts and ask that they read them for different purposes (to find out information, for comprehension, to summarise and for pleasure).
- Practise the different writing purposes in class.

## Activity 20      Apply time-management skills and be accountable for you responsibilities

Learner's Book page 37

### Guidelines to implement this activity

- The learners will have different priorities for the next two weeks, so their work schedules will vary. The example below shows you how you could guide the learners to identify their priorities if they need help. It is important that the learners first break down their tasks during the week.

Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Study for English test on Wednesday  Complete research for LO task	Study for English tomorrow	English test  Netball practice  Church choir practice	Netball match	Prepare for school fete	School fete
Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Study for Maths test on Wednesday  Start Life Sciences Project	Study for Maths test tomorrow  Work on Life Sciences Project	Maths test  Netball practice  Work on Life Sciences Project	Netball practice  Work on Life Sciences project	Hand in Life Sciences Project	Take pets to SPCA for inoculations

- After they have developed a weekly plan, they need to identify how much time they have to attend to each task and indicate what time of the day they plan to set aside for the different tasks.

- Encourage the learners to bring their work schedules to school each day of the two-week period so that they can assess their progress and identify whether any tasks were not completed.

### Remedial activity

- Take note of learners who struggle to keep to their work schedule and discuss with them why this is the case. If you find that learners are struggling to keep to their work schedules, ask other learners to share their hints and tips with the class so that everyone can benefit from their helpful suggestions.
- If you suspect that learners need additional support to manage other responsibilities as well as their schoolwork, try to set aside time to explore the learners' situation in more detail with a view to guiding them on how best to manage their workload.

### Suggested answers

Answers for this activity will vary from learner to learner. Check on learners' answers and guide them to prioritise correctly.

### Extension activity

Some learners will be able to plan their work easily. The ability to organise one's time and responsibilities is a very valuable life skill and you can encourage stronger learners to stretch their planning to include an extra week or possibly even two extra weeks. Explain to these learners that when one does long-term planning, it is necessary to remain flexible, as circumstances can change over a longer period of time. Learners need to appreciate that if they want to plan for the longer term, they constantly need to check that their original plans remain relevant as time passes.

#### Activity 21

#### Brainstorm ways to use your time effectively and efficiently

Learner's Book page 40

### Guidelines to implement this activity

- Circulate among the groups as they brainstorm ways to use their time effectively and efficiently. The key ideas of effective time management are included in the text and summarised below. Make sure that the learners include these points in their discussions and guide them if it appears they might not have understood how to break down their tasks and plan their use of time:
  - Identify what needs to be done.
  - Work out how to break up the task.
  - Work out how much time is needed for each part of the task.
  - Include time for mini-breaks.

- Identify what day and time to start and end each part of the task.

## Suggested answers

Learners' responses to this activity will vary. When they report back to the rest of the class, each group may have come up with specific ideas and examples of how to use their time effectively. Encourage the learners to be clear and specific about their suggestions and remind them to use the report-back time as efficiently as possible. You want them to provide their feedback quickly and succinctly.

### Activity 22

### Read and write for different purposes

Learner's Book page 41

## Guidelines to implement this activity

- Learners work on their own.
- This activity will take approximately 20 minutes and can be completed at home.

## Suggested answers

- 1 Main heading: Reading and writing for different purposes. Sub-headings: Reading for different purposes. Sub-heading: Writing for different purposes
- 2 Reading to find out information. Reading for comprehension. Reading to summarise. Reading for pleasure. Accept any of the following answers: describing something, giving information, telling a story, persuading someone about something, sharing an opinion, business writing, creative writing, explaining something, sharing an experience, taking notes.
- 3 Learners can list letters, essays, emails, and so forth.
- 4.1 Accept any of the following answers: posters, pamphlets, bus timetable, magazine, television guide, newspaper, comic or cartoon page.
- 4.2 Reading allows us to help other people in our community who cannot read.
- 4.3 You need to apply appropriate reading techniques for different tasks so that you are able to read effectively and efficiently
- 5 Answers will vary here. The following answers can be considered as correct:  
Purpose of reading: reading for comprehension, reading for enjoyment, reading for information  
Purpose of writing: writing letters, writing essays, writing e-mails to friends, taking down directions.
- 6 Answers will vary.



### Guidelines to implement this activity

- Learners work on their own.
- Learners will write slightly different point-form summaries, but the most important points they need to include are provided below.

### Suggested answers

#### Paragraph 1

- put the information into your own words, stating the main points and key ideas
- leave out details and information that is not essential
- analyse information, identify the important details and write a few short sentences about the main idea(s).

#### Paragraph 2

- skim the text to get an idea of what it is about
- cross out all the sentences that are not essential
- identify one or two main ideas.

### Support activity

Summarising is a very valuable skill that learners need to master so they can learn and study effectively. Point-form summaries are very useful when learners study a subject that has many facts or processes to remember. Learners should learn summarising skills in their Home Language lessons, but if you find that any learners struggle with this activity, you could ask the Home Language teacher to give you some guidance on how to support the learners in this key skill.

### Extension activity

There are two ways to summarise: point form and paragraph form. Select a longer passage of text from this unit and ask the stronger learners to summarise it in paragraph form. Remind them that they still need to identify the main points, but they need to write them down in complete sentences that combine to form a short paragraph.

## Unit focus

- This unit focuses on core-strengthening exercises that target the abdominal and lower-back areas. Our core muscles are important to stabilise our bodies and can prevent back pain in later life. The balance test performed at the end of the lesson will give the learners an idea of their core strength.
- We then move on to interval training, which combines and repeats short, high-intensity bursts of speed and slow recovery phases.

## Resources needed

- You do not need special equipment for this lesson, but, if possible, provide floor mats for the learners to use while exercising.

### Activity 24 Perform core-strengthening exercises

Learner's Book page 45

## Background information

Core strength or stability is a popular term. Your core includes your torso: abdominal and back regions; glutei (buttocks). A strong core is an important component of overall physical wellness.

## Guidelines to implement this activity

- Plan a core-strengthening session with your learners.
- Select eight to twelve exercises.
- Exercises can be held for 20 to 30 seconds or 10 to 12 repetitions. Perform each exercise at least two to four times.

## Extension activity

Challenge learners with good core strength to hold exercises such as the plank and side plank for 45 to 60 seconds.

### Activity 25 Do the core strength test

Learner's Book page 46

## Guidelines to implement this activity

- Get learners to test their abdominal strength. The seven-stage abdominal test requires learners to perform a sit-up, but at varied points and with weights at the higher levels.

- The learner begins in the starting position for a sit-up (knees bent). The most important part of the test is that the learners' feet must remain on the ground during each level. If they lift off the ground, they have not passed that level.
- Refer to the table below for test results.

The seven-stage abdominal test level rating

Level	Rating	Description
0	very poor	Cannot perform level 1
1	poor	With arms extended, the athlete curls up so that the wrists reach the knees
2	fair	With arms extended, the athlete curls up so that the elbows reach the knees
3	average	With the arms held together across abdominals, the athletes curls up so that the chest touches the thighs
4	good	With the arms held across chest, holding the opposite shoulders, the athlete curls up so that the forearms touch the thighs
5	very good	With the hands held behind head, the athlete curls up so that the chest touches the thighs
6	excellent	As per level 5, with a 2,5-kg weight held behind head, chest touching the thighs
7	elite	As per level 5, with a 5-kg weight held behind head, chest touching the thighs

- You can then conduct a core-strengthening session with learners. Recap exercises from the previous session, but also include new exercises.

## Activity 26 Complete interval-training drills

Learner's Book page 47

### Guidelines to implement this activity

- Ensure that learners are adequately warmed up.
- Divide learners into groups of five to eight. Each group will perform the drill together in a designated area. If there is limited space, further divide the groups into two larger groups.
- While one half is completing the drills, the other half will be jogging around the field. Swap roles.
- The drill involves 30 seconds of high-intensity activity, followed by a 60-second break. During the break, learners walk back to the starting line after sprinting tasks. They can concentrate on their breathing and gently stretch after other tasks.
- Learners must avoid sitting down or resting their hands on their knees – they should expand their chest and take deep breaths in.

- The activity in the Learner’s Book is a guideline of an interval-training drill. You can adapt the drill to suit your context.
- End with the cool down routine.

## Activity 27 Test your balance

Learner’s Book page 47

### Guidelines to implement this activity

The stork stand is a basic balance test. Learners can follow the instructions and perform the test in class with their friends.

## Exemplar formal assessment memorandum

### Task: Case study

#### Memorandum

- 1 Royden’s dad’s idea of success is to be educated, with a well-paying, respectable, conservative job such as a doctor or a lawyer. His dad calls these “good jobs” because they will pay enough to enable Royden to take care of the family. There is an implication of the need for status. (5)
- 2 The values that parents teach their children play a very important role in the lifestyle choices that young people make. Royden’s family restricts him because his dad does not approve of him becoming a musician. Royden’s uncle encourages him and even buys him a music book, and eventually his teacher is able to convince his dad to change his mind. Ideally, our families will be highly supportive and provide for us emotionally, physically and financially. This will help us to make the right choices and reach success. In reality, many families are dysfunctional. Royden’s dad’s response was dysfunctional, but luckily he changed his mind eventually. (5)
- 3 Learners’ answers will differ; they should know what is meant by the idea of success. (5)
- 4 Learners’ answers will differ; they should know what is meant by their family’s influence on their lifestyle choices, ideas of success and support. (10)
- 5 Yes, some authority is not negotiable. For example, if you break the law you cannot use assertiveness skills with the judge. There are also other forms of authority that differ in communities, for example with religious leaders or even in families where parents demand that their children obey them. Assertiveness skills are appropriate among peers. (5)

- 6.1 The media: Learners will provide individual answers; mark discerningly; learner should show an understanding of and ability to apply the following content: The media include all the forms of mass communication in your life. It makes sense that if we spend a lot of time watching television, reading magazines, listening to radio stations or popular music, or being on the Internet, we will be influenced by these forms of media. Ask yourself what lifestyle choices you will make if you try to be like your heroes in the media. It is important to realise that actors, models and movie stars only show you one part of their lives – the part that makes them look good. Sometimes, their lifestyle choices have terrible consequences that you do not see. For example, a lifestyle of partying might result in alcoholism or drug abuse, which is not attractive at all in real life. There are some very good role models in the media – people who have become successful in spite of great hardship early on in their lives, and people who have good values such as honesty and humility. It is not wrong to admire people in the media, but it is important to be discerning. If you are discerning, it means that you do not follow them blindly. It means that you are wise enough to realise that you are only shown one part of their lives. It also means that you realise that very few people are lucky enough to be as successful as the people in the media and that it is not realistic to think that you can have the same lifestyle as your heroes in the media. Even if you are very talented, you might never be given the opportunities that your heroes have had. This does not mean that you cannot realise your dreams – as long as your dreams are realistic. (5)
- 6.2 Your environment: Learners will provide individual answers; mark discerningly; learner should show an understanding of and ability to apply the following content: Our environment is the place and time in which we find ourselves. Your environment might also include the people in your life and the opportunities that you are given. Some people believe that their personal lifestyle choices are determined completely by their environment, but this is not true. For example, if you live in a community in which there are many alcoholics, you do not have to become an alcoholic too. You can make better lifestyle choices for yourself. It is true that some people have an advantage. People who go to good schools, have supportive parents and are naturally gifted may find it easier to succeed in life than others. It is also true that many people have a good start in life, but then become so lazy and used to other people doing everything for them that they do not achieve much success at all. You can be happy and fulfil your potential in life by making good lifestyle choices, regardless of your family's socio-economic position. Working hard, being honest and using your talents are the ways to a rich, fulfilled life. Our socio-economic environment affects the income and social

status that we consider appropriate and that we try to reach for ourselves. It is important to think carefully about the role that status and money plays in people's lives. Many wealthy, rich people are not happy. (5)

- 6.3 Your friends and peers: Learners will provide individual answers; mark discerningly; learner should show an understanding of and ability to apply the following content: You can tell a lot about a person from his or her friends. By seeing who someone hangs out with, you can often see what is important to that person. Your choice of friends is an area that calls for discernment. Although it is good to be friendly to everyone, it is not good to spend too much time with people who often make bad lifestyle choices. Soon you will make bad lifestyle choices too. Your friends can influence you to set high goals for yourself when they make positive lifestyle choices, but the opposite is also true: Friends who do not set high goals for themselves might hold you back from pursuing your own success. (5)

- 6.4 Your family: Learners will provide individual answers; mark discerningly; learner should show an understanding of and ability to apply the following content: The values that parents teach their children play a very important role in the lifestyle choices that young people make. For example, a lot of teenagers do not have sex when they are very young because they know that their parents would not approve. Nobody has a perfect family. In the same way that children make mistakes, so do parents. Nevertheless, parents have more experience in life than teenagers and they can often offer very good advice with regard to lifestyle choices. Ideally, our families will be highly supportive and provide for us emotionally, physically and financially. This will help us to make the right choices and reach success. In reality, many families are dysfunctional. Therefore, these families do not always offer the guidance and support that teenagers need. Remember that you do not have to make the mistakes your family members made. For example, even if nobody in your family has a university degree, you might be able to get a bursary to study and be successful. In many families, people encourage all the relatives to carry on doing things the way they have always been done, regardless of whether that is the best for each individual family member. You need to think carefully about the right thing to do. (5)

- 6.5 Your culture: Learners will provide individual answers; mark discerningly; learner should show an understanding of and ability to apply the following content: Our culture is an important part of our identity. The group of people with whom we grow up often do things in a certain way – they cook certain foods, have certain beliefs about what to wear and what to say, and they often belong to

- a certain religion. It might even be part of our culture for people of a certain age or gender to play a particular role. We might become locked into these ideas, making it hard to make the lifestyle choice that we would ideally want to make. Culture changes with time. The lifestyle choices that were considered culturally appropriate to our grandparents might be very different for us nowadays. (5)
- 6.6 Your religion: Learners will provide individual answers; mark discerningly; learner should show an understanding of and ability to apply the following content: Similar to culture, in many families or communities, people are expected to follow a certain religion. This might affect the lifestyle choices that people make. For example, our picture of success might be influenced by ideas of being a good Christian or a good Muslim. (5)
- 6.7 Your community: Learners will provide individual answers; mark discerningly; learner should show an understanding of and ability to apply the following content: People in our community often share their ideas of success. For example, they might refer to a particular person and say that she “has done really well for herself”. We learn what the people around us consider as success and often we pursue these goals. After all, we often only feel that we have reached success in life when other people think highly of us. We should think carefully about whether our community influences us to make good or bad lifestyle choices. (5)
- 7 It is important to evaluate our influences rather than just accept them because they affect the lifestyle choices that we make. Bad influences might lead us to bad decisions. When we experience the consequences of those bad decisions, we will not be able to blame our influences, because we made the decisions ourselves. We have the power to make good decisions or lifestyle choices that will lead to a contented life. It is our responsibility to make the best possible decisions and to accept that we deserve happiness. (5)

**Total: 70 marks**

# PE assessment

Use the following rubric for assessment:

The learner is able to complete the 12-minute run test.

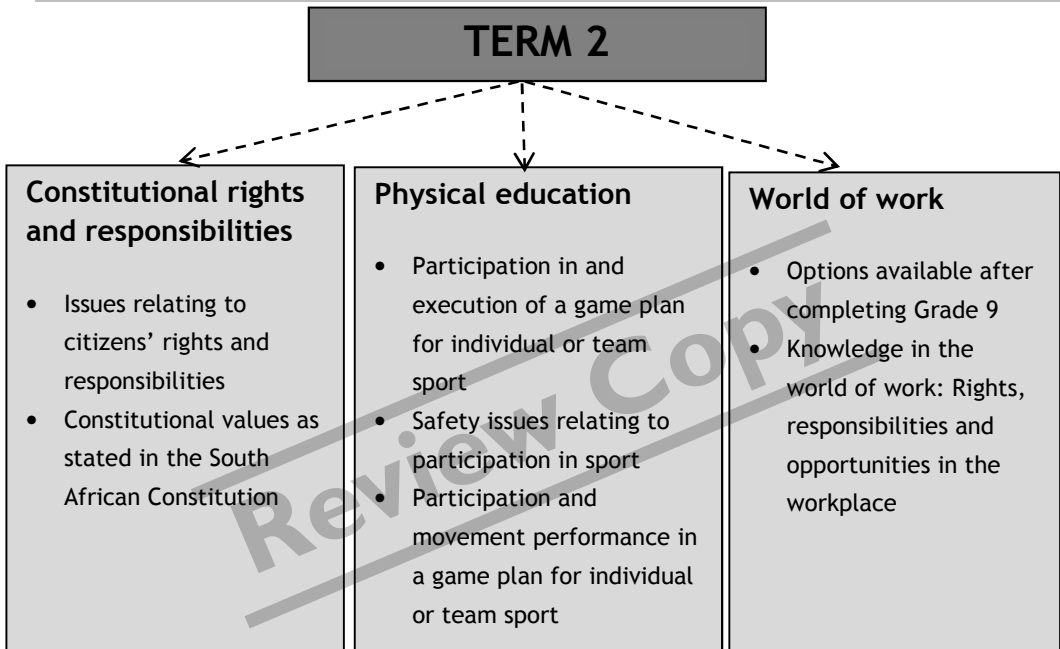
Level	Limited	Adequate	Proficient	Excellent
<b>Criterion 1:</b> Frequency of Participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% =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

**Total: 30 marks**



# Term 2

## Core concepts covered



## Overview

Content	Time allocation	Learner's Book page	TG page
Unit 1 Constitutional rights and responsibilities	2 hours	52	66
Unit 2 Physical education	2 hours	58	70
Unit 3 Constitutional rights and responsibilities	3 hours	60	72
Unit 4 Physical education	3 hours	68	78
Unit 5 World of work	3 hours	71	81
Unit 6 Physical education	3 hours	80	84
Summary and exemplar formal assessment	–	83	87

## Unit focus

In this unit, we learn more about constitutional rights and responsibilities. We consider how to respect others' rights, especially people who live with disabilities and those infected with and affected by HIV or Aids. We also discuss the special days that are set aside to raise awareness of specific issues.

## Additional resources

- The full text of the South African Constitution is available from [www.info.gov.za](http://www.info.gov.za)
- The full text of South Africa's Policy on Disability is available from [www.dsd.gov.za](http://www.dsd.gov.za)

## Teaching guidelines

- Start by finding out what learners know about the Constitution and the Bill of Rights. They have learnt about this in Social Studies: The Constitution, which includes the fundamental principles by which South Africa is governed. The Constitution is the supreme law of our country. The Bill of Rights is a list of the most important rights of the citizens of South Africa and it forms a cornerstone of our democracy.
- Read through the content on page 52 of the Learner's Book, which describes the fact that rights come with responsibilities.

### **Activity 1    Talk about the rights of disabled people**    Learner's Book page 52

## Guidelines to implement this activity

- Read the contents on page 52 of the Learner's Book, as well as the extract from the Bill of Rights.
- Read through the instructions to Activity 1 with learners, making sure that they know what to do.

## Suggested answers

- 1 Progressive means something that happens steadily. “Progressive opening up of employment opportunities” means that people should become more and more able to get jobs.
- 2 Amenities are facilities that make a place more pleasant to live in and might include bathroom facilities, a swimming pool and a braai area. If a disabled person is blind or uses a wheelchair, he or she might struggle to access amenities.
- 3 Integration means for things to become one. Disabled people might not be integrated into certain areas of life simply because they do not have access to certain buildings such as shops, libraries or places of worship.
- 4 Answers will differ. Learners might include asking shop owners to ensure that their shops have wheelchair access, for example. Once learners have brainstormed as many ideas as they can think of, you can write all the ideas on the board. To save time, you can ask a representative from each group to go to the board so that all the groups list their ideas simultaneously (if your board is big enough to allow several learners to write on it at once).

### Activity 2

### Talk about barriers to social integration for disabled people

Learner's Book page 53

## Guidelines to implement this activity

- Read the extract from South Africa's Policy on Disability while learners follow in their books. Then read through the questions of Activity 2, making sure that learners know what to do.
- Let the learners do this activity with a partner.

## Suggested answers

- 1 A grant is an amount of money that the government makes available to deserving people, usually those who are in need, for example the elderly or disabled.
- 2 Social integration can only occur if a community takes care of the disabled people among them. If the community is aware of their needs and treats disabled people equally to all other citizens, it becomes possible for them to participate in all areas of social life and then real integration can happen.
- 3 Disabled people should be involved in their communities and work towards nation-building along with all the other citizens of South Africa.

**Activity 3****Talk about the rights of people infected with and affected by HIV**

Learner's Book page 54

**Guidelines to implement this activity**

- Ask learners whether they can think of any constitutional right that does not apply to people who are HIV positive.
- Ask them whether they know of any ways in which HIV-positive people are stigmatised or their rights disrespected. If they have any stories (anecdotes) to share, allow them to do so.
- Read through the rights on page 54 of the Learner's Book. Then read through the questions in Activity 3 to ensure that learners understand them.
- Let them do this activity with a partner.

**Suggested answers**

- 1 Doctors may not isolate them, test them without their consent or disclose their status to anyone.
- 2 All South Africans are affected by HIV and Aids.
- 3 Learners' answers will differ; they must examine their attitudes towards people who are HIV-positive by considering how they would feel differently about a good friend if they knew that he or she was HIV-positive.

**Activity 4****Talk about the purpose of celebrating certain days**

Learner's Book page 55

**Guidelines to implement this activity**

Read through the questions in Activity 4 while learners follow in their Learner's Book, and lead the class discussion.

**Suggested answers**

- 1 Learners might mention that we celebrate certain national and international days to draw attention to certain issues, or simply to celebrate a good thing.
- 2 Many special days celebrate the victory of a battle for a human right and draw attention to the responsibilities that go along with our rights.

### Guidelines to implement this activity

- In the section from page 55 to page 57 of the Learner's Book, we briefly explain why we celebrate certain national and international days.
- Once you have read through the section on Human Rights Day, ask learners to think about the question in Activity 5. They can put up their hands to share their thoughts in class.

### Suggested answers

The Sharpeville Massacre was a terrible violation of human rights. When we remember the massacre, we appreciate the victory over the battle for human rights that has been won in South Africa.

### Background information

- The Day of Reconciliation became a public holiday in 1994 after the end of apartheid, with the intention of fostering reconciliation and national unity. The day is also the start of the summer holiday period, being the first of four public holidays to fall in a 16-day period at the height of summer.
- Before 1994, 16 December was commemorated as the Day of the Vow, also known as Day of the Covenant or Dingaan's Day. The Day of the Vow was a religious holiday commemorating the Voortrekker victory over the Zulu people at the Battle of Blood River in 1838.
- 16 December is also the anniversary of the 1961 founding of Umkhonto we Sizwe (Spear of the Nation), the armed wing of the African National Congress, which fought against apartheid.

### Guidelines to implement this activity

- Read, while learners follow, about Freedom Day, Heritage Day and Reconciliation Day. Ask learners to do Activity 6, either in group discussion, or simply by sharing ideas in class.
- Then read about Youth Day, Workers' Day, Africa Day, Nelson Mandela Day, World Refugee Day and national health days in the Learner's Book, while learners follow.

## Suggested answers

On 16 December, two very different and opposing groups traditionally celebrated. Voortrekkers celebrated a major historic battle in which many Zulus were killed and Zulus celebrated the birth of Umkhonto we Sizwe, the militant wing of the ANC, which was illegal under the apartheid government. This day is therefore highly symbolic of reconciliation in South Africa.

### Activity 7 Plan and participate in a local celebration of a national day

Learner's Book page 57

## Guidelines to implement this activity

- Encourage learners, in groups of three to four, to plan and participate in a local celebration.

## Unit 2 Physical education: A game plan for individual or team sport (1)

Learner's Book page 58

## Unit focus

- Safety issues relating to participation in sport
- Participating in and execution of a game plan for individual or team sport
- Participation and movement performance in a game plan for individual or team sport
- Perform the warm-up and cool-down routine. The warm-up can be modified. Include basketball ball control drills. Learners will be introduced to basic basketball skills such as ball shooting and defending. Encourage learners to carry water bottles, specifically during the mini-basketball games.

## Resources needed

- Cones/markers
- Basketballs

## Teaching guidelines

- Learners will be introduced to basic basketball skills, rules and regulations.
- Basketball is a team sport that requires teams to have a plan/strategy to achieve their goal, for example scoring points/baskets.

- Depending on the availability of resources, learners should work in pairs and in small groups.
- Basketball is a moderate- to high-intensity sport.

### **Activity 8      Treat a sprained ankle**

Learner's Book page 58

#### **Guidelines to implement this activity**

- Begin with an in-class theory lesson.
- Briefly discuss the causes and treatment of a dislocation.
- Recap the Rest Ice Compression Elevation treatment method for a sprained ankle.
- Demonstrate to learners the figure of 8 taping. This is a basic method of taping for support of a sprained ankle. Refer to the drawing in the Learner's Book.

### **Activity 9      Practise ball control**

Learner's Book page 59

#### **Guidelines to implement this activity**

- Learners in wheelchairs must participate in all lessons. You may need to adapt activities. Remember that wheelchair basketball is a local and international competitive sport. Learners with visual impairments can perform most drills, so adapt if necessary. Certain modifications need to be made such as having brightly coloured balls with a bell inside and brightly marked backboards.
- Include more passing drills and let the learners play a game of defending.
- Exclude dribbling for now, as learners tend to focus on dribbling and in turn become unaware of where their teammates are on the field, but ensure that learners include a variety of basketball passes. In addition, learners may not know the rules of the game, specifically the double-dribble rule, namely once you stop bouncing the ball and hold it in your hand(s), you cannot dribble again; you must pass the ball.
- An important component of learning to play basketball is good ball control. This begins with bouncing the ball correctly. Emphasise that the pads of your fingertips and thumb must be used when controlling the ball. This includes bouncing, passing and shooting the ball. The fingers should be widely spread to ensure that the ball is not gripped too tightly. Teach learners not to slap the ball when dribbling. Let learners work in groups of four to eight. Smaller groups or pairs can be formed depending on the availability of basketballs.
- Recap the chest and bounce pass. The bounce pass can be either a single- or a double-handed pass. Learners practise these passes in their groups. Increase the distance and speed of the passes. Learners can bounce the ball three to five times and then pass to their partner.

- Briefly explain the overhead pass and the no-look pass. Learners must practise this. Include the behind-the-back pass. In their groups, learners must practise their dribbling and passes.
- End with relay races incorporating dribbling and passing techniques.
- Divide learners into teams of five to eight. Place a cone 10 to 15 metres away from the teams. Have learners perform a task to the cone (for example dribbling with their left hand). At the cone they can either dribble the ball back to their team mates or perform a specific pass.
- Vary the tasks. Include cones/markers to allow for weaving through them while dribbling.
- Learners must cool down before the end of the session.

## Unit 3

# Constitutional rights and responsibilities: Constitutional values

Learner's Book page 60

## Unit focus

In this unit, we consider the influence of positive and negative role models in our lives. We focus particularly on the role that negative role models play. Then we talk about the role that parents and leaders in the community play as role models. Lastly, we think about the way in which we can apply positive values learnt from good role models in our own lives.

## Resources needed

- Newspaper articles, old magazines

## Background information

Last year, the learners were introduced to the values in the South African Constitution. Remind them that the preamble to the South African Constitution is a powerful statement of the intention of the document. You may like to read and explain it to the class if they are not familiar with it:

*We, the people of South Africa,*

*Recognise the injustices of our past;*

*Honour those who suffered for justice and freedom in our land;*

*Respect those who have worked to build and develop our country; and*

*Believe that South Africa belongs to all who live in it, united in our diversity.*



*We therefore, through our freely elected representatives, adopt this Constitution as the supreme law of the Republic so as to:-*

*Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;*

*Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law;*

*Improve the quality of life of all citizens and free the potential of each person; and*

*Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.*

*May God protect our people.*

*Nkosi Sikelel' iAfrika. Morena boloka setjhaba sa heso.*

*God seën Suid-Afrika. God bless South Africa.*

*Mudzimu fhatutshedza Afurika. Hosi katekisa Afrika.*

### **Activity 10    Discuss the article**

Learner's Book page 61

#### **Guidelines to implement this activity**

- Start this lesson by reading through the newspaper article about Lesego Motsepe.
- Ask learners to follow while you read the newspaper article on page 60 of the Learner's Book aloud.

#### **Suggested answers**

- 1 Learners will raise different points of view regarding Lesego Motsepe as a role model. Hopefully, some learners will try to defend her right to have her own opinion, but will be able to see that the point of view to which she subscribes is not very useful for other people who suffer from HIV and Aids. Encourage learners to defend their opinions respectful of other learners. Remember to take a vote to determine how many learners think that she is a good role model and how many think that she is not a good role model.
- 2 Paragraphs will differ. They might say that good role models encourage us to be better and do better; they show us an example of how we can be. A good role model shows us a picture of someone living a positive lifestyle with good consequences.

### **Activity 11    Think about negative role models**

Learner's Book page 61

#### **Guidelines to implement this activity**

- Start this lesson by talking about how the examples set by role models can influence our behaviour.

- Read the section on page 61 of the Learner's Book about negative role models. Ask the class to respond to Edmund Burke's statement that evil triumphs when good men do nothing.
- Make sure that they understand that negative role models are not only those people who break the law or actively destroy things; they are also those people who tempt us to do nothing when we see an opportunity to stand up for someone else's rights.
- This is an individual activity, and is highly sensitive. Please do not ask learners to share in class who the negative role models in their lives are. The aim of the exercise is for them to come to this realisation on their own and then to take positive steps as a result.

## Suggested answers

For this activity, learners' answers will differ.

1–3 The purpose of this activity is to encourage critical self-reflection; learners should not be asked to share their thoughts. However, give them time in class to think about the questions. It is important for learners to learn the skills of discernment.

### Activity 12 Talk about negative role models

Learner's Book page 62

## Guidelines to implement this activity

In this activity, learners should work with a partner. They will need old magazines from which to cut pictures. Read through the instructions before they start and encourage them to ask questions.

## Suggested answers

- 1 Learners must find a picture of someone whom they think is a good role model and someone whom they think is a bad role model.
- 2 With their partner, they must write down their reasons for picking these people as good or bad role models.
- 3 Learners will present their examples to the rest of the class and explain who the people are and why they consider them good or bad role models.
- 4 Encourage learners to discuss respectfully.

## Background information

- Learners might not know who the people in the photographs on page 61 are:
  - Mark Shuttleworth was the first African in space and runs the Shuttleworth Foundation, which financially supports exceptional projects.
  - Brett Murray is an artist who painted The Spear of the Nation, a painting that drew attention to Jacob Zuma's alleged corruption.
  - Julius Malema was until recently the President of the ANC Youth League, but was suspended from the ANC for bringing the organisation into disrepute.
  - Steve Hofmeyr is a singer of Afrikaans music.
  - Makhaya Ntini is one of South Africa's fastest bowlers.
  - Lindiwe Mazibuko is the country's fourth-youngest Parliamentarian (born in 1980). Winnie Madikizela Mandela, often called the Mother of the Nation, is a controversial South African activist.
  - Nicole Flint was Miss South Africa 2008.

## Guidelines to implement this activity

Learners will consider the behaviour and must decide whether the parents display a good or a bad example. This can be a class or a group activity. Encourage learners to provide reasons for their answers.

## Suggested answers

Bill of Rights	Example of behaviour	Good or bad role model to children?
Equality	A woman applies for a job as a mechanic in Sandile's Dad's garage. He laughs and immediately throws her application in the bin.	Bad; he is prejudiced against her because she is a woman.
Human dignity	Linda's mom shouts at her in front of the whole school.	Bad; it is embarrassing for Linda.
Freedom of security of the person	When Dolan's Dad was younger, he used to drink a lot. Once, when he was drunk he hit Dolan's mother. He realised that what he did was wrong and stopped drinking completely. Dolan used to be scared of his dad when he was drunk, but now he never feels like that.	Bad example to drink and abuse his mother, but good example to change.
Freedom of religion, belief and opinion	Joseph's mom often asks the whole family to eat at the dinner table. After dinner, she likes to hear what her children think about important issues. They have great discussions, and she never forces them to accept her opinions.	Good; she encourages her children to think, discuss and form their own opinions.

Education	Lindiwe's mom is too busy to go to meetings at Lindiwe's school and she never checks that Lindiwe has done her homework.	Bad; Lindiwe's mom takes no interest in her education.
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## Activity 14

### Think about the kind of parent you want to be one day

Learner's Book page 63

#### Guidelines to implement this activity

- Read through the section on page 62 of the Learner's Book while learners follow.
- The section describes the role of parents in modelling constitutional values to children.
- Do not, under any circumstances, encourage learners to evaluate their own parents as good or bad role models in class. Rather discuss parents in general and allow them to do their personal evaluations in private. It is, however, important to encourage learners to think about the kind of parents they want to be one day.
- Learners can do the activity by discussing in groups or they can write a paragraph on this topic for homework.

#### Suggested answers

1–2 Answers will differ. Hopefully, learners will list positive life style choices that model human rights and teach children to take responsibility.

## Activity 15

### Have a class debate

Learner's Book page 64

#### Guidelines to implement this activity

This is a group activity in which the class is divided into two teams. Read through the instructions with the learners, and make sure that they understand how a debate works. Explain to them that the two teams are meant to hold different points of view and even if you do not agree, you must try to think of reasons why your team's argument might be a good one.

## Activity 16

### Discuss a good role model

Learner's Book page 65

#### Guidelines to implement this activity

- Learners must follow in the Learner's Book on page 64 and 65 while you read the extract from The Daily Maverick about Thuli Madonsela; then read the paragraph that follows, as well as the newspaper article "Up close and personal with Thuli Madonsela" written by Phindi Sibiyi.
- Learners can do Question 1 of Activity 16 as a class discussion or a group discussion. Question 2 might make a good written exercise for homework.

## Suggested answers

Read through the questions and allow learners to find the answer to the first question by checking the notes carefully.

- 1 “Thuli Madonsela is a hard-working, dedicated, honest person. She loves her children, and tries hard to be a good mother. She is educated and respected in her community. She has made a large contribution to nation-building by working against corruption. She was involved in drawing up our new Constitution.”
- 2 Learners’ answers will differ.

### Activity 17

### Think about particular daily situations in which to apply these values

Learner’s Book page 66

### Guidelines to implement this activity

- Read through the table and ensure that learners understand what is expected of them.
- Get learners to work in groups of four to six and talk about how they can apply the values in their daily lives.

## Suggested answers

Answers will differ.

Value	Situation in context	How can Ayanda apply this value in her daily life?
Working hard	Ayanda is preparing for a Grade 9 test on Thursday, but she keeps being distracted by her cellphone. Her friend is sending her sms's about a boy she likes	Ayanda must tell her friend to phone her later, at a specific time, when she would have finished studying.
Dedication	Ayanda knew that it would be kind to volunteer to read stories for the orphans at the local orphanage once a week, but she has been so busy lately, having fun with her new boyfriend that she hasn't been to the orphanage at all this month.	Ayanda must not neglect the orphans, even if she does not really feel like going to the orphanage. She has made a commitment, and dedication to that commitment is an important quality.
Honesty	Ayanda's library book is late, so she slips it back onto the shelf without anyone noticing. When the librarian asks her where her book is, Ayanda says that she handed it in the week before. The librarian finds the book on the shelf and thinks that she has made a mistake. She even apologises to Ayanda for accusing her of having an outstanding library book.	Ayanda must not lie. She must admit that her book is late.
Educated	Ayanda gets the highest marks in her class for English, and has won a nationwide writing competition.	Ayanda is working hard at her education.

Well respected	Ayanda's grandparents and uncles come for Sunday lunch. Ayanda does not really feel like spending time with the older people; she would much rather meet her boyfriend in the park.	If Ayanda is someone who is well respected by everyone, she will do her duty and spend time with the older people.
Contribute to nation-building	Ayanda's mother has a friend who is visiting from America. This lady thinks that things are terrible in South Africa and tries to convince Ayanda's mom to consider emigration.	Ayanda will see the many positive things in our country, and will not be persuaded to leave.
Stand firm against corruption	Ayanda's mom works for a sports clothing manufacturer. Because the sports teams buy their clothing from this company, Ayanda has been put in charge of the netball team's uniform funds. Ayanda must pass the money on to her mom, who will buy all the netball uniforms.	Ayanda will be reliable, and she will not be tempted to take some of the money for herself.

### Activity 18 Apply these values in your daily life

Learner's Book page 66

#### Guidelines to implement this activity

Read through the instructions with learners. This is a group activity. Groups' answers will differ; they must think of ways in which they can apply the values in their lives.

### Activity 19 Think of a good role model in your daily life

Learner's Book page 67

#### Guidelines to implement this activity

Read through the instructions with learners. This is an individual activity that they can do in writing for homework. They must think of a person, preferably a family member, and then write down what they admire about this person. They must say whether this person is a good role model to them and to other young people. Why? Is this person a leader in the community? Does he or she play a leadership role in their family? When they grow up, how will this person's influence help them? Answers will obviously differ.

## Unit 4

### Physical education: A game plan for individual or team sport (2)

Learner's Book page 68

#### Unit focus

- This unit focuses on improving ball skills and shooting skills for netball.

## Resources needed

- Netballs

## Teaching guidelines

Learners can work in groups of four to eight. Smaller groups or pairs can be formed depending on the availability of basketballs. Learners can attempt the ball control moves. This activity is usually a fun one. It can be used as a warm-up game.

### Activity 20 Improve ball control

Learner's Book page 68

### Guidelines to implement this activity

- Recap passes.
- Now divide learners into teams of five. Learners can play a game of defending. Allow dribbling, but emphasise to learners that as soon as they receive the ball, it does not mean that they need to begin dribbling. Teach learners:
  - to hold the ball correctly (squeeze it is a good teaching point) when they receive it rather than bounce it, so that, in a game, the player will not bounce the ball immediately upon receiving it and therefore waste his or her dribble
  - not to pick up the dribble until they are ready to do something with the ball. Through this teaching, a player will learn to use his or her dribble for a purpose, and not to bounce the ball for the sake of bouncing it.
- Mix teams. Adapt the rules if necessary, for example alternate passes between boys and girls.

### Extension activity

To challenge learners, include points for passes between players without interception. For example, six consecutive passes without interception from your opponent gives the team one point. The team with the most points wins.

### Guidelines to implement this activity

- While individual learners are being assessed, the remaining learners can practise their dribbling and play a game of defending. Include scoring, although learners will be taught the shooting technique in the following lesson.
- Set up a basic dribbling drill:
  - Place eight cones about two metres apart.
  - Then place another cone about 10 metres away.
  - Learners must dribble the ball through the cones, then to the last cone.
  - Learners must perform the drill using both hands to dribble at a fast pace.

## Assessment

The following rubric can be used if this activity is selected as additional formal assessment.

The learner is able to dribble a ball demonstrating ball control.

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

### Activity 21 Practise shooting skills

Learner's Book page 69

## Background information

- You can find the official basketball rules on:  
[www.basketballsa.org/files/OfficialBasketballRules2008.pdf](http://www.basketballsa.org/files/OfficialBasketballRules2008.pdf)

## Guidelines to implement this activity

- Learners need to learn the rules of the game. Have five-minute knockout games. This is a moderate- to high-intensity activity. The winners stay on. Encourage learners to carry their water bottles.
- Recap the basic rules of the game. Remember that you are merely introducing learners to the game. Once learners have an idea of the shooting technique, learners must practise.
- Begin with standing straight in front of the hoop. Tell learners to aim for the area within the square drawn on the backboard.
- As learner grasp the shooting technique, have learners shoot from varied positions around the court.
- Play a shooting game. You can only move to the next shooting spot if you score from the position you are in.



- End with a mini-basketball five-a-side game. Adapt the rules to suit your learners. You can play games using only half the court. Ensure that learners know the rules regarding ‘fouls’.

## Remedial activity

Learners experiencing difficulty in shooting need to practise to aim for the square on the backboard. Aiming the ball within the square or at its top corners almost guarantees that they will score.

## Unit 5

# World of work: Options available after completing Grade 9 and knowledge of the workplace

Learner's Book page 70

## Unit focus

In this unit we explain the choices facing Grade 9 learners. Legally, they are allowed to leave school, or continue to the Further Education and Training (FET) Band. There are two choices to complete the FET Band: Complete grades 10 to 12 at school to achieve their National Senior Certificate (NSC), or study at an FET College to get their National Certificate Vocational (NCV). We explain both these choices and consider their implications.

## Resources needed

- List of school subjects offered at your school and those nearby (if different).
- Ideally, someone from an FET College to explain to the learners the vocational subjects offered there.
- It would be good to have a poster of the Basic Conditions of Employment Act. You could make one using the information found at: [www.labour.gov.za/legislation/acts](http://www.labour.gov.za/legislation/acts)

## Teaching guidelines

- To complete this unit, the learners need to know what subjects the school offers in grades 10 to 12. Before the learners undertake this work, prepare a list of the different subjects they can choose from and be in a position to advise the learners about possible subject combinations that they need to consider. Subject choice for Grade 12 is an important decision for learners and they need to have all the relevant information at hand when they consider their options.

- If possible, try to get teachers of the different elective subjects at FET level to come speak to the learners for a few minutes about each subject so that the learners can make informed decisions.

## Activity 22

### Consider your subject choices for the National Senior Certificate

Learner's Book page 71

#### Guidelines to implement this activity

- Learners work on their own to complete this activity.
- When the learners select their elective subjects, encourage them to think carefully about the reasons they give to support their choices. Make sure the learners complete the work in their exercise books, because they need to refer to this work in the next activity.
- Encourage the learners to continue thinking about their choices after they complete the activity so that when they have to make a final decision later in the year, they are confident that they have considered their options carefully.

## Activity 23

### Discuss NSC and NCV options and consider their implications

Learner's Book page 74

#### Guidelines to implement this activity

- Learners work in groups. The discussion that learners will have depends on the information that they find in Activity 23.
- It is important that learners understand that it is acceptable to study for either the NSC or NCV option after Grade 9, but that they need to be aware of the implications of the different choices.
- Explain to the learners that they need to discuss their choices with an appropriate adult who can help to guide them in their decisions. If possible, ask someone to come to the school to speak to the learners about both the NSC and NCV options so that learners are clear about these.

#### Suggested answers

- 1–4 Guide the learners to look back at their answers in the previous activity and to consider whether they have changed their opinions in the meantime.

If the learners still feel the same way about their subject choices, they should share this with the group.

### Guidelines to implement this activity

- Remind learners that rights and responsibilities occur in nearly all different sectors of life, be it the home, school, further education or the workplace. A healthy society needs people to use their rights responsibly and not to take advantage of other people, their community or their employers.
- Monitor the different groups as learners discuss the topic of rights and responsibilities. It is important that the learners balance their discussion and that it does not become one-sided and focus mostly on rights or responsibilities. Encourage learners to consider what would happen if people only focused on their rights and did not accept their responsibilities.
- You may like to share the following possibilities with the learners before they start their discussion or alternatively, guide the different groups if you feel that these points will help to keep the discussions on track. If people did not accept their responsibilities:
  - Others might lose their rights, for example people could be unfairly treated.
  - People might have to take on extra responsibilities, which is unfair.
  - There could be a negative impact on certain people, their family or their community.
  - Other people may feel that their needs are not being considered.
  - Selfish and uncaring behaviour damages relationships.
  - Lack of responsibility can become a burden to other people.

### Guidelines to implement this activity

- Let the learners work in groups.
- When the learners discuss whether it is a good idea for people to get a job at the end of Grade 9 or continue their education, be aware that some learners may have to leave school because of financial circumstances. This discussion needs to be handled carefully and if there are learners in your class who may need to leave school after Grade 9, spend some time with them after class or after school to find out whether they are aware of distance and part-time education options. As much as possible, try to encourage your learners to continue with different forms of lifelong learning, whether they plan to leave school after Grade 9 or leave school after Grade 12.

## Suggested answers

- 1 The opportunities that Charlie experienced in the workplace include:
  - The opportunity to attend short courses at the local community college to study bricklaying.
  - The opportunity to study while working, which meant he could continue to earn a salary.
  - The opportunity to practise his skills on the worksite.
  - The opportunity to complete new tasks on the worksite.
- 2 The learners will offer a range of different benefits for each opportunity. Accept any reasonable answer.
- 3 It is important for the learners to try to identify with another person's feelings, because empathy is a valuable social skill that will help them in their future working relationships.
- 4 Learners' answers will vary as the discussions in the groups progress. Assist learners with the discussion. It is suggested that in general they come to the conclusion that, if it is possible to do so, it is better to continue with their education, rather than leave school after Grade 9.

## Remedial activity

If the learners struggle to identify the kinds of feelings and experiences that Charlie would have had, then encourage the learners to consider how they might feel about big decisions they need to make about subject choices for FET, or deciding whether to choose NSC or NVC courses at the end of the year.

## Unit 6

## Physical education: A game plan for individual or team sport (3)

Learner's Book page 79

## Unit focus

This unit focuses on practising and perfecting the skill of shooting a ball into a hoop and on defending. These are drills that aim to make learners conscious of what they are doing so that they can plan while playing. Winning games is as much about skill as it is about fitness.

## Resources needed

- Basket balls and basketball hoop

## Teaching guidelines

- Remind the learners that they need to have a game plan for matches. This means that they must:
  - identify weaknesses and gaps in their performance
  - work on an improvement plan, and revise their previous strategies where necessary
  - practise their skills
  - make smart moves and never run around the field without a purpose
  - concentrate throughout the game and be ready to make quick, smart decisions
  - study the body language of their opponents and watch how they pass the ball and strategise their defence.

### Activity 26 Perform a lay-up

Learner's Book page 79

#### Guidelines to implement this activity

- The lay-up is a popular scoring style in basketball.
- While a group is performing the lay-up, the remaining learners can perform defending drills.
- In groups of 10 to 12, learners practise the lay-up.
- Divide the group in half with both groups facing the hoop.
- A learner from one half will perform the lay-up while the learner from the other half must pick up the rebound.
- Learners must swap sides.
- Learners play one-on-one or three-on-three defending.
- End with mini-basketball.

### Activity 27 Defending drills

Learner's Book page 80

#### Guidelines to implement this activity

- You can set up four stations of 10 to 15 learners, or each task can be performed by the entire class.
- One-on-one defending: Remind learners that they are not allowed to pull the ball out of their opponent's hands. They are allowed to slap the ball out of their opponent's hand as long as they only make contact with the ball. Learners must be on their toes, in a squat position and have their arm extended while defending.
- Monkey in the middle is a game that learners should be familiar with. However, they can now use their basketball passes and dribbling is allowed.

- During the three-on-three defending, encourage learners to use their no-look and overhead passes.
- Ten passes is a game that requires teams to have a game plan. Encourage learners to have a plan in place, not to attempt to pass the ball randomly.
- End with a full-court five-a-side basketball game.

## Assessment

The learner is able to move into open spaces and work as a team player.

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

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

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## Exemplar formal assessments

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Task: Mid-year exam

Section A: 25 marks

**Question 1: Multiple Choice**

**(5 marks)**

Choose the incorrect statement from the four options given.

1.1 If someone has an STI ...

A he or she might only show symptoms months or even years after being infected.

B there is a good chance that he or she will get another STI.

C he or she is more likely to get HIV than someone who does not have an STI.

D he or she might not have got it by having sex; there are many ways of getting STIs.

1.2 Syphilis:

A is painful

B symptoms include sores inside the genital area

C symptoms include a sore throat

D cannot be treated

1.3 Gonorrhoea:

A is not painful

B symptoms include joint pain

C symptoms include feeling ill

D can be treated if detected early on

1.4 Thrush:

A symptoms include a sore and itchy penis or vagina

B is not very common

C gives women a white or yellow discharge from their vagina

D can be treated

1.5 HIV:

A can be passed on during rape

B can be cured by having sex with a virgin

C can be passed on when a woman breastfeeds a baby

D can be passed on by a pregnant woman to her unborn child during pregnancy

**Question 2: Match the column****(5 marks)**

Match the term in Column A with the information in Column B.

Column A	Column B
2.1 Technisa	A Bursaries for some NCV courses at public FET Colleges
2.2 National Senior Certificate	B You have to study the approved selection of subjects that your school offers
2.3 National Student Financial Aid Service	C Where you can study for an NCV
2.4 NCV	D One of the leading colleges for distance education
2.5 FET Colleges	E Opportunities for job shadowing and practical workplace exposure

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

- 3.1 Our \_\_\_\_\_ environment affects the income and social status that we consider appropriate and that we try to reach for ourselves.
- 3.2 If you are \_\_\_\_\_ it means that you do not follow other people blindly.
- 3.3 Culture changes with \_\_\_\_\_.
- 3.4 Our \_\_\_\_\_ is the place and time in which we find ourselves.
- 3.5 Your friends can influence you to set high goals for yourself when they make \_\_\_\_\_ lifestyle choices.

**Question 4: Answer questions about abstinence (5 marks)**

- 4.1 What is abstinence? (1)
- 4.2 Which influences often affect young people to choose abstinence? (2)
- 4.3 Why is abstinence a good choice? (2)

**Question 5: Answer questions about time-management skills****(5 marks)**

- 5.1 How can you apply accountability to your time-management? (2)
- 5.2 What is a work schedule? (2)
- 5.3 How can a work schedule help you to practise better time-management skills? (1)



## Section B: 25 marks

### Question 6: Answer questions about rights and responsibilities in the workplace (10 marks)

Brad's older brother is doing holiday work for a construction company. On the first day, the supervisor hands out hard hats, gloves and overalls to all the workers. He also gives them yellow-and-black tape to create safety barriers in dangerous areas. A week later, one of the workers is injured when a heavy beam collapses and hits him across the head. He was not wearing his hard hat. Brad's brother thinks that the worker will not be able to claim compensation for his injury.

- 6.1 Which law describes employees' rights in the workplace? (1)
- 6.2 The government wants to make sure that all employees know what their rights are in the workplace. How does this happen? (3)
- 6.3 What are employees' responsibilities in the workplace? (6)

### Question 7: Answer questions about summarising (10 marks)

Imagine that you are the kind of learner who likes to make notes. You find that writing helps you to remember your school work, so you usually re-write everything that you want to remember.

- 7.1 What is summarising? (2)
- 7.2 Is it possible to summarise narrative text? (1)
- 7.3 Explain why summarising will help you to study better (rather than simply rewriting everything), and give two tips to ensure that your summaries are useful as a study tool. (5)
- 7.4 Describe two ways of summarising. (2)

### Question 8: Time-management skills (5 marks)

- 8.1 Why is it important to plan your time? (1)
- 8.2 Explain how you can use the following table to plan your time. (4)

Urgent and important	Urgent
Not urgent, but still important	Not urgent

## Section C: 20 marks

Answer TWO of three questions.

### **Question 9: Consequences of teenage pregnancy for**

**fathers and mothers**

**(10 marks)**

“Although the government provides a social grant to help pay for the baby’s care, teenage pregnancy is a heavy burden for both the mother and father.”

Discuss this statement.

### **Question 10: Social integration of people with disabilities**

**(10 marks)**

Why is it so important for the government to ensure the social integration of people with disabilities, and how does the government do this?

### **Question 11: Career path**

**(10 marks)**

Cherie wants to start her own beauty salon after school, and thinks that she should study the National Certificate Vocational after Grade 9. Explain why this is a good choice for her, where Cherie will have to go for the NCV course and what the entrance requirements will be.

**Total : 70 marks**

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## **PET assessment**

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Activity 27 in Unit 6 can be used as a formal assessment activity. You will participate in defending drills, and will be assessed on your ability to move into open spaces and work as a team player.

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## Exemplar formal assessment memorandum

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Mid-year exam

Section A: 25 marks

**Question 1: Multiple choice** (5 marks)

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

**Question 2: Match the column** (5 marks)

Match the term in Column A with the term in Column B.

Column A	Column B
Technisa	D One of the leading colleges for distance education
National Senior Certificate	B You have to study the approved selection of subjects that your school offers
National Student Financial Aid Service	A Bursaries for some NCV courses at public FET Colleges
NCV	E Opportunities for job shadowing and practical workplace exposure
FET Colleges	C Where you can study for an NCV

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

- 3.1 socio-economic (1)
- 3.2 discerning (1)
- 3.3 time (1)
- 3.4 environment (1)
- 3.5 positive (or good) (1)

**Question 4: Answer questions about abstinence** (5 marks)

- 4.1 Not engaging in any sexual activity (1)
- 4.2 Religion, family, community (2)
- 4.3 It is the only way that you can be absolutely sure that you will not fall pregnant or catch an STI. (2)

**Question 5: Answer questions about time-management skills** (5 marks)

- 5.1 A partner can encourage and rebuke you to stick to your time-management. (2)
- 5.2 A work schedule is a list of the tasks (some are prioritised) you have to complete in a certain time. (2)

5.3 It provides a plan for getting everything done. (1)

**Section B: 25 marks**

**Question 6: Answer questions about rights and responsibilities  
in the workplace (10 marks)**

- 6.1 The Basic Conditions of Employment Act (1)
- 6.2 The Basic Conditions of Employment Act of 1997 requires the employer to display a statement of employees' rights at the workplace in all the official languages used in the workplace. (3)
- 6.3 Must ensure the best results for their company: for example finances, market growth or customer services. Must work hard during working hours; honour the hours that they are expected to work and for which they are paid; shared responsibility for health and safety in the workplace; must identify dangers if they see them and report these to their employers; act responsibly at work and support employers in making the workplace safe; take responsibility for their personal health and safety, as well as the safety of other people who might be affected by them; cooperate with their employer, follow rules and procedures to operate equipment safely and to wear protective clothing when necessary (any 6).

**Question 7: Answer questions about summarising (10 marks)**

- 7.1 Writing down the main points of a piece of text (2)
- 7.2 Yes (1)
- 7.3 You end up with a brief record of something and you can refer back to it at any time to refresh your memory; use a range of different thinking and writing skills; record the main ideas using keywords or phrases as well as any key facts that you need to remember. (5)
- 7.4 Write a short paragraph or a bulleted list. (2)

**Question 8: Time-management skill (5 marks)**

- 8.1 Use time effectively and efficiently, know what you need to do and when to do it (1)
- 8.2 (4)

<b>Urgent and important</b>  Do today and allow plenty of time, for example Revise for Maths test (2 hours)	<b>Urgent</b>  Do today and do quickly, for example Write out notes from the lesson I missed
<b>Not urgent, but still important</b>  Do tomorrow and allow plenty of time, for example	<b>Not urgent</b>  Identify your deadline and plan when to do it, for example

Start research for my school project (2 hours)	Go to the library to find a book for next term's book review Formal Assessment Task. Select suitable book by the beginning of next term.
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## Section C: 20 marks

### **Question 9: Consequences of teenage pregnancy for fathers and mothers**

**(10 marks)**

The social grant may seem like a lot, but as the child grows and needs food, clothes, medical expenses, transport and education, the expenses increase. This is a heavy burden for teenagers to cope with. A woman can claim maintenance from the baby's father until the child has grown up. This can become a heavy burden for a man, especially if he later wants to start a family of his own. It is often difficult to collect maintenance and it may involve court action. Young people with small children to look after often feel resentment and frustration because they have been prevented from carrying out their plans for their lives or completing their education. Being a parent involves a lot more than just having a baby and feeding it. Being a parent means being responsible for another life and taking care of the baby in different ways. Parents do many things for their children. They look after their children until they can take care of themselves. This does not only mean that parents provide food, clothes and shelter for their children. It also means that they love them, teach them what is right and wrong and how to do many different things.

### **Question 10: Social integration of people with disabilities**

**(10 marks)**

The government aims to, through laws, promote employment opportunities for disabled people, the removal of obstacles to their enjoyment of public amenities and their integration into all areas of life. Social integration is therefore one of the most important pillars of the government's policy regarding people with disabilities. We have to focus on the abilities of the people with disabilities and on the 'environmental' barriers that they experience to make full integration into society possible. Social integration is the key measure by which one can assess whether people with disabilities enjoy their full rights and are treated equally to all other citizens. For example, the provision of a social grant to a person who uses a wheelchair may be responsive to some of the person's needs, but the grant does not in any way provide the person with access to a recreation centre in the community that he or she lives in if the centre has not been equipped with a ramp or appropriate entry. The government tries to ensure these things for handicapped people so that they will experience social integration.

### Question 11: Career path

(10 marks)

The National Certificate Vocational, or NCV, is a qualification that you can study for after Grade 9 instead of staying at school to complete grades 10 to 12. You can study different subjects for an NCV from those that are offered at school. An NCV qualification offers you the opportunity to study both the theory and practical elements of a particular course. The theory parts of an NCV course are offered to students at an FET College's premises, while the practical part of the course is often offered in a real workplace environment. The benefit of the practical part of the course is that you have a chance to learn alongside experienced professionals. There are 50 public FET Colleges and a number of private FET Colleges where you can study for an NCV. To obtain an NCV qualification, you need to study seven subjects in total. Three subjects are compulsory subjects, namely a languages component in any one of the 11 official languages, Mathematics or Mathematical Literacy, and Life Orientation. You can then choose four other subjects in the field that interests you. You can choose from 11 different fields of study. Because Cherie wants to start her own business (beauty salon), she might choose Marketing, Management, Office Administration and Finance, Economics and Accounting or Information Technology and Computer Science.

**Total: 70 marks**

### PET assessment

Use the following rubrics for assessment:

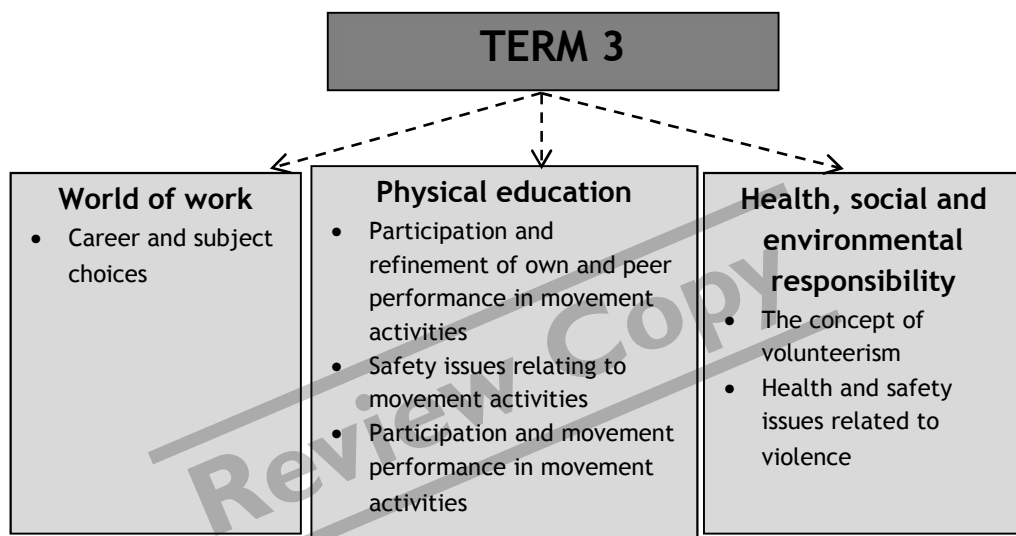
The learner is able to move into open spaces and work as a team player.

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

**Total: 30 marks**

# Term 3

## Core concepts covered



## Overview

Content	Time allocation	Learner's Book page	TG page
Unit 1 World of work	3 hours	86	96
Unit 2 Physical education	3 hours	95	99
Unit 3 Health, social and environmental responsibility	3 hours	97	103
Unit 4 Physical education	3 hours	105	106
Unit 5 Health, social and environmental responsibility	4 hours	108	107
Unit 6 Physical education	4 hours	121	113
Summary and exemplar formal assessment	–	123	115

## Unit 1 World of work: Career and subject choices

Learner's Book page 86

### Unit focus

The focus in this unit is on the learners identifying their personal interests and abilities, and linking these to subject choices for the FET Phase. They are then guided to link these subjects to careers that relate to them. They practise decision-making skills at the same time.

### Resources needed

- Access to information on careers. These are useful sites for research:
  - [www.careerhelp.org.za](http://www.careerhelp.org.za)
  - [www.sacareerfocus.co.za](http://www.sacareerfocus.co.za)
  - [www.saasta.ac.za/links/careers.shtml](http://www.saasta.ac.za/links/careers.shtml)

### Teaching guidelines

Learners will need to do research to complete the activities in this unit. Those who have access to career counsellors, libraries or the Internet should be able to find information easily. If you think that your learners can manage the research by themselves, let them work alone or in pairs. If resources are more difficult for learners to access, then consider letting the class work together so that they can combine their research findings.

#### Activity 1

#### Outline and motivate your career choice

Learner's Book page 86

### Guidelines to implement this activity

- Learners work in pairs.
- Before the learners start work on this activity, encourage them to be realistic about their career choices and their motivation for them.

### Suggested answers

- 1 Draw the learners' attention to the fact that Tina may apply her interests and her prior knowledge to a future career choice. Point out that Karibo is realistic in the fact that he appreciates that it could be very difficult to be a professional soccer player and in considering alternative options that will still allow him to enjoy his



- sport as part of his career. Explain to the learners that Jabu, Alicia and Mogamat are also realistic in their thinking, as their abilities and interests are guiding their thinking about future careers. Instruct the learners to be respectful of their partners' opinions during the discussion part of this activity.
- 2–5 Encourage the learners to take turns during the discussion and to offer constructive suggestions to their partners.
  - 6 When the learners write their paragraphs, remind them that they need to include the conclusions that they came to during their discussions and that they need to include an explanation to support their choices.

## Activity 2

## Research careers related to different subjects

Learner's Book page 88

### Background information

It may be difficult for some learners to access information to do their research. If possible, go to the websites given at the beginning of the unit and gather basic information. Do not simplify the information, but give them copies of the pages on the sites. They have to sort out the information they need and make sense of it all on their own.

### Guidelines to implement this activity

- You can divide learners into small groups where at least one person has access to information and they can pool the resources they have.
- They could also take notes from speakers from different career fields whom you might invite to speak to the class.

### Suggested answers

The following factsheet provides an example of the layout and level of information that the learners need to provide when they present their research.

Career options	Subjects required	Study options
Emergency medical worker	Compulsory: Mathematics, Life Sciences and English (Home Language or First Additional Language) Optional: Physical Science	Three-year degree at university (needs Physical Science) Three-year diploma at university of technology
Payroll office	Compulsory: Mathematics or Mathematical Literacy, Accountancy	One-year diploma at university of technology One-year diploma through distance education

## Extension activity

If you think that some learners will be able to research more than two career options, allow them to research more widely. They will benefit from collecting and collating a larger selection of information and practise valuable research skills.

### Activity 3 Identifying interests and abilities

Learner's Book page 90

#### Guidelines to implement this activity

- Learners work on their own.
- Be aware that learners may not be able to identify clearly what kind of work would bring them job satisfaction. It is important, however, that learners are able to identify broader issues that will lead to job satisfaction, for example working outdoors or working alone or as part of a team.

#### Suggested answers

Every learner will respond to this activity differently. Some learners may have many interests and abilities and they will need to think carefully about which three of each they choose. Others may struggle to identify three interests or abilities and these learners will benefit from more brief discussion about the topic. Encourage them to consider their interests in a range of different environments, for example home, school and in their leisure time. Remind them that abilities are often things that a person is good at and again, encourage them to consider their abilities in the home environment, at school and in their leisure activities.

#### Support activity

If you find that some learners continue to struggle with identification of their interests and abilities, take them aside and manage this activity as part of a discussion forum. Learners will benefit from hearing about the different interests from their peers and you can also encourage learners to make suggestions to each other regarding their abilities.

## Activities 4 and 5

## Identify your interests and abilities related to different careers/Identify your strengths and weaknesses

Learner's Book pages 91–92

### Guidelines to implement this activity

- Most learners find it easier to identify their interests and abilities than their strengths and weaknesses.
- The purpose of this activity is to encourage learners to understand their unique interests and abilities and to help with their understanding of their strengths and weaknesses.
- The tables in the Learner's Book on pages 91 and 92 are provided to help the learners identify examples of interests and abilities as well as strengths and weaknesses that might impact on subject and career choices.
- Remind learners that the careers and information provided in the tables are imaginary and that they do not refer to them specifically. Explain that after they have completed this activity, they should be able to apply it to their own specific interests, abilities, strengths and weaknesses in a similar exercise and give reasons why certain subjects and possible career options are right for them or not.

## Unit 2 Physical education: Movement activities (1)

Learner's Book page 95

### Unit focus

- Safety issues relating to movement activities
- Participating and refinement of own and peer performance in movement activities
- Participation and performance in movement activities
- Perform the warm-up and cool-down routine.

### Resources needed

- Music for chosen dances
- Dance costumes
- Old pillow case and a pair of scissors (to demonstrate making slings for arm injuries)

## Teaching guidelines

- The warm-up exercises do not need to be of a high intensity, but could include additional stretches.
- Learners will perform individual, paired and group activities. Change the group participants per activity. Emphasise that learners must evaluate their peers' movements and provide them with feedback to refine and improve movements.
- Learners will be participating in various dances. Dances range from hip hop and African to ballroom. Select dances that you want learners to participate in. Try to organise the music for each dance. Get the learners involved in the dance and music selection, as they will be involved in choreographing dances. They can also wear dance costumes.
- If you have learners with disabilities, ensure that they participate in all activities. Learners in wheelchairs can move in their wheelchairs and perform upper-body activities. Learners with visual disabilities can be paired with partners to assist them.

### Activity 6

### The electric slide

Learner's Book page 95

## Guidelines to implement this activity

- The electric slide is a popular line dance. Select a song or ask learners to recommend a song suitable for the dance.
- Divide learners into groups of 12 to 20. Teach learners the basic dance steps. Refer to the Learner's Book on page 95 as a guideline.
- Once learners know the basic steps, groups can include their own variations to the dance, as long as the basic movement pattern is maintained. Groups can even change the dance song.
- The electric slide can be performed over two or three lessons.
- You could use this activity for formal assessment and use the rubric given below.

## Assessment

The learner is able to perform the electric slide dance.

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

### Activity 7 Make a sling

Learner's Book page 96

### Guidelines to implement this activity

Begin with an in-class theory lesson. Briefly discuss possible dance injuries as well as injury prevention with learners. Prior to the lesson, inform learners to bring an old pillow case and a pair of scissors to school. If this is not possible, bring just one to school and demonstrate the technique to them.

### Background information

#### The PRICE treatment:

- P **Protection:** If injured, stop playing and protect the injured part from further damage. Avoid placing weight on the injured part.
- R **Rest:** Rest is vital to protect the injured muscle, tendon, ligament or other tissue from further injury. Resting the injured part is important to promote effective healing.
- I **Ice:** When keeping an injury cold, choose a cold pack, crushed ice or even a bag of frozen peas wrapped in a thin towel to provide cold to the injured area. The cold provides short-term pain relief and also limits swelling by reducing blood flow to the injured area. When keeping injuries cold, never apply ice directly to the skin (unless the ice is moving, as during an ice massage) and never leave ice on an injury for more than 20 minutes at a time. Longer exposure can damage your skin and even result in frostbite.

- C Compression:** Compression helps limit and reduce swelling. Some people also experience pain relief from compression. An easy way to compress the area of the injury is to wrap a bandage around the swollen part. If you feel throbbing or if the bandage feels too tight, remove it and rewrap the area so that it feel more comfortable.
- E Elevation:** Elevating an injury helps to control swelling. It is most effective when the injured area is raised above the level of the heart. For example, if you injure an ankle, try lying on your bed with your foot propped on one or two pillows.

After a day or two of treatment, many sprains, strains or other injuries will begin to heal. However, if the pain or swelling does not decrease after 48 hours, make an appointment to see the local clinic or doctor.

### **Initial treatment for a fracture**

You must seek immediate emergency medical care.

You may need to splint the injured area. Broken bones are painful and any bumps or movement tends to be very painful. This pain is lessened when you apply a splint to the arm or leg. For example, for a broken arm, something as simple as an exercise book or folded piece of cardboard and adhesive tape will be enough to make the arm comfortable.

### **Steps to make a sling**

A sling is made to protect and support the upper arm, forearm and wrist.

**Step 1:** Place the pillowcase on the table. The pillowcase should be cut to size:

±150 cm x ±90 cm. (If the sling is for a child, you can use a smaller size.)

**Step 2:** Cut a triangle out of a piece of this cloth. If you do not have scissors handy, fold a large square piece of cloth diagonally into a triangle.

**Step 3:** Place the 'injured' elbow at the top point of the triangle and the wrist midway along the triangle's bottom edge. Bring the two free points up around the front and back of the same (or opposite) shoulder, and pin or tie securely together. Adjust the height of the knot so that the elbow is bent at a right angle.

**Step 4:** Get learners to practise making a sling.

## Unit focus

This unit focuses on encouraging learners to do volunteer work that can give them a sense of responsibility and new skills, as well as a sense of the wider society in which they live.

## Resources

- Articles in newspapers or magazines such as You magazine and Huisgenoot
- Information such as brochures or pamphlets from volunteer organisations

## Teaching guidelines

- Explain what volunteerism is. Ask learners to name some volunteer organisations they know, either in their local area or nationally, for example the SPCA or Gift of the Givers, or internationally, for example the Red Cross and Red Crescent.
- Some learners may already have done some volunteer work. You can ask them to share their experiences with the class. Remind them that volunteer work can be done on an individual basis, that is, not within an organisation. They can help people in their communities on their own initiative.

**Activity 8****Identify and discuss individual and community  
volunteerism**

Learner's Book page 98

## Background information

These are some of the benefits of volunteering:

- It promotes a sense of responsibility. By volunteering, teenagers learn what it means to make and keep a commitment. They learn how to be on time for a job, do their best and be proud of the results. They also learn that we are all responsible for the wellbeing of our communities.
- It shows that one person can make a difference. It is an empowering message for young people that they are important enough to have an impact on someone or something else.
- It teaches the benefit of sacrifice. By giving up a toy to a less fortunate child, a child learns that sometimes it is good to sacrifice. Cutting back on recreation time

to help clean up a beach tells teenagers that there are important things besides themselves and their immediate desires.

- Tolerance. Community service can bring young people in touch with people of different backgrounds, abilities, cultures, ages, education and income levels. They will learn that even the most diverse individuals can be united by common values.
- Job skills. Community service can help young people decide on their future careers. Are they interested in the medical field? Hospitals and clinics often have teenage volunteer programmes.
- Spending spare time wisely. If teens are not involved in traditional after-school activities, community service can be a good alternative.

## Guidelines to implement this activity

- The purpose of this activity is to get learners to think of ways they could help others in their individual capacities and in which communities can work together.
- This activity will take approximately 15 minutes.
- Learners should work in small groups to do this activity.
- They can finish this activity on their own for homework if there is not enough time in class.
- Learners should be able to identify that volunteering to help others spreads goodwill amongst people. It helps uplift the community and encourages the community to work together. Learners' answers will vary.

## Suggested answers

1 Suggestions may include:

- babysitting for a neighbour
- working in an elderly person's garden
- offering to help at a local animal shelter
- helping to plant flowers or trees in the school grounds.

2 Suggestions may include:

- starting a community soup kitchen
- caring for a park in the community by collecting rubbish, weeding, planting flowers or painting play equipment
- starting a community clothing exchange where, for example, parents can bring clothes that are too small for their children and exchange them for bigger clothes.



**Activity 9****Discuss how volunteer organisations contribute to social and environmental health and sustainable development**

Learner's Book page 100

**Guidelines to implement this activity**

- The purpose of this activity is to get learners to engage with the roles of volunteer organisations.
- This activity will take approximately 15 minutes.
- Learners should work in groups.
- Allow time for discussion of answers.

**Suggested answers**

- 1 They help improve social and environmental health and promote sustainable development. They also work with the environment. Learners must give some examples of the types of work in each field, such as health counselling, helping victims of disaster floods and other natural disasters, etc.
- 2 They usually get their funding from donations, businesses, small grants from the government and Lotto.
- 3.1 Social health: provide goods and services that people need, such as food, water, clothing, healthcare, housing and education.
- 3.2 Environmental health: provide educational projects, conservation of local areas, etc.
- 3.3 Sustainable development: provide education on sustainable living and development, without causing any damage to the environment, etc.
- 4 Learners' answers will vary; it is important that they give reasons for their answers.

**Activity 10****Discuss the role of volunteer organisations**

Learner's Book page 104

The purpose of this activity is to get learners to understand and research the role of volunteer organisations in improving people's lives.

**Guidelines to implement this activity**

- This activity will take approximately 10 minutes in class, plus additional time at home.
- Learners should work in pairs to discuss questions 1 and 2 in class.

- They should work on their own to find the information for Question 3.
- Spend time with learners who are not able to grasp what they have to do. Make sure to leave time for discussion of answers.

## Suggested answers

- 1 Volunteer organisations support people in need, such as poor and underprivileged people by helping them build houses, grow food and develop skills. The support orphans, sick people and their families who are affected by terminal illnesses such as Aids and cancer.
- 2 Learners' own opinions, but make sure they support their opinions with reasons.
- 3 Learners must identify any volunteer organisations in their area.
- 4 Learners must select one volunteer organisation and do research on it – they must provide the name of the organisation, what the organisation does, how the organisation is funded and explain how someone can become a volunteer for the organisation.

## Unit 4 Physical education: Movement activities (2)

Learner's Book page 105

### Unit focus

Learners focus on participating in dances and refining their movements. They do this by dancing to hip hop music and to the music of Michael Jackson's "Thriller".

### Resources

- Michael Jackson's Thriller music video and/or music to the song
- Hip hop dance music

### Teaching guidelines

Inform learners that they will be learning the dance from Michael Jackson's dance video. Learners can download the video and use this to learn the steps. Learners should be familiar with Michael Jackson's Thriller dance video.

**Activity 11 Practise Thriller dance steps**

Learner's Book page 105

**Guidelines to implement this activity**

- Divide learners into groups of five to ten. Groups can decide if they want to have a lead dancer (Michael Jackson), with the remainder as zombies.
- This is an opportunity for learners to be creative with their dance steps, as some parts of the song allow for 'freestyle' dancing. Learners will also perform movements that synchronise with movements of the group as a whole.

**Activity 12 Practise street dancing**

Learner's Book page 107

**Guidelines to implement this activity**

- This lesson focuses on street dancing that includes hip hop dance styles. Take the learners through the steps described in their Learner's Book.
- Divide learners into groups of four to ten. Groups must choreograph their own hip hop dance.

**Unit 5****Health, social and environmental responsibility:  
Health and safety issues related to violence**

Learner's Book page 108

**Unit focus**

The focus is on reasons for violence (including the rape crisis in our schools) and the impact on individuals and the community. We look at gangsterism and gun-related violence. Ways to protect oneself and problem-solving skills in relation to violence are explored.

**Resources**

- Life Orientation Library: Family violence, awareness Publishing [author and publisher name removed]
- Articles in magazines such as *You* magazine and *Huisgenoot*.

## Teaching guidelines

- Some learners will be able to identify with the contents of this unit from their own experience, whereas for others it will be about incidents they may have heard about somewhere else. You will have to present this unit according to the learners in your class. Growing up in South Africa, it is unlikely that learners will not have encountered acts of violence at some point.
- Make a collection of relevant articles from newspapers and magazines that you can bring to the class.

### Activity 13

### Identify acts of violence at home, school and in the community

Learner's Book page 109

## Background information

You may find this article interesting. Consider reading some of it to the learners to facilitate a class discussion.

### Why South Africa is so violent

(Adapted from *The Mail & Guardian*, published on 9 November 2010)

South Africa is one of the most violent countries in the world and the core of the problem of violent crime is a 'subculture of violence and criminality'. Other factors that contribute to the high rate of violent crime in the country include:

- inequality, poverty, unemployment and marginalisation
- the vulnerability of young people, which is linked to poor child rearing and youth socialisation
- values related to violent crime such as ambivalence towards the law and the normalisation of violence
- an overdependence on an inefficient criminal justice system and not enough emphasis on other approaches to preventing violent crime.

The authors pointed out that 21% of suspects in murders that resulted from an argument and 31% of suspects in crime-related murders were 19 years old or younger. "This indicates that the problem of violent crimes, including serious violent crime, is associated in part with young offenders," they said.

### Violent tendencies

The report found that South Africa's prisons served to strengthen the violent tendencies of many inmates, saying "the [criminal justice system] remains a double-

edged sword, which continually reinforces the problem of violence and crime while it also mitigates it”.

The report also found that “inequality itself is a key driver of violence”. “Violence impacts far more on poor communities than it does on affluent ones – but policies and media attention focus most on violence as it impacts on the well-to-do contributing to the failure to understand and address violence as it impacts on the poor”. While “trio crimes” – business robbery, house robbery and hijacking – are considered to be a priority, other violent crimes such as aggravated assault among the poor are seen as less of a priority. The report suggested that instead of looking at, for example, trio crimes and contact crimes, police should instead prioritise armed violence and sexual violence, whether it involves a weapon or not. “This would be a more equitable way of dealing with the most serious forms of violence that influence the poor,” he said. Antony Altbeker, an author of some of the report, said, “Trio crimes are some of the most ‘policeable’ crimes there are. It’s very difficult to solve the vast majority of violent crimes in South Africa, which happen in social spaces that are hard to police and that involve such a vast proportion of the population,” he said.

### **Subverting the culture of violence**

Lydia Chikunga, Chairperson of the Portfolio Committee on Police, said that the responsibility for subverting the culture of violence in South Africa rested with individuals. “It starts with what I do in my home, in front of my children. If I socialise them into thinking that the only way of dealing with a problem is violence, if I’m a worker I think the only way to protest is violent. The police themselves, if their approach is always violent it will have an impact. We are actually inculcating violent behaviour,” she said.

### **Guidelines to implement this activity**

- The purpose of this activity is to get learners to engage with the news extracts and other sources, and categorise the types of violence.
- This activity will take approximately 15 minutes.
- Learners should work in small groups.
- Go through the first two with the class to show them what to do.
- Learners can finish this for homework if there is not enough time in class.

### **Suggested answers**

- 1 Hijacking: took place outside school  
Armed robbery: took place at home  
Murder: took place in the community  
Rape: took place at school

Gang rape: took place in the community  
Gang killing: took place in the community  
Gang violence: took place in the community  
Murder: took place at home

- 2 Learners' own responses. They may have examples of other types of violence, besides those in the Learner's Book, for example kids being beaten up in bullying situations.

#### **Activity 14    Examine gun-related violence**

Learner's Book page 113

#### **Guidelines to implement this activity**

- The purpose of this activity is to get learners to engage with the information about gun violence and apply it to their own community.
- This activity will take approximately 15 minutes.
- Learners should work in groups. If possible, mix groups up so that learners can hear about neighbourhoods and experiences other than their own.

#### **Suggested answers**

- 1–4 Answers will be learners' own responses and of the community your school is in. But all learners should be able to contribute to the discussion. Even if it is not a personal experience, they will have heard about or read about violence in the community.

#### **Activity 15    Identify the problem-solving skills that Ivy used**

Learner's Book page 114

#### **Guidelines to implement this activity**

- The purpose of this activity is to get learners to read and understand the case study and then apply their knowledge of problem-solving skills.
- This activity will take approximately 15 minutes and learners should work in pairs.
- Read the case study to the class or let learners take turns to read it aloud.
- Learners can finish this activity for homework if there is not enough time in class.

#### **Suggested answers**

- 1 Gang violence.
- 2 She identified and defined the problem.  
She motivated other gangsters in the community, one by one, to turn their lives around.

She got young leaders in the community to help her.

They found other outlets for youthful energy (youth programmes).

They gave them more educational opportunities.

They got people to be proud of their community and take an active part by gardening and cleaning up.

They implemented safety measures.

- 3 Other members of the community, especially youth leaders.
- 4 Getting people proud of their community through 'Proudly' organisations.
- 5 'Proudly' organisations have spread to other townships.

### **Activity 16**

### **Analyse and role play how Ivy dealt with conflict**

Learner's Book page 116

### **Guidelines to implement this activity**

The purpose of this activity is to get learners to engage in managing conflict, through doing role plays. You should look for clear evidence in the role plays that learners have used the guidelines for successful conflict resolution and can see the difference between a wrong and a right approach.

### **Activity 17**

### **Propose ideas for protecting ourselves and others from gun-related violence**

Learner's Book page 118

### **Guidelines to implement this activity**

- The purpose of this activity is to get learners to think about ways of protecting themselves from gun-related violence.
- This activity will take approximately 15 minutes.
- Learners should work in groups for this activity, or you can make this a class discussion.
- Use this activity for informal assessment. It will be interesting to see who participates in the discussion.

### **Suggested answers**

Learners' own responses. Potentially, all these suggestions could work, but learners may have reasons for some suggestions working better than others in their own communities.

## Background information

Many women and children are raped by people they know, people who live with them or near them and are known to them. We need to be sensitive and acknowledge that rape is not only a 'stranger danger' problem.

This places pressure on the survivor not to report the case. Firstly, the perpetrator may threaten the survivor if she reported the case. If a rape happens within a relationship, the situation is even more complex. The woman may want to report the case but the police may not believe her, claiming that it is a 'family matter'. Research proves that women have difficulty in defining being forced to have sex within a relationship as rape because they are socialised into believing that it is their duty to have sex with their partners.

Try to deal with these matters sensitively and communicate that having sex with someone who is younger than 16 and anyone without their consent is rape.

## Guidelines to implement this activity

- The purpose of this activity is to get learners to engage with the case study and think about ways to prevent rape.
- This activity will take approximately 15 minutes.
- Before reading the case study, go back to the general information about rape earlier in this unit. Read the case study about Safe Schools Campaign aloud or get learners to take turns to read it aloud in class.
- Get learners to sit in groups and answer the questions or, if you prefer, you can answer the questions in a class discussion.

## Suggested answers

- 1 Rape is a crime of violence. People rape to make themselves feel powerful and important.
- 2 People who have been victims of rape are more likely to get a sexually transmitted infection, test positive for HIV, suffer from depression or consider suicide. They are fearful and find it difficult to form relationships later in life.
- 3 Learners' own responses. They should give examples from the case study, such as being able to defend themselves. Other ideas can include always going out in a group and being careful not to abuse alcohol or drugs so that you are fully in control of yourself at all times.
- 4 It gives girls self-confidence. It trains girls not to panic if they are attacked, but to take charge of the situation. It gives them mental strength.



## Unit 6 Physical education: Movement activities (3)

Learner's Book page 121

### Unit focus

Dancing is again the focus of this unit. This time, learners are introduced to gumboot dancing and popular international dances. They participate in these dances and demonstrate various movements.

### Resources

- Music for these dances: gumboot dancing, ballroom dancing, the 'Waka Waka' and the 'Macarena'.

### Teaching guidelines

- Talk to the learners about the Zulu dances described on page 121 and ask whether anyone is familiar with any of them. Demonstrate a few of the moves.
- Talk about the background to gumboot dancing and the other international dances described on pages 121 and 122.

**Activities  
19 and 20**

**Learn a cultural dance/Practise gumboot  
dancing**

Learner's Book pages 121 and 122

### Guidelines to implement this activity

- Encourage learners to take charge of the lesson and teach and refine one another's dance movements.
- Due to the cultural diversity among learners, select a cultural dance. The dance can be one that most learners are familiar with or one that a minority is very familiar with and is capable of demonstrating and teaching the class the dance.
- Learners can be divided into groups of four to twelve, depending on the selected dances. If they choose gumboot dancing, divide learners into groups of six to twelve. Learners should express themselves through the dance in a way that is similar to what the miners did.

## Guidelines to implement this activity

- Ballroom dancing is a popular partner dance.
- Select a ballroom dance.
- Learners can pair themselves. Try to pair opposite genders first, but it should not matter too much if learners are of the same gender.
- Learners must practise the dance. Emphasise good technique, as learners will be assessed on their dance.

## Assessment

The learner is able to perform a ballroom dance.

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

## Exemplar formal assessment memorandum

Task: Project

Both learners will be assessed on the following criteria:

Criteria	Mark out of 10
Each learner must produce a piece of writing that covers all the required content.	
Learners must co-operate with each other so that the end result is a suggestion for a realistic volunteer programme.	
Learners must show insight into community issues.	
Learners must produce an idea that is well-thought-through and that would serve the needs of the community well.	
Learners must present the project clearly and effectively to the class.	
Learners must handle questions from the floor well.	
The class should respond favourably to the idea.	

**Total: 70 marks**

## PET assessment

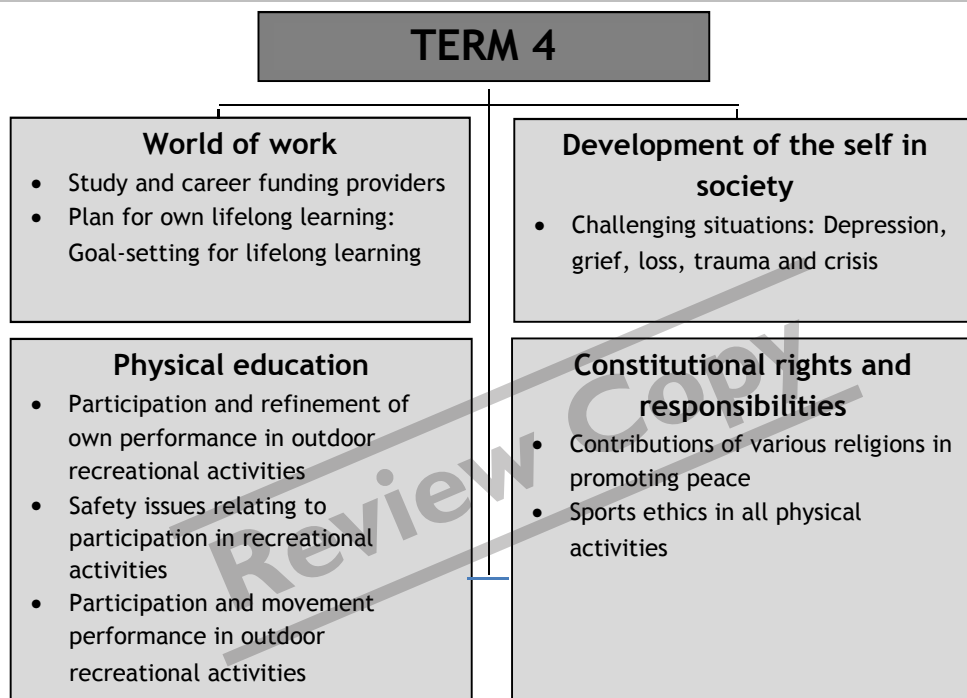
The learner is able to perform a ballroom dance.

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

**Total: 30 marks**

# Term 4

## Core concepts covered



## Overview

Content	Time allocation	LB page	TG page
Unit 1 World of work	2 hours	126	117
Unit 2 Physical education	2 hours	132	119
Unit 3 Constitutional rights and responsibilities	1 hour	134	121
Unit 4 Physical education	1 hour	136	122
Unit 5 Constitutional rights and responsibilities	1 hour	138	124
Unit 6 Physical education	1 hour	140	126
Unit 7 Development of the self in society	3 hours	142	128
Unit 8 Physical education	3 hours	152	132
Summary and exemplar formal assessment	–	154	133

## Unit focus

This unit looks at ways that further studies can be funded, and the implications of the options. We then look at the concept of lifelong learning and how to plan and set goals for this. Once more, goal-setting is emphasised: Learners set their own learning goals.

## Resources needed

- Access to information on funding providers for further studies
- Material to make posters

## Teaching guidelines

- If learners do not have easy access to information on the costs of studying and funding providers, you can draw up imaginary situations, with the costs and the funding options included.
- At this stage you are teaching the learners how to think about the costs, how to budget, how to choose between funders and the kind of information they need. It would be ideal if they have real-life information, but if they do not, they can learn to think about this important part of their future by using your imaginary scenarios.

### Activity 1 Work out the cost of studying

Learner's Book page 126

## Guidelines to implement this activity

- Learners work on their own.
- Give the learners information on fees, accommodation and transport costs if they cannot find this out for themselves.

## Suggested answers

- 1.1 Total monthly cost of Jonathan's tuition if he enrolls at the local university of technology: R875 (tuition) + R416,66 (books and course materials) = R1 291,66.
- 1.2 Total monthly cost of Jonathan's tuition if he enrolls at the private college in Pietermaritzburg: R1 000 (tuition) + R416,66 (books and course material) + R2 000 (accommodation) + R2 000 (food) + R3 000 travelling costs = R8 291,66.

- 2 The option to study at the university of technology will be less expensive because Jonathan will be able to save money on tuition fees, accommodation and food. Jonathan will not need to pay for travelling costs at the university of technology and this will be a huge saving in terms of his overall monthly budget.
- 3 Learners' answers will differ.

### Activity 2

### Design posters about study and career funding providers

Learner's Book page 129

### Guidelines to implement this activity

- Learners work on their own.
- When the learners prepare their posters, check that they include information about the study and career funders as well as contact details for the study and career funders.
- Remind the learners that this information needs to be clear to the readers in order for the poster to be effective. You may want to consult the language teacher at your school about the links between this activity and work that learners do in Creative Arts or languages, where learners need to be aware of the following features of posters:
  - use of slogans and logos
  - interesting visual design
  - use of advertising techniques
  - appropriate language to create impact.

### Activity 3

### Outline your own plan for lifelong learning

Learner's Book page 130

### Guidelines to implement this activity

- Learners work on their own to complete this activity.
- Note that the terms job market and labour market are interchangeable and it is acceptable if learners swap these terms in their paragraphs.

### Suggested answers

1–2 Responses will vary.

3 Here is the completed paragraph:

We will all use skills that we have learnt to enter a tertiary educational institution, or to enter the labour market / job market. Continuously and actively managing your own learning and personal development is a critical part of growing up and it is your responsibility to ensure that you grow throughout life. Learning new skills lays a firm foundation for you to remain competitive in the labour market / job market.

### Guidelines to implement this activity

Learners work on their own, and their answers will differ. Make sure learners clearly understand the difference between short-term and long-term goals. You can use the example below if you find that learners need some guidance to complete this activity.

Short-term learning goals	Long-term learning goals (year)	Long-term learning goals after school
Monday 6 August: Revise for Maths test Wednesday 8 August: Practise debate procedure for Formal Assessment Task next week	Thursday 1 October: Start revising for end-of-year exams 15 September: Make sure all my notes are up to date 20 September: Discuss special revision tasks with my teachers 30 September: Tidy up my study space Wednesday 10 November: Complete exam revision	To study through a learnership so I can work while getting a qualification.
		Lifelong learning goals
		To study for a degree part-time

### Unit focus

Use this background information to introduce learners to some of the martial arts they may like to investigate and take part in. We focus on kickboxing, which is currently popular and can be practised indoors and outdoors.

### Teaching guidelines

- Martial arts are great as spectator sports and a good way to get fit, but they are most useful when are used in self-defence. Discuss the styles of martial arts and sports useful for self-defence. Find out whether anyone in your area can teach them and whether the learners are interested in any of them.
- Perform the warm-up and cool-down routine. Activities range from low to high intensity. Select an appropriate warm-up session.

- Recreational activities should be fun for learners. Encourage independent learning, where learners identify errors and are able to correct them on their own. This module includes a variety of outdoor recreational activities. You do not need to perform all the activities. Select at least two activities that learners will participate in. The remaining activities can be taught as brief theoretical lessons.
- If playing equipment or apparatus is not available, improvise or have learners make their own equipment.

## **Activity 5      Practise self-defence**

Learner's Book page 133

### **Background information**

Kickboxing for self-defence concentrates on punches, knees and kicks. If an attacker has a knife or gun and is within arm's reach, he or she will use the weapon. The defender is thus armed with more weapons: hands, feet, knees, elbows and head.

Karate puts the emphasis on deflecting (turning away) the attacker.

Aikido is based on the principle that when an attacker strikes, he or she leaves some part of his or her defence vulnerable. If the defender does not attack him or her, the defender remains defensively invulnerable. Sidesteps, joint locks and pulling the attacker off balance are part of this martial art.

Ju-jitsu incorporates elements of grappling, hard striking, eye gouging, choke holds, biting, joint locks and the awareness of the defender's centre of gravity versus the attacker's centre of gravity.

Boxing is all about punching. Boxers are not allowed to kick. Strength and muscle power are key elements in this sport.

### **Guidelines to implement this activity**

Kickboxing is the focus of this unit. Encourage learners to participate in a self-defence programme such as kickboxing for fitness and social benefits.



## Unit focus

The contributions of Buddhism, Christianity, Hinduism, Judaism, and Islam in promoting peace are examined. Learners reflect on this by looking at the South African Peace Accord signed in 1991, which was part of the solution to violence in South Africa at the time.

## Teaching guidelines

- Learners may not be aware of the role of religions in promoting peace, but once they read the examples in this unit they may know of other examples in their own community.
- Try to make a collection of relevant articles from newspapers and magazines that you can bring to class.

### Activity 6

### Reflect on contributions by various religions to promote peace

Learner's Book page 136

## Guidelines to implement this activity

- The purpose of this activity is to get learners to reflect on and read about the contributions of religions to peace.
- This activity will take approximately 15 minutes.
- You should read the examples in the unit aloud to the class or get learners to take turns to read them aloud.
- Learners should work in pairs or groups to do this activity, or you can make this a class discussion.
- Learners can do this activity for homework if there is not enough time in class.

## Background information

The learners are told about the South African Peace Accord, which was part of the solution to the violence in South Africa in the early 1990s. The South African Council of Churches (SACC) was a part of the group that facilitated this accord. Here is a little more information on the SACC:

Mission statement: “The SACC works for moral reconstruction in South Africa, focusing on issues of justice, reconciliation, integrity of creation and the eradication of poverty and contributing towards the empowerment of all who are spiritually, socially and economically marginalised.”

Vision statement: “The SACC as part of the Body of Christ is a communion on a pilgrimage promoting Justice, Dignity and the Fullness of Life.”

SACC prayer: “If you really change your ways and your actions and deal with each other justly, if you do not oppress the alien, the fatherless or the widow and do not shed innocent blood in this place, and if you do not follow other gods to your own harm, then I will let you live in this place, in the land I gave your forefathers for ever and ever.” – Jeremiah 7:5–7

### Suggested answers

- 1 People who do not believe that it is ever right to hurt and kill others, not even in war. They will not take up weapons or fight in wars even if ordered by their governments.
- 2 Christianity, Buddhism, Hinduism, Judaism and Islam are the examples in the unit. But all religions promote peace.
- 3 Learners’ own responses. They will probably say “No” because we still have a lot of violence in South Africa. However, we are not at war as in many other parts of the world.
- 4 Learners’ own responses.

### Extension activity

Learners can do research into the work of the South African Council of Churches, or into the South African Peace Accord. These are useful websites:

- <http://www.sacc.org.za>
- <http://www.culturaldiplomacy.org>

## Unit 4

### Physical education: Outdoor recreational activities (2)

Learner’s Book page 137

### Unit focus

The focus is on sports ethics, or the rules and standards governing sportspeople.

## Resources

- Drawn maps of the school grounds
- Compasses for each group or resources to make them: sewing needles, small magnets, pieces of cork, cup of water

## Teaching guidelines

- Orienteering is a sport as well as a recreational activity.
- Remind learners that they must not disturb classes that are being conducted. They need to be as quiet and quick as possible.
- Introduce the lesson by explaining what orienteering is.

### Activity 7 Construct an orienteering route throughout your school

Learner's Book page 137

#### Guidelines to implement this activity

- Divide learners into groups of five to eight. Groups must draw a map of the school.
- As a class, decide on a few landmarks that should be on the map, and indicate these with appropriate symbols.
- Allow learners to plan which route would work best.
- The groups should now visit all the landmarks on the map. Nominate one learner per landmark to ensure all the teams visit all the landmarks,
- The first team to arrive at the starting point after visiting all the landmarks, is the winning team.

### Activity 8 Make your own compass

Learner's Book page 138

#### Guidelines to implement this activity

- Take the learners through the steps to make a compass.
- This can be an individual or group activity.
- Divide learners into groups of four to ten. Learners can now design their own orienteering course and challenge other groups to complete their course.

### Additional activity

Encourage learners to research orienteering courses and map designs.

## Unit focus

The unit focuses on ethics in sports. Some ethics are reflected in the rules and standards that govern the sports and some are taken from our general society's sense of fair play and good sporting behaviour.

## Teaching guidelines

- Discuss the term sports ethics, and make sure that everyone understands it.

### Activity 9 Discuss sports ethics

Learner's Book page 139

## Background information

As school sports become more competitive, for example between rugby teams, illegal performance-enhancing drugs are finding their way into schools. The South African Institute for Drug-free Sport has a programme called "I Play Fair – Say No to Doping" to counter the increase in performance-enhancing drugs at school.

Introduce this activity by sharing this article with your learners (information adapted from [www.timeslive.co.za](http://www.timeslive.co.za), article by Sbu H Mjikeliso, 14 June 2011):

"Our South African doping control stats clearly show that the use of performance-enhancing drugs is on the increase among adolescent athletes and among the adult population," South African Institute for Drug-free Sport chairman Shuaib Manjra said.

"Our latest positive doping stats show a doubling from the year before." This increase has been attributed to the widespread availability of supplements that contain banned substances such as anabolic steroids, pro hormones and stimulants.

"It is important to protect our athletes, especially high school athletes, who in many cases are unknowingly purchasing illegal steroids and are under the false impression that they are taking a permissible sports supplement."

Sports and Recreation Minister Fikile Mbalula warned that the supplement supplier industry needed to be regulated as is the case with pharmaceutical products.

"It's a big and unregulated industry, at the present moment, in terms of this campaign," Mbalula said.

Manjra added: "It is not a South African problem but a global one. [The industry] is worth billions of dollars and has interests in sports. It is a critical industry and one that needs to be regulated."

Responding to a question on whether parliament needed an ethics or anti-doping committee, Mbalula said: “Maybe that might be necessary because we are reviving schools sports in a big way ... We will look at the way legislation can empower us to basically preserve the future of this country through schools sports.”

The South African Rugby Union (Saru) is also backing the initiative. Saru’s medical manager said doping compromised the health of players, went against the ethos of rugby and was simply cheating.

### Guidelines to implement this activity

- Divide learners into groups of three to five.
- Each group can present their answers.
- Discuss drug use in sport.

### Suggested answers

- 1 Learners should explain that the REC principle is about Respect, Encouragement and Communication..
- 2 The TOROS principle is about respect for teammates, opponents, rules, officials and self.
- 3 Learners’ answers will differ.

### **Activity 10**    **Talk about the doping control process**    Learner’s Book page 140

### Guidelines to implement this activity

- Briefly discuss with learners the importance of adhering to the rules and regulations of your sporting code. Playing fair is an important aspect of sports ethics.
- Competitive athletes are tested on a regular basis both during competitions and out-of-competition periods. You could be relaxing at home and could be visited by doping control officers. If you refuse to be tested, it will be regarded as a positive result, and a ban from competing in your sport for a period of time will be implemented.
- Briefly discuss with learners the doping control process. Refer to page 139 in the Learner’s Book. The South African Institute for Drug-free Sport’s website is a useful resource: [www.drugfreesport.org.za](http://www.drugfreesport.org.za).

## Suggested answers

- 1 Make sure learners understand the doping control process, as it is explained in the Learner's Book.
- 2 Learners' answers will differ. Make sure they can substantiate their opinions.

### Unit 6

## Physical education: Outdoor recreational games (3)

Learner's Book page 141

### Unit focus

The outdoor recreational games introduced in this unit are modified tennis and blind golf. Recreational games are for fun and rules can be modified and decided by players on the day. Remind the learners that these games are about improving their health while enjoying themselves.

### Resources needed

- Home-made tennis racquets (from a wire hangar, old stockings, tape or cardboard roll)
- Tennis balls
- If possible, golf putters. If these are unavailable, learners can make them with wood and cardboard.
- Space for a mini-golf course, with one or two holes

#### Activity 11 Make your own tennis racquets

Learner's Book page 141

### Guidelines to implement this activity

- Explain to the learners how they can make their own racquets as a fun activity. Follow the directions set out in the Learner's Book. They can use these racquets in the next activity.

#### Activity 12 Play modified tennis

Learner's Book page 142

### Guidelines to implement this activity

- Recreational activities also include participating in sporting codes. We will focus on a modified version of tennis.
- Let the learners play a modified game of tennis. Adapt the rules to suit your playing field.

- Inform learners that they will be assessed on their tennis strokes, specifically on the forehand and backhand.
- Briefly discuss wheelchair tennis with learners.
- While learners are playing a game of modified tennis, assess their forehand and backhand strokes.

## Assessment

The learner is able to demonstrate the correct forehand and backhand strokes.

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

### Activity 13 Play blind golf

Learner's Book page 142

### Guidelines to implement this activity

- Learners may be familiar with golf as a competitive sport as well as a recreational activity.
- They need putters and balls, but can improvise with playing equipment. For example, they can make a putter from wood and/or cardboard.
- Begin with learners setting up a basic mini-golf course or at least two holes.
- The surface should be smooth and allow the ball to roll on with minimal resistance.
- Learners can use bricks, logs or even a rope as the boundary line for each hole.
- The first hole should be a simple straight hole without any obstacles.
- Now pair learners. Learners can attempt playing blind golf.

## **Unit focus**

The unit looks at causes of grief and depression and looks at these in the context of trauma. Learners role play how to manage challenging situations and discuss how to cope with them.

## **Additional resources**

- Information such as pamphlets on teenage depression from the South African Depression and Anxiety Group: [www.sadag.co.za](http://www.sadag.co.za)
- Websites such as [www.kidshealth.org](http://www.kidshealth.org) are also useful.

## **Teaching guidelines**

- Hormonal changes experienced by teenagers often lead to intense emotional highs and lows. These mood swings are normal and not to be confused with clinical depression. However, many teenagers in South Africa experience or witness violence, trauma, grief and suffering.
- Explain that it is not always possible to prevent accidents, death, trauma or emotional crises, but that it is possible to cope with these challenging situations if we have the appropriate help and support.
- Your knowledge of learners' backgrounds will help you to deal sensitively with this unit. Severely depressed or traumatised learners will not be able to function effectively at school or in their communities. If you identify learners in these situations, counsel them as best as you can to address their problems. You can refer more serious cases for further psychological support. Your provincial education department should have a psychological services unit that can assist learners. Government clinics and hospitals have social workers who can also be of help.
- If possible, ask a doctor, psychologist, counsellor or social worker to talk to the class about the types of challenging situations dealt with in this unit.



### Guidelines to implement this activity

- The purpose of this activity is to help learners understand what the signs and symptoms of depression are and identify whether they have a problem with depression.
- This activity will take approximately 10 minutes.
- Learners should work individually on this activity.
- Suggest that any learners who feel they show signs of depression talk about it to a teacher or trusted adult as a first step.

### Suggested answers

Answers are private and personal and are not for discussion.

### Guidelines to implement this activity

- The purpose of this activity is to help learners identify the emotions and responses associated with challenging situation and suggest ways the individual can cope with the help of friends and family members.
- Allow about 20 minutes preparation time for the role plays. Each role play should not be more than five minutes long. You will probably have to spread the activity over two lessons, depending on the size of the class.
- Learners should work in groups to do this activity.
- You can ask learners to agree on a set of criteria for evaluating the role plays. These could include:
  - Was the situation chosen really challenging?
  - Was the emotional response of the affected individual realistic and/or appropriate for the situation?
  - Did the group suggest suitable ways in which friends and members of the family can help?
  - Was the role play taken seriously by the group?
  - Suggestions for improvements.

## **Activity 16**    **Discuss coping with trauma and crisis**    Learner's Book page 148

### Guidelines to implement this activity

- The purpose of this activity is for learners to understand that when traumatic events occur, we are often not to blame. They should recognise that it is possible to cope with these experiences in time, with the right kind of help.
- Learners should read the case study and discuss the questions.
- This activity will take approximately 20 minutes in class.
- Learners should work in pairs to discuss questions.

### Suggested answers

- 1 Candice was raped.
- 2 She had been top of her class and a possible head girl, but changed. She became depressed and could not sleep, eat, study or talk to her friends.
- 3 She did not tell anyone for a long time. She made a plan to kill herself because she felt that her life was not worth living.
- 4 She could have been too ashamed or felt that she was to blame, that no one would believe her or that no one would be her friend any more. Perhaps she wanted to try to forget it had ever happened or felt too shocked and numbed to acknowledge the trauma.
- 5 Learners give their own answers. Their responses will vary and it is important for them to understand that different people respond differently to similar situations.

## **Activity 17**    **Identify types of challenging situations**    Learner's Book page 149

### Guidelines to implement this activity

- The purpose of this activity is for learners to recognise different types of challenging situations.
- Learners should read the examples of challenging situations in the textbooks.
- This activity will take approximately 10 minutes in class.
- Learners should work on their own.

### Suggested answers

Some situations may fall into more than one category.

- 1 Grief
  - Death of relative or close friend
  - Loss of boyfriend or girlfriend

## 2 Loss

- Death of relative or close friend
- Loss of boyfriend or girlfriend
- Parents' divorce
- Change of environment
- Change of school

## 3 Trauma

- Parents' divorce
- Parent remarrying
- Rape
- Sexual abuse
- Violence
- Change of school
- Change of environment

## 4 Crisis

- Serious illness in the family
- Arrival of stepchildren into the family
- Birth of brother or sister
- Teenage pregnancy
- Parent loses job
- Change of environment
- Problems at school, either with work or with friends

### **Activity 18      Respond to difficult situations**

Learner's Book page 151

### Guidelines to implement this activity

- In this activity, learners read about emotional responses to difficult situations. They choose their responses from four alternatives for each situation. Then they reflect on their choices and think about whether they chose the most appropriate responses.
- This activity will take approximately five minutes in class.
- Learners should work individually.
- Informal assessment. Leave time for discussion of answers.

## Suggested answers

The most appropriate responses for questions 1 to 3 are:

- 1 1.3
- 2 2.1
- 3 3.1 or 3.2

We often do not respond in the most appropriate way in a difficult situation because we show our instant emotional reaction – for example 1.1 or 1.2 in situation 1. We often regret such a response afterwards. A better way of responding is to stay calm and give a considered response.

### Unit 8

## Physical education: Outdoor recreational activities (4)

Learner's Book page 153

### Unit focus

This unit covers creative gymnastics. Although gymnastics are usually associated with an indoor environment, elements of it can be practised outdoors. A prime example is the American cheerleading squads. They have elevated it to a national competitive level. In South Africa, these types of activities are becoming more popular and we see similar movements at some sports events, such as at rugby matches.

### Resources needed

- Gymnastic balls, ribbons and hoops

### Activity 19 Participate in creative gymnastics

Learner's Book page 154

### Guidelines to implement this activity

- Briefly discuss the various apparatus used.
- Briefly discuss acro dance with learners.
- Help learners to master the movements and then let them create their own routines. Refer to the Learner's Book page 153.

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## Exemplar Formal Assessment

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Task: End-of-year exam

Section A: 25 marks

**Question 1: Match the column**

**(10 marks)**

Connect the term in Column A with the information that best matches it in Column B.

Column A	Column B
1.1 Mediation	A People need goods and services such as food, water and clothing
1.2 Volunteerism	B Alcohol
1.3 Denial	C People use drugs and alcohol
1.4 Internship	D People keep a balance between improving their lives and not harming the environment
1.5 Indirect trauma	E People attack each other verbally or physically
1.6 Confrontation	F People read about violence and see it on television
1.7 Sustainable development	G People promote or improve quality of life
1.8 Social health	H People spend a period of time at work as part of their qualification
1.9 Counterproductive coping techniques	I People talk about a problem without insulting or Blaming
1.10 Depressant	J People say there is no problem

**Question 2: Fill in the missing word**

**(5 marks)**

- 2.1 \_\_\_\_ is compulsory at school.
- 2.2 You can study this subject as a \_\_\_\_, a First Additional Language or a Second Additional Language.
- 2.3 Everyone has to do either Mathematics or \_\_\_\_ in the FET Phase.
- 2.4 For a career in engineering or medicine, you must take the \_\_\_\_ option.
- 2.5 If you stay at school until Grade 12, you have no choice about four subjects, but you do have a choice about \_\_\_\_ (number) other subjects.

**Question 3: Bursaries****(10 marks)**

- 3.1 What is a bursary? (1)
- 3.2 What do you have to do to ensure that your bursary is renewed at the end of the year? (1)
- 3.3 List two different kinds of bursaries. (2)
- 3.4 What are the advantages and disadvantages of each of the different kinds of bursaries? (6)

**Section B: 25 marks****Question 4: Organisations that help****(10 marks)**

- 4.1 What do you call an organisation in which people do not get paid for their work? (1)
- 4.2 Describe the contribution of each of the following organisations:
  - 4.2.1 The Food Gardens Foundation (3)
  - 4.2.2 The Wildlife and Environmental Society of South Africa (3)
  - 4.2.3 The Red Cross Organisation (3)

**Question 5: Should I go to a music concert?****(10 marks)**

Imagine that you are a great fan of the singer Dustin Bieberlake. You find out that he is performing in South Africa, in your city, on 12 November. The problem is that the concert is in the middle of your final exams, and you are writing your Life Orientation exam the next day.

- 5.1 Explain how you will solve the problem of deciding whether you should go or not. (7)
- 5.2 What would the best decision be? (1)
- 5.3 How do you know that you've made a good decision? (2)

**Question 6: Sport ethics****(5 marks)**

- 6.1 What is sports ethics? (3)
- 6.2 Why should professional sportspeople be careful about taking medicine when they have the flu? (2)

**Section C: 20 marks**

Answer two of three questions.

**Question 7: Toy guns****(10 marks)**

“In South Africa, toy stores should not be allowed to stock toy guns.”

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

**Question 8: Hospice care****(10 marks)**

Your friend's family has been caring for her grandmother since she was diagnosed with cancer. Initially they thought that she might get better, but doctors say that she does not have long to live. The problem is that your friend's mom has recently started working, which means that there is nobody at home during the day. They wonder whether hospice care is the best option for the grandmother.

Tell the family about the Hospice Association and the work that they do, so that they can decide whether hospice care would be the best decision for the grandmother.

**Question 9: Choosing your subjects****(10 marks)**

You are a smart kid and you know that choosing your subjects is a big deal. Explain why it's so important and what steps you will take to make your subject choice.

**Total : 70 marks**

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**PET assessment**

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Activity 12 in Unit 6 can be used as a Formal Assessment activity. You will play modified tennis with a partner and will be assessed on your ability to play the modified game.

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**Exemplar formal assessment memorandum**

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End-of-year exam

Section A: 25 marks

**Question 1: Match the column****(10 marks)**

Column A	Column B
1.1 Mediation	I People talk about a problem without insulting or blaming
1.2 Volunteerism	G People promote or improve quality of life
1.3 Denial	J People say there is no problem
1.4 Internship	H People spend a period of time at work as part of their qualification
1.5 Indirect trauma	F People read about violence and see it on television
1.6 Confrontation	E People attack each other verbally or physically
1.7 Sustainable development	D People keep a balance between improving their lives and not harming the environment
1.8 Social health	A People need goods and services such as food, water and clothing
1.9 Counterproductive coping techniques	C People use drugs and alcohol
1.10 Depressant	B Alcohol

**Question 2: Fill in the missing word****(5 marks)**

- 2.1 English (1)
- 2.2 Home Language (1)
- 2.3 Mathematical Literacy (1)
- 2.4 Mathematics (1)
- 2.5 three (1)

**Question 3: Bursaries****(10 marks)**

- 3.1 Payment of tuition fees by an organisation (1)
- 3.2 Pass (2)
- 3.3 Comprehensive bursary and contract bursary (2)
- 3.4 Comprehensive bursary is advantageous because it covers tuition fees, accommodation costs, books and travel costs; other bursaries cover only some of these and sometimes only contribute a portion of your fees. Contract bursaries require that you work for the company that gave you the bursary. You will be asked to work for the company for a set period once you have completed your studies. Some students apply for contract bursaries because they can be sure of work experience when they graduate. Other students prefer not to apply for contract bursaries because they do not want to have any restrictions once they have graduated. (6)

**Section B: 25 marks****Question 4: Organisations that help****(10 marks)**

- 4.1 Volunteer organisation (1)
- 4.2.1 In Soweto; teaches people to help themselves by growing vegetables.  
The organisation has approximately 1 500 members who volunteer to work to help poor urban and rural communities. Volunteers teach people how to garden the sustainable, organic way. They use household waste to make the soil more fertile to grow vegetables without the use of expensive and harmful chemicals. The food grown is used to feed families. People sell produce left over to earn some money. (Any 3)
- 4.2.2 Some of the environmental issues that WESSA has been involved with over the years are environmental education projects, open spaces in urban areas, production of many educational books and pamphlets, Wildlife clubs for school and youth groups and the Friends Scheme, where groups of volunteers conserve local areas. (Any 3)



- 4.2.3 Gives help to victims of disasters such as floods, earthquakes and wars.  
They also help people to cope with living in extreme poverty by providing clothes, blankets and food. Volunteers collect money and goods.  
They distribute food and clothing and offer first aid. (Any 3)

**Question 5: Should I go to a music concert? (10 marks)**

- 5.1 Guidelines for problem-solving: define the problem; break the problem down into smaller steps; ask someone for help or advice; develop alternative solutions; brainstorm; evaluate solutions – can you achieve each solution; what will the consequences of the solution be; choose a solution and carry it out. (7)
- 5.2 To study rather than to go to the concert. (1)
- 5.3 Evaluate the long-term outcome; passing your exams and securing your education. (2)

**Question 6: Sports ethics (5 marks)**

- 6.1 Ethics can be defined as the rules or standards governing the conduct of a person or the members of a profession. Sports ethics governs the conduct of athletes, coaching staff and management, media, referees, fans and agents. (3)
- 6.2 If you are unwell and need medication, you must ensure that your doctor is aware of the substances or medications that are banned in competitive sport. If you are tested positive for a banned substance and that substance was medication prescribed by your doctor, you will still be held responsible for your actions. Flu and cough medicines may contain substances that are on the banned list for competitive athletes. (2)

**Section C: 20 marks**

**Question 7: Toy guns (10 marks)**

Almost half the number of deaths in South Africa is gun-related. Many children play with toy guns, which look identical to real guns. This can lead to tragedy. For example, an 11-year-old boy in Limpopo province was shot dead after pointing a gun at a security guard. The guard said he did not realise the gun was not real and shot the boy in self-defence. Many young people in South Africa have been exposed to an extraordinary amount of violence, from anti-apartheid struggles in the 1980s to increasingly violent crime in the 1990s. Guns play an important role in this violence, because there are so many legal and illegal guns in our country. Gun violence is most common between the ages of 15 and 24 years. At this age, young people use guns for

settling arguments, for proving their status in life, for trying to protect themselves against bullies, and for trying to be like the criminal ‘heroes’ in township gangs.

### **Question 8: Hospice care**

**(10 marks)**

The Hospice Association is non-profitable organisation that provides care to meet the physical, emotional, social and spiritual needs of patients and families facing life-threatening illness. These illnesses include cancer and HIV and Aids. There are 52 hospices in South Africa at present. Most of their patients have cancer or Aids. Most of the care and counselling are done in patients’ homes, although hospices also have wards where patients can be cared for while their families have a break or during the very last stage of their illness. Hospices take care of patients by providing patients with relief from pain, helping them and their families come to terms with death, offering a support system to help patients live as actively as possible until death and counselling family members to help them cope with the illness and death of a loved one.

### **Question 9: Choosing your subjects**

**(10 marks)**

You need to make a final decision about your subjects that is informed by good research and that takes into account your interests and abilities as well as the kind of career you are considering; if you choose badly, you might not be able to pursue a career that would bring fulfilment. Step 1: Find out what Grade 12 subjects you can do at your school. Step 2: Think carefully about your interests and abilities and see if the subjects you want to study suit the kind of person you are and the things that you like to do. Step 3: Consider what career(s) you are interested in and find out what subjects you need to have to pursue the career(s) you have identified. Step 4: Discuss with your parents or caregivers what subjects you are interested in choosing and ask them what subjects they think you should take. Step 5: Also speak with your Grade 9 teachers and tell them what subjects you are interested in and ask them what subjects they think you should do. Do not make a hasty choice; think about it carefully.

**Total: 70 marks**

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## **PET assessment**

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### **Guidelines on assessing this activity**

- Show learners how to play the forehand and backhand shots in tennis.
- Allow them to practice for a while.
- Let learners come up in pairs and perform the strokes.
- Use the following rubric to assess the learners.

The learner is able to demonstrate the correct forehand and backhand strokes.

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

**Total: 30 marks**

Review Copy

# Alternative resources

## Term 1 Formal assessment

### Task: Assignment

Copy the following table and complete it:

<b>1 Your personal picture of success that influences your lifestyle choices:</b> Describe the long-term goals that you set for yourself in each of the following areas:			
Fitness and health			
Education			
Relationships			
Work			
Spirituality			
Personal values			
<b>Area</b>	<b>2 Picture of success in this area</b>	<b>3 How can this affect your personal lifestyle choices positively?</b>	<b>4 How can this affect your personal lifestyle choices negatively?</b>
Media			
Your environment			
Your friends and peers			
Your family			
Your culture			
Your religion			
Your community			

**5 The influences that are most likely to hold you back from reaching your goals and enjoying your personal lifestyle choices are:**

**6 Your strategy for dealing with the negative influences in your life is:**

You will need to write one or two paragraphs in each cell/row, so make sure that you allow yourself enough space when you duplicate the basic structure of the table.

For Number 1, think about your personal picture of success in the long term. You might try to picture the kind of lifestyle that you would like one day when you leave school. Do not, at this point, allow your influences to play a role in your thinking. Imagine that you were free of those influences to make any choice. These are the choices that would lead you to a contented life, as a unique individual.

For Number 2, think of the pictures of success that the different influences in your life present. For example, the media might present the idea to you that you should be thin and athletic, sexually confident and popular. Think about the different areas of your life that are listed, and write down how each of these present you with their own picture of success. Try not to judge at this point whether these pictures of success are good or bad; just write them down as you think they are presented to you. Another way of thinking about it is to ask yourself, “When would they consider me successful?”

For numbers 3 and 4, judge the influences that affect your lifestyle choices. Here you must write down what is good or bad about each influence. Think about the things that will support you to make your lifestyle choices or that might hold you back. You might also find that an influence affects only one of your lifestyle choices negatively, but it supports your other choices. Write this down. Or you might find that there are no negative/positive influences in a particular area. Write that down.

For Number 5, write down which problem areas you can identify. These are influences that are likely to hold you back.

Think about how you can reach your dreams in spite of the problem areas that you identified. You will probably write three or four paragraphs. This is important, so think about it carefully and realistically.

You will be assessed as follows:

Criteria for assessment	Mark out of 10
1 Learner was able to describe his or her personal picture of success that influences his or her lifestyle choices.	
2 Learner was able to describe the picture of success in each of the areas that influence him or her.	
3 Learner was able to describe how the influences affect his or her personal lifestyle choices positively.	
4 Learner was able to describe how the influences affect his or her personal lifestyle choices negatively.	
5 Learner was able to describe the influences that are most likely to hold him or her back.	
6 Learner was able to describe a realistic, well-considered strategy.	
7 General effort and level of thinking/introspection: Learner has tried to think carefully and realistically about his or her situation, and has presented a piece of work that shows maturity and understanding of the issues surrounding personal lifestyle choices.	

**Total: 70 marks**

## PET assessment

Your teacher will plan a circuit in which certain core-strengthening exercises are required. You will be assessed on your ability to perform these exercises. The following rubric will be used:

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

**Total: 30 marks**

# Term 1 Formal assessment – memorandum

## Task: Assignment

Use the below rubric to assess the assignments handed in by the learners.

Criteria for assessment	Mark out of 10
1 Learner was able to describe his or her personal picture of success that influences his or her lifestyle choices.	
2 Learner was able to describe the picture of success in each of the areas that influence him or her.	
3 Learner was able to describe how the influences affect his or her personal lifestyle choices positively.	
4 Learner was able to describe how the influences affect his or her personal lifestyle choices negatively.	
5 Learner was able to describe the influences that are most likely to hold him or her back.	
6 Learner was able to describe a realistic, well-considered strategy.	
7 General effort and level of thinking/introspection: Learner has tried to think carefully and realistically about his or her situation, and has presented a piece of work that shows maturity and understanding of the issues surrounding personal lifestyle choices.	

**Total: 70 marks**

## PET assessment

### Guidelines on assessing this activity

- Design a exercise programme based on the exercises you have covered with your learners in Term 1.
- Explain the programme to the learners and make sure that they understand what will be expected of them.
- Assess groups of four or five learners at the same time. Try to group learners with the same capability to perform the exercises together.
- Use the following rubric to assess the learners.

The following rubric can be used to assess the PET:

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

**Total: 30 marks**

## Term 2 Formal assessment

### Mid-year exam

Section A: 25 marks

**Question 1: Match the column**

**(10 marks)**

Column A	Column B
1.1 Sharpeville Massacre	A Women's Day
1.2 Umkhonto we Sizwe was established	B Workers' Day
1.3 1 May	C Heritage Day
1.4 Not celebrated in South Africa	D Youth Day
1.5 Hector Pieterse died	E Freedom Day
1.6 9 August	F Africa Day
1.7 18 July	G World Aids Day
1.8 1 December	H Nelson Mandela day
1.9 Free and fair elections were held	I Human Rights Day
1.10 Cultural diversity is celebrated	J Reconciliation Day

**Question 2: Multiple choice**

**(4 marks)**

2.1 The name of South Africa's Public Protector is ...

- A Edmund Burke
- B Lesego Motsepe
- C Manto Tshabalala-Msimang
- D Thuli Madonsela



- 2.2 The name of a self-proclaimed HIV/Aids ambassador is ...
- A Edmund Burke
  - B Lesego Motsepe
  - C Manto Tshabalala-Msimang
  - D Thuli Madonsela
- 2.3 The name of the person who said “Evil triumphs when good men do nothing” is
- A Edmund Burke
  - B Lesego Motsepe
  - C Manto Tshabalala-Msimang
  - D Thuli Madonsela
- 2.4 The name of the former health minister who promoted a beetroot and garlic diet in the treatment against HIV/Aids is ...
- A Edmund Burke
  - B Lesego Motsepe
  - C Manto Tshabalala-Msimang
  - D Thuli Madonsela

**Question 3: Fill in the missing word**

**(6 marks)**

- 3.1 It is the duty of \_\_\_\_\_ to provide a safe working environment. (1)
- 3.2 The South African Labour \_\_\_\_\_ indicates that employees have a shared responsibility for health and safety in the workplace. (1)
- 3.3 This means that employees need to identify dangers if they see them and \_\_\_\_\_ these to their employers. (1)
- 3.4 Workers must act responsibly at work and support employers in making the workplace \_\_\_\_\_. (1)
- 3.5 To ensure safety, workers must wear \_\_\_\_\_ clothing when necessary. (1)
- 3.6 In order to achieve the targets in a company, an employer needs his or her employees to \_\_\_\_\_ during working hours. (1)

**Question 4: Options after Grade 9**

**(5 marks)**

- 4.1 What qualification can you study for after Grade 9 instead of completing grades 10 to 12 at school? (1)
- 4.2 If you study for this qualification (the alternative option to staying in school), where will you do the theory and practical parts of the course? (2)
- 4.3 How long does it take to complete this qualification (the alternative option to staying in school)? (1)
- 4.4 How many subjects must you study to get this qualification (the alternative option to staying in school)? (1)

## Section B: 25 marks

### Question 5: World of work

(6 marks)

- 5.1 List three skills that you develop at school that you will need in the workplace. (3)
- 5.2 List three opportunities that you will find in the workplace apart from earning money. (3)

### Question 6: Influence of the media on personal lifestyle decisions (10 marks)

- 6.1 What is the media? (1)
- 6.2 Give examples of two forms of visual media. (2)
- 6.3 Why should teenagers beware of the influence of the media on their personal lifestyle decisions? (3)
- 6.4 What does it mean to be discerning? (2)
- 6.5 Give two hints that teenagers can apply to be discerning with regard to the influence of the media on their lives. (2)

### Question 7: Strategies for dealing with unhealthy sexual behaviour (9 marks)

Your friend is going on her first-ever date. On the phone, she asks your opinion about what she should wear. Then you talk about what she should do if the boy wants to have sex at the end of the evening. Your friend says that she is not ready. She says, "If he makes any funny moves, I'm calling you to come help me. Do you think your brother will come to pick me up his car if I pay for his petrol?"

- 7.1 What suggestions can you make to help your friend stay safe on her first date? (6)
- 7.2 What is abstinence, and why is it a good strategy? (3)

## Section C: 20 marks

Answer TWO of three questions.

### Question 8: The rights of disabled people

(10 marks)

What are the rights of disabled people in South Africa and how is the government working to protect those rights?

### Question 9: Case study about the rights of employees

(10 marks)

Sarah often has to remind her employer to pay her weekly wage. Sometimes he says that he can only pay her if there is enough money in the till, and if there is not, she must wait until Monday. Sarah got the job two months ago. There was a sign on the butchery window saying "Cashier needed", so she went inside and asked about it. She

started right away and has never signed any papers. Although she was employed as a cashier, the shop owner often asks her cut up meat when the butchery is empty. Sarah is a bit scared of the big electric saw, but she is too scared to say no to her employer. She needs the job.

Imagine that you could advise Sarah about the basic conditions of employment. Explain to her what the South African Labour Guide says to ensure that she is being treated fairly.

**Question 10: The consequences of teenage pregnancy (10 marks)**

Shireen is 15 and six months pregnant. She is excited because she thinks that having a baby will make people treat her more like a grown-up, and that her boyfriend will not leave her now that she is pregnant. Besides, the government grant will give them money, so she will finally have some cash to buy new clothes and go to the movies. Life is good!

Imagine that you can explain to Shireen what the consequences of teenage pregnancy are.

**Total: 70 marks**

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**PET assessment**

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Learner is able to dribble a ball, demonstrating the correct technique. Dribbling the ball is the act of continuously bouncing the ball with one hand. Learners must practise bouncing the ball with the fingertips, rather than with the palm of the hand.

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

**Total: 30 marks**

# Term 2 Formal assessment – memorandum

## Mid-year exam

### Section A: 25 marks

#### Question 1: Match the column

(10 marks)

Column A	Column B
1.1 Sharpeville Massacre	I Human Rights Day
1.2 Umkhonto we Sizwe was established	J Reconciliation Day
1.3 1 May	B Workers' Day
1.4 Not celebrated in South Africa	F Africa Day
1.5 Hector Pieterse died	D Youth Day
1.6 9 August	A Women's Day
1.7 18 July	H Nelson Mandela day
1.8 1 December	G World Aids Day
1.9 Free and fair elections were held	E Freedom Day
1.10 Cultural diversity is celebrated	C Heritage Day

#### Question 2: Multiple choice

(4 marks)

- 2.1 D
- 2.2 B
- 2.3 A
- 2.4 C

#### Question 3: Fill in the missing word

(6 marks)

- 3.1 employers
- 3.2 Guide
- 3.3 report
- 3.4 safe
- 3.5 protective
- 3.6 work hard

#### Question 4: Options after Grade 9

(5 marks)

- 4.1 National Certificate Vocational, or NCV (1)
- 4.2 Theory: FET College's premises; practical: real workplace environment (2)
- 4.3 Three years (1)
- 4.4 Seven (1)

## Section B: 25 marks

### Question 5: World of work

(6 marks)

- 5.1 Time-management skills, responsibility skills, prioritising skills; learning skills, social skills (any three, or others that are suitable, please use discretion). (3)
- 5.2 Learning how to become self-sufficient and look after yourself; chances to give back to your family and your community by sharing the skills and experience that you gain; team-building skills (any three, or others that are suitable, use discretion). (3)

### Question 6: Influence of the media on personal lifestyle decisions

(10 marks)

- 6.1 All the forms of mass communication in your life. (1)
- 6.2 Magazines, newspapers, billboards, advertisements, posters (any two) (2)
- 6.3 It is important to realise that actors, models and movie stars only show you one part of their lives – the part that makes them look good. Sometimes, their lifestyle choices have terrible consequences that you do not see. For example, a lifestyle of partying might result in alcoholism or drug abuse, which is not attractive at all in real life. (3)
- 6.4 If you are discerning, it means that you do not follow them blindly. It means that you are wise enough to realise that you are only shown one part of their lives. It also means that you realise that very few people are lucky enough to be as successful as the people in the media and that it is not realistic to think that you can have the same lifestyle as your heroes in the media. (2)
- 6.5 Ask yourself what lifestyle choices you will make if you try to be like your heroes in the media. Remind yourself that you only see one part of their lives. (2)

### Question 7: Strategies for dealing with unhealthy sexual behaviour

(9 marks)

- 7.1 Remember that it is your decision if you want to have sex or not, and he cannot force you. If you think a girlfriend or boyfriend may pressurise you into having sex when you do not want to, stay with other people, or stay in a public place. Be assertive. Remember that you have the right to say “no” when you want someone to stop what he or she is doing. If the person does not stop, say “no” louder. If that does not work, move away, or shout for help. Do not be afraid of hurting that person’s feelings or causing a scene. Being forced to have sex is much worse than causing a scene. Avoid alcohol and drugs. If your soft drink tastes strange or you feel drowsy or faint, get help immediately. Someone may have put a drug into your drink. Do not get into a car with someone unless you trust that person completely. (any 6)

- 7.2 Abstinence means not engaging in any sexual activity; not having sex until you are ready – much later. It is the only way that you can be absolutely sure that you will not fall pregnant or catch an STI. (3)

## Section C: 20 marks

### **Question 8: The rights of disabled people (10 marks)**

Disabled people have the same rights as everyone else: to life, freedom of speech, and so on. The Bill of Rights states the following specifically about disabled people: Legislation shall provide for measures to promote the progressive opening up of employment opportunities for disabled men and women, the removal of obstacles to their enjoyment of public amenities and their integration into all areas of life. This means that the government wants to make sure that disabled people have the same work choices as other people; that they can use public buildings, such as libraries and administrative buildings. For this to happen, buildings must have wheelchair access and bathrooms that can be used easily by disabled people. Disabled people can only be integrated into life if they are able to use buildings and public transport.

### **Question 9: Case study about the rights of employees (10 marks)**

Laws control employment conditions such as leave, working hours (ordinary, Sunday and public holidays), employment contracts, employee records, deductions, pay slips, overtime and termination of employment. Employees have the right not to be unfairly dismissed or discriminated against. Employees also have the right to be provided with the necessary resources and equipment. Employees have the right to have safe working conditions. All employees have the right to receive the agreed remuneration on the agreed date and time. All employees also have the right to receive fair labour practices. Employees have the right to be treated with dignity and respect. Employees have the right to non-victimisation in claiming rights and using procedures. Employees have the right to leave benefits and other basic conditions of employment as stipulated in the Basic Conditions of Employment Act.

### **Question 10: The consequences of teenage pregnancy (10 marks)**

It costs a lot of money to look after a baby. The social grant may seem like a lot, but as the child grows and needs food, clothes, medical expenses, transport and education, the expenses increase. This is a heavy burden for teenagers to cope with. A woman can claim maintenance from the baby's father until the child has grown up. This can become a heavy burden for a man, especially if he later wants to start a family of his own. It is often difficult to collect maintenance and it may involve court action. Young people with small children to look after often feel resentment and frustration because

they have been prevented from carrying out their plans for their lives or completing their education.

Being a parent involves a lot more than just having a baby and feeding it. Being a parent means being responsible for another life and taking care of the baby in different ways. Parents do many things for their children. They look after their children until they can take care of themselves. This does not only mean that parents provide food, clothes and shelter for their children. It also means that they love them, teach them what is right and wrong and how to do many different things. Shireen will not be able to spend the social grant on herself, and she has no security that her boyfriend will not leave. Taking care of a baby is emotionally and physically demanding. She will not be able to do all the things that her friends do anymore – she might even have to drop out of school.

**Total: 70 marks**

## PET assessment

### Guidelines on assessing this activity

- Remind learners of the techniques they have learnt during the term.
- Let learners warm up thoroughly before the activity.
- Allow learners to practice for a bit before you start the assessment.
- Place learners in small groups of about five or six learners.
- Use the following rubric to assess the learners.

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

**Total: 30 marks**

## Term 3 – Formal assessment

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### Task: Project

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For this project, you will research a job that interests you. You will need to find information outside of class time, but you must make/prepare your brochure in class time.

#### Instructions

- You will need three A4 sheets of paper, which you must fold in half to make a booklet that consists of a front cover, six A5 pages and a back cover.
- Write the title of the career/job down on the cover of your booklet.
- On the first page (inside the cover page), write the following down: the interests and abilities that a person would have who wants to do this job, and why you think that this job is suited to your interests and abilities.
- On the second page, write a brief job description, including the duties that a person must perform who holds this job. Also write down the duty that you think you would enjoy the most and the one that you think you will not enjoy much at all.
- On the third page, paste or draw a picture of a person who does this job. If possible, include more than one picture.
- On the fourth page, describe the work environment and dress code that are suitable for a person in this job.
- On the fifth page, describe the academic requirements needed to do the job, including whether you need to study or get on-the-job training. Include the cost of education for the job. Also state what school subjects are needed to qualify for the job.
- On the sixth page, describe the average salary earned at entry-level in this job, promotion opportunities, other opportunities for lifelong learning and the benefits that you can expect.
- On the back of your brochure, write your name.



You will be assessed using the following marking grid:

Assessment criteria	Mark out of 10
1 The learner folded the brochure correctly and wrote the title of the career/job down on the cover; booklet/brochure was presented neatly.	
2 The learner described the interests and abilities that a person would have who wants to do this job, and why he or she thinks that he or she is suited to the job.	
3 The learner gave a brief job description, including the duties that a person must perform who holds this job. He or she also wrote down the duty that he or she likes and dislikes most.	
4 The learner pasted or drew a picture of a person who does this job.	
5 The learner described the work environment and dress code that are suitable for a person in this job.	
6 The learner described the academic requirements needed to do the job, including whether he or she needs to study or get on-the-job training, the cost of education for the job and school subjects.	
7 The learner described the average salary earned at entry-level in this job, promotion opportunities, other opportunities for lifelong learning and the benefits that he or she can expect.	

**Total: 70 marks**

## PET assessment

You will be assessed on your ability to make a sling for arm injuries, demonstrating the correct technique:

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

**Total: 30 marks**

# Term 3 Formal assessment – memorandum

## Project

The following marking grid to assess the project:

Assessment criteria	Mark out of 10
1 The learner folded the brochure correctly and wrote the title of the career/job down on the cover; booklet/brochure was presented neatly.	
2 The learner described the interests and abilities that a person would have who wants to do this job, and why he or she thinks that he or she is suited to the job.	
3 The learner gave a brief job description, including the duties that a person must perform who holds this job. He or she also wrote down the duty that he or she likes and dislikes most.	
4 The learner pasted or drew a picture of a person who does this job.	
5 The learner described the work environment and dress code that are suitable for a person in this job.	
6 The learner described the academic requirements needed to do the job, including whether he or she needs to study or get on-the-job training, the cost of education for the job and school subjects.	
7 The learner described the average salary earned at entry-level in this job, promotion opportunities, other opportunities for lifelong learning and the benefits that he or she can expect.	

**Total: 70 marks**

## PET assessment

The learner must demonstrate the ability to make a sling, following the steps listed below.

**Step 1:** Place the triangular bandage under the injured arm with the point of the bandage placed at the injured elbow.

**Step 2:** Gently wrap the lower end of the bandage around the injured arm.

**Step 3:** Tie a knot behind the person's neck. The knot should be closer to the injured side and not in the centre of the neck. The arm should rest in the sling at a 90° angle.

Use the following rubric to assess the PET:

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

**Total: 30 marks**

**Review Copy**

## Term 4 – Formal assessment

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### End-of-year exam

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#### Section A: 25 marks

##### Question 1: Multiple choice

(4 marks)

- 1.1 Which career will NOT benefit from studying Geography?
- A food technologist
  - B soil scientist
  - C demographer
  - D archaeologist
- 1.2 Which subject can you NOT choose at school?
- A English Home Language
  - B English Second Additional Language
  - C English Foreign Language
  - D English First Additional Language
- 1.3 Which of the following statements is false?
- A In the FET Phase, you have a choice between Mathematics and Mathematical Literacy.
  - B If you want to study to be a doctor, you must take the Mathematical Literacy option.
  - C If you want to study to become an engineer, you must take the Mathematics option.
  - D You should research your study options and think about what career you want to follow before you choose between Mathematics and Mathematical Literacy.
- 1.4 Which option is false? In the FET Phase, you can choose ...
- A to study additional languages if your school offers them.
  - B to study extra subjects.
  - C any amount of subjects that your school offers.
  - D three subjects from a range that your school offers.

**Question 2: Fill in the missing word****(4 marks)**

- 2.1 \_\_\_\_\_ and \_\_\_\_\_ are the only two countries in the world where the number of deaths by gun violence is more than road deaths. (2)
- 2.2 Each day the news in the newspapers and on television and radio is filled with incidents of \_\_\_\_\_ political and taxi conflicts, crimes and domestic violence incidents involving guns; as a result, many South Africans are \_\_\_\_\_ indirectly. (1)
- 2.3 A person who is paralysed from the neck down is called a \_\_\_\_\_. (1)

**Question 3: Match the columns****(4 marks)**

Column A	Column B
3.1 Creative activities	A Computer technician
3.2 Physical work	B Computer programmer
3.3 Practical activities	C Web designer
3.4 Analytical work	D Fitness instructor

**Question 4: Answer questions on volunteering****(13 marks)**

- 4.1 Give two examples of ways in which you can volunteer your skills in your community. (2)
- 4.2 What is a community? (2)
- 4.3 How can community members volunteer their time to reduce crime? (3)
- 4.5 What does the following statement mean: “Volunteer organisations work to improve social and environmental health and to promote sustainable development”? (6)

**Section B: 25 marks****Question 5: Time management****(8 marks)**

Farahnaaz is always tired, running from one activity to the next, and she never seems to get everything done. “Mom, is Grade 9 supposed to be so busy?” she sighs. “Well, perhaps it would help you to reconsider your time management,” her mom replies. Farahnaaz looks puzzled, “Time management; what’s that?”

- 5.1 What is time management? (2)
- 5.2 Explain how Farahnaaz can implement time management for the year. (6)

**Question 6: Violence****(10 marks)**

“The South African government carried out a survey through the Centre for the Study of Violence and Reconciliation on the nature of crime in South Africa. The results of the study showed that South Africans are exposed to high levels of violence as a result of different factors.”

- 6.1 Why does violence occur in South African families and communities? (5)
- 6.2 Why is crime against women and girls such a big problem in South African communities, and why is it so difficult for the police to do something about it? (5)

**Question 7: Study funding****(7 marks)**

- 7.1 Which learners can apply to the National Student Financial Aid Scheme? (3)
- 7.2 Who funds the National Student Financial Aid Scheme? (1)
- 7.3 What is the great advantage of using the National Student Financial Aid Scheme, rather than another form of study funding? (1)
- 7.4 What is a contract bursary? (2)

**Section C: 20 marks****Answer TWO of three questions.****Question 8: Religions and peace****(10 marks)**

Do you agree that religion has had a big impact on peacekeeping efforts in South Africa? Explain your answer.

**Question 9: Three styles of managing conflict****(10 marks)**

When conflict happens, there are three ways in which you can respond. Discuss them, and say whether you think each one is a good or a bad way of handling conflict.

**Question 10: Handling your emotions in a difficult situation****(10 marks)**

If something happened that made you feel really angry and helpless, for example a close family member is hijacked or attacked, you would have to find a way of handling your emotions.

Explain why we need to learn to handle our emotions, and give some guidance (hints/tips) on how people can handle their emotions in a difficult situation.

**Total: 70 marks**

## PET assessment

You will be assessed on your ability to perform some basics of cardio kickboxing, demonstrating the correct techniques.

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

**Total: 30 marks**

# Term 4 Formal assessment – memorandum

## End-of-year exam

### Section A: 25 marks

**Question 1: Multiple choice** (4 marks)

- 1.1 A (1)
- 1.2 C (1)
- 1.3 B (1)
- 1.4 C (1)

**Question 2: Fill in the missing word** (4 marks)

- 2.1 South Africa, Rwanda (2)
- 2.2 traumatised (1)
- 2.3 quadriplegic (1)

**Question 3: Match the columns** (4 marks)

Column A	Column B
3.1 Creative activities	C Web designer
3.2 Physical work	D Fitness instructor
3.3 Practical activities	A Computer technician
3.4 Analytical work	B Computer programmer

**Question 4: Answer questions on volunteering** (13 marks)

- 4.1 Offering to look after your neighbour's dog when she goes on holiday or helping to carry an older person's shopping bags are examples of volunteer jobs you can do; even picking up papers off the playground and putting them in the dustbin is an example of individual responsibility for doing good by volunteering (any two or others, please use discretion). (2)
- 4.2 A community is a group of people who all live in a specific area. (2)
- 4.3 Work together; neighbourhood watch programme; volunteers are responsible for areas in their neighbourhood; identify any suspicious activity or behaviour and report it to the police, for example a stranger climbing over a neighbour's wall; people who are at home during the day and do not go out much can also help by keeping an eye out for suspicious activity through their windows. (3)
- 4.4 Social health refers to all the goods and service that people need, such as food, water, clothing, healthcare, housing and education. Environmental



health refers to the factors in the environment that can have an effect on people, such as air pollution, water quality and access to recreation areas such as parks. Sustainable development means keeping a balance between improving people's lives and not harming the environment. For example, when we cut trees for firewood, we should replace the trees by planting new ones. (6)

## Section B: 25 marks

### Question 5: Time management

(8 marks)

- 5.1 The term time management refers to a person's ability to identify different priorities and decide when to do them and how much time is needed for each priority (2)
- 5.2 Identify different priorities and when you need to do them; sometimes you will have quite a few priorities and then you need to be disciplined and decide which priority is the most important and then plan your time accordingly. In order to manage your time, you need to organise yourself and make sure that you have all the information you need to plan your time effectively. The following list identifies some of the tools that you need: A year planner that shows all 12 months of the year; at the beginning of each year, find out when you will be required to do Formal Assessment Tasks and when the exams will be. Mark these dates on your year planner. You can also colour-code the Formal Assessment Tasks for your different subjects so that you can see them more easily; identify other school commitments that you will have for each term. You will need to plan your time very carefully when you have a number of different commitments at the same time. If new commitments crop up, add them to your year planner immediately so that you do not forget them. (6)

### Question 6: Violence

(10 marks)

- 6.1 Usually people only carry out acts of violence if they are extremely stressed, depressed or dissatisfied. In many communities, South Africans are still experiencing the after-effects of violence that occurred during apartheid. A big problem in South Africa is poverty and unemployment. Young men feel they should be the breadwinners and be strong and independent. Instead, they are poor and sometimes feel inadequate. They release this frustration through violent behaviour such as beating up their wife, girlfriend or children. (5)
- 6.2 A study done in 2010 showed that women usually know the person who is violent towards them. The study also showed the following: 18,1% of women had been abused at least once in the 12 months before the survey; 29% of men had abused their partner in a similar time period; 25,4% of women experienced rape at least once in their lifetime, but only 3,9% had reported it to the police;

only 2,1% of women raped by an intimate partner reported the incident to the police. Women and girls that experience sexual or physical abuse in their relationship or who are raped are more likely to be diagnosed with a sexually transmitted infection, test positive for HIV, suffer from depression or consider suicide. (5)

**Question 7: Study funding**

**(7 marks)**

- 7.1 Academically able, but financially disadvantaged students who wish to study at any South African university or university of technology registered as a public higher educational institution. (3)
- 7.2 The NSFAS is funded mostly by South Africa's national Department of Education. (1)
- 7.3 Low interest rate (1)
- 7.4 Contract bursaries require that you work for a set period for the company that gave you the bursary. (2)

**Section C: 20 marks**

**Question 8: Religions and peace**

**(10 marks)**

Buddhists are pacifists. The first rule in the moral code that all Buddhists live by is "I will not harm any living thing". Like the Buddhists, the Hindus believe in non-violence. One of the best-known Hindu leaders, Mahatma Gandhi, put the principle of non-violence into practice in his peaceful campaign against British rule in India. He became famous for his non-violent ways of protesting against the injustices he saw around him. Jews greet each other with the word Shalom, which means 'Peace be with you'. They contribute to promoting peace in communities through an organisation called Tikkun. This is a Hebrew word meaning 'to repair' and therefore bring peace to the world. The money for Tikkun projects comes from Jewish individuals and companies and also the general public. One project that Tikkun contributes to is the Nelson Mandela Peace Park in Delft. Delft is a very poor area in Cape Town. There is high unemployment and crime in this area. The aims of the Peace Park are to empower the community by teaching life skills and job skills and to exchange crime and violence for peace by participation in sports and recreational programmes. The word 'Islam' comes from an Arabic word meaning 'peace'. When Muslims greet each other, they say 'Peace be upon you'. Islamic Relief is an international NGO that works with local communities all over the world through relief and development programmes. Islamic Relief's emergency teams are constantly ready to respond to disasters such as wars, droughts and floods. They help victims by providing temporary shelter and clothing and distributing food and medicine. In South Africa, the organisation does a lot of work for Aids orphans.

**Question 9: Three styles of managing conflict****(10 marks)**

Denial happens when people are angry because of a conflict. They deny that there is a problem and that they are feeling angry. The problem with trying to end a conflict this way is that the other person never knows what is wrong or why the first person is mad at them. It is not likely that they will act differently next time they meet. (bad)

Confrontation happens when there is a conflict and one person attacks the other person physically or verbally. This usually happens when two people are not willing to listen to each other's side of the problem or talk about it. Instead, they attack the person physically or attack his or her ideas verbally. (bad) Mediation is when people talk about the problem without insulting or blaming one another. They know they have a problem and try to think of ways to solve it. Then they choose the solution that will keep the peace and that will be the best for everyone. (good)

**Question 10: Handling your emotions in a difficult situation****(10 marks)**

It is often difficult to control our emotions in difficult or challenging situations, but we all need to do so in order to deal or cope with the situation. This means we must become more emotionally mature. There is no single way to deal with emotions in challenging situations, but some ways are better than others. We can also use challenging situations as learning opportunities for how to do things better next time. There are different skills and approaches that are useful in dealing with challenging situations. Here is list of some of them: Realise you have a choice in how you handle the difficult situations. You can choose to be positive or you can choose to be negative. Try to find the positive in every situation that life may bring. Never give up or give in when faced with a challenging situation. Find out as much information as you can about your situation, for example by talking to someone who has been through the same thing, talking to a teacher or looking for information on the Internet to help you get through the situation. Always keep a good support system. The support system can consist of friends or family or simply a group of people that are going through the same difficult situation. Do not lash out if you feel angry and blame others for the way you are feeling. Often the situation is not their fault. Think before you act.

# **PET assessment**

Use the following rubric to assess the PET:

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of Participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
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**Total: 30 marks**

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