



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

**NATIONAL CURRICULUM STATEMENT
GRADE 10-12**

**LIFE ORIENTATION PROVINCIAL
ASSESSMENT GUIDELINES**

2008

PREFACE:

This document should be read in conjunction with the following documents:

1. The Life Orientation Curriculum Statement
2. The Life Orientation Teacher Guides
3. The Life Orientation Learning Programme Guideline
4. The Life Orientation Subject Assessment Guideline

The objectives of this document are as follows:

1. To outline the administration Assessment in Life Orientation with special emphasis on moderation of the learners' work in Grade 10-12.
2. To provide the necessary tools for the effective implementation of CASS.
3. To ensure the maintenance and improvement of CASS.
4. To facilitate Quality Assurance of the Programme of Assessment Tasks

TABLE OF CONTENTS

PREFACE

1. INTRODUCTION TO ASSESSMENT IN LIFE ORIENTATION.....	1
2. CONTINUOUS ASSESSMENT	1
2.1 Daily assessment in L.O.	1
2.2 Programme of assessment.....	2
3. THE NATURE OF THE TASKS.....	3
3.1 Examinations.....	3
3.2 Other Assessment Tasks	3
3.3 Physical Education Task (PET)	3
4. MARK ALLOCATION	4
5. RECORDING OF LEARNER PERFORMANCE.....	4
6. EVIDENCE OF PERFORMANCE (PORTFOLIOS).....	5
6.1 Teacher / Master Portfolio	5
6.1.1 Layout of the Portfolio	5
6.2 Learner Evidence of Performance	6
7. MODERATION	7
7.1 Levels of Moderation.....	7
8. ANNEXURES	
ANNEXURE A	8
ANNEXURE B	9
ANNEXURE C	10
ANNEXURE D	12
ANNEXURE E.....	14
ANNEXURE F	14
ANNEXURE G.....	17
Acknowledgements.....	19

1. INTRODUCTION TO ASSESSMENT IN LIFE ORIENTATION

Life Orientation is the only compulsory subject in the National Curriculum Statement that is not externally assessed or examined. However, a learner will not be promoted or issued a National Senior Certificate (NSC) without providing **concrete evidence of performance** (30% minimum requirement) in the stipulated assessment tasks per grade.

2. CONTINUOUS ASSESSMENT

Continuous Assessment (CASS) is the assessment of the whole learner, throughout the year, providing the learner with sufficient opportunity to demonstrate and develop his knowledge, skills and values

Continuous assessment through informal daily assessment and the formal Programme of Assessment should be used to:

- develop learners' knowledge, skills and values
- assess learners' strengths and weaknesses
- provide additional support to learners
- revisit or revise certain sections of the curriculum and
- motivate and encourage learners.

Promotion in FET Life Orientation is based on 100% CASS. Learner progress in Life Orientation is monitored throughout the school year and involves the following three different but related activities:

- Daily / Informal Assessment tasks
- Formal Programme of Assessment
- Certificate Task (Optional)

2.1 Daily / Informal Assessment in Life Orientation

This refers to the learning activities that informally take place in the classroom. These should be building up activities that will culminate into Programme of Assessment Tasks. Daily assessment therefore, builds the foundation for learner's performance in the Programme of assessment.

The following tasks could be suggested as informal tasks:

- Short tests
- Mind maps
- Debates
- Quizzes
- Role playing
- Investigations
- Case studies
- Assignments
- Oral presentations
- Design and making / Posters / Collages

2.2 Programme of Assessment

In the formal Programme of Assessment for Life Orientation learners are expected to complete five internal tasks per grade viz.

- 2 examinations
- 2 other tasks that suit the nature of the subject Life Orientation.
- 1 Physical Education Task

N.B.The 5 tasks should cover all the LOs and be internally moderated.

An example of an annual assessment plan for Grades 10 - 12

GRADE	TERM 1	TERM2	TERM3	TERM4
10	Task 1: 'Other' task e.g. Assignment 75 Marks	Task 2: Examination 75 Marks	Task 3: 'Other' e.g. Case Study 75 Marks	Task 4: Examination 75 Marks
	Task 5: Physical education Task. 25 Marks per term – Total 100			
11	Task 1: Other task e.g. Practical Application Project 75 Marks	Task 2: Examination 75 Marks	Task 3: 'Other' task e.g. Source based task 75 Marks	Task 4: Examination 75 Marks
	Task 5: Physical education Task. 25 Marks per term – Total 100			
12	Task 1: 'Other' task e.g. Action Research 75 Marks	Task 2: Examination 75 Marks Task 3: 'Other' task e. g. Case Study 75 Marks	Task 4: Examination 75 Marks	
	Task 5: Physical education Task 25 Marks per task.			
	NOTE: 2 Physical education Tasks to be done in the First term , and the remaining two in the Second and Third terms - Total 100 Marks.			

3. THE NATURE OF THE TASKS

3.1 Examinations

- Focus area: Learning Outcomes 1, 2 and 4 and LO3 Theory
- Period of Administration:
 - ◆ Grades 10 & 11 examinations should be administered in terms 2 and 4.
 - ◆ Grade 12 examinations should be administered in terms 2 and 3.

N.B. These should be incorporated into the school internal examination timetable.

- Duration: Minimum 1 hour.
- Mark Allocation: Minimum 75 Marks
- **Structure of the Examination Paper : Refer 2008 SAG page 10**

3.2 Other Assessment Tasks

Teachers should ensure that learners are exposed to a variety of assessment forms across the three grades so that learners do not repeat the same type of task across the grades. These tasks should focus predominantly on Learning Outcome 1 (Personal Well-Being), Learning Outcome 2 (Citizenship Education) and Learning Outcome 4 (Careers and Career choices) and can address the Assessment Standards independently or in an integrated manner. Each task should require reading and writing on the part of the learner. Learners should therefore spend time outside of contact time collecting resources and/ or information to deliver the task. The completion of each task should be facilitated by the teacher in class time.

Examples of tasks

- Practical Application Project
- Written Assignment
- Case Studies
- Source-based task
- Research / Action Research

Refer page 11 of the 2008 Subject Assessment Guidelines for specifications on the nature of tasks.

3.3 Physical Education Task (PET)

The Physical Education Task (PET) focuses on Learning Outcomes 3 which comprises three different movement sections viz. Fitness, Games and Sport, and Recreation.

Period of Administration:

Grade 10 & 11 PET should extend across the 4 school terms.

Grade 12 PET should extend across the first three terms of the school year. 2 PET tasks should be covered in the first term, and the remaining 2 over terms 2 and 3

4. MARK ALLOCATION

The five internal tasks make up 100% of the total mark of 400 for each of Grades 10, 11 and 12.

The suggested mark allocation for the five internal tasks is as follows:

TASK	MARKS
2 X Examinations (75 marks each)	150
1 X Physical Education Task	100
2 X Other tasks (75 marks each)	150
TOTAL	400

5. RECORDING OF LEARNER PERFORMANCE IN LIFE ORIENTATION

The recording of marks should be in line with the Programme of Assessment and it should be done for each term for CASS and reporting purposes. The following table indicates how and when recording should be done.

Grades 10 & 11

Term 1	Term 2	Term 3	Term 4	TOTAL
Task 1: Other 75 PET 25	Task 2: Examination 75 PET 25	Task 3: Other 75 PET 25	Task 4: Examination 75 PET 25	Tasks 1-4 300 Task 5 / PET 100
Total 100	Total 100	Total 100	Total 100	Total 400

Grade 12

Term 1	Term 2	Term 3	Term 4	TOTAL
Task 1: Other 75 PET 25x2=50	Task 2: Other 75 Task 3: Examination 75 PET 25	Task 4: Other 75 PET 25		Tasks 1-4 300 Task 5 / PET 100
Total 125	Total 175	Total 100		Total 400

6. EVIDENCE OF PERFORMANCE (PORTFOLIOS)

6.1 Teacher / Master Portfolio

Teachers are expected to keep a portfolio containing all documents related to teaching learning and assessment. This is a full record of the interaction between the teacher/s and the learners throughout the year. This should contain evidence of all the activities covered during the period in question viz. the Daily Assessment Tasks and the Programme of Assessment Tasks.

In cases where more than one teacher is handling a grade, teachers should compile one composite file.

6.1.1 Layout of the Portfolio

The teacher portfolio (to be submitted for moderation) consists of the front cover, index and contents.

The front cover

This should reflect the teacher's name, subject, grade/s, school, and district.

The Index

The index should indicate the page on which each task or evidence can be found. It should be a guide to the contents of the portfolio.

The Content

This should reflect the following:

- ☆ Planning evidence viz. Work Schedule and Lesson plans
- ☆ Annual Assessment Plan / Programme of Assessment
- ☆ Evidence of Daily Assessment Tasks with accompanying assessment tools
- ☆ Evidence of Programme of Assessment Tasks with accompanying assessment tools.
- ☆ Recording sheets
- ☆ Moderation forms both school level and cluster level

6.2 Learner Evidence of Performance

Each learner should have evidence of performance in which all assessed tasks as prescribed in the Subject Assessment Guidelines are reflected.

Evidence of learner performance in the 5 internal tasks completed per grade must be kept for internal moderation purpose at the end of each grade.

The tasks may be contained in any suitable storage system e.g. a folder, a box, a file, learner workbook etc. containing all evidence related to teaching, learning and assessment. The evidence must correlate with the teacher portfolio.

In cases where a file or a workbook is used it should consist of the following:

The Front cover

This should reflect the learner's name, subject, grade, year/s, school and district.

An index

An index should indicate the pages in which each task can be found. This should serve as a guide to the portfolio.

The content

This comprises mainly the record of the Programme of Assessment tasks and the feedback by the teacher.

7. MODERATION

Moderation is a process of verifying, remarking, discussing the assessment processes to standardize the work. This should be done in order to reach consensus between the concerned parties.

Moderation, in all the three grades, involves the 5 Programme of Assessment activities that are undertaken throughout the year, using various kinds of assessment forms, methods and tools.

6.1 Levels of Moderation

Moderation should take place at the following levels:

School level

School moderation should be conducted twice per annum, in other words once per semester. This is the responsibility of the SMT or Life Orientation Subject Head if the SMT is not well versed with the subject content

Sampling: 10% per class per grade (a minimum of 3 learner portfolio)

District level / Cluster level

District / Cluster moderation should take place once per annum.

Sampling: 10% per grade per cluster

External moderation

External moderation is only applicable in Grade 12 and should take place at the beginning of the fourth term at provincial and / or national level.



ANNEXURE A

**LIFE ORIENTATION
TEACHER CONSOLIDATION FORM**

NAME: _____ SCHOOL: _____

GRADE: _____ DATE: _____

SUMMARY OF ASSESSMENT

ASSESSMENT TASK	LOs & ASs Covered		TOOL
1. EXAMINATIONS			
1.1 Exam. No. 1			
1.2 Exam. No. 2			
2. OTHER TASK (Specify Form)			
2.1 Task 1			
2.2 Task 2			
3. PHYSICAL EDUCATION TASK			
3.1 Fitness			
3.1 Games			
3.3 Recreation			
4. CERTIFICATE TASK /S (OPTIONAL)	NATURE OF CERTIFICATE/S	SERVICE PROVIDER	

Teacher's _____ Signature _____

Principal _____ Signature _____

SCHOOL STAMP



ANNEXURE B

**LIFE ORIENTATION
LEARNER COLLECTION OF EVIDENCE COVER SHEET**

DISTRICT: _____ SCHOOL: _____

NAME: _____ GRADE: _____

DATE: _____

TASKS	TOTAL MARK	MARK OBTAINED
1. EXAMINATIONS		
1.1 Examination No. 1	75	
1.2 Examination No. 2	75	
2. OTHER TASK (Specify)		
2.1 Task 1.....	75	
2.2 Task 2.....	75	
3. PET	100	
TOTAL	400	
4. CERTIFICATE TASK/S	NATURE OF CERTIFICATE/S	SERVICE PROVIDER

Teacher's _____ Signature _____

Principal _____ Signature _____

SCHOOL STAMP

ANNEXURE C

LIFE ORIENTATION ANNUAL RECORDING SHEET GRADE 10 & 11

DISTRICT: _____ DATE: _____

SCHOOL: _____ GRADE: _____

NAME OF TASK DATE OF ASSESSMENT	TERM 1			TERM 2			TERM 3			TERM 4			Final Mark	
	Other	PET	Total	Exam	PET	Total	Other	PET	Total	Exam	PET	Total		
	75	25	100	75	25	100	75	25	100	75	25	100		
LEARNERS' NAMES														
1														
2														
3														
4														
5														
6														
7														



ANNEXURE D

LIFE ORIENTATION ANNUAL RECORDING SHEET GRADE 12

DISTRICT: _____ DATE: _____

SCHOOL: _____ GRADE: _____

NAME OF TASK DATE OF ASSESSMENT	TERM 1			TERM 2			TERM 3			Final Mark
	Other	PET	Total	Other	Exam	PET	Exam	PET	Total	
	75	50	125	75	75	25	75	25	100	
1										
2										
3										
4										
5										
6										
7										
8										

9																																							
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25																																							

SCHOOL STAMP

Principal: Signature: Date:

Teacher: Signature: Date:

ANNEXURE E



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DECLARATION FORM

Name of school: _____

School centre: _____

Year: _____

Surname and name of learner: _____

Examination number: _____

Declaration by Learner

I hereby declare that the work contained in this portfolio is my own original work.

Signature of learner: _____ Date: _____

Declaration by educator:

As far as I am able to ascertain, the work in this portfolio is the original work of this candidate. All required work has been included in the portfolio.

Signature of educator: _____ Date: _____

ANNEXURE F



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LIFE ORIENTATION MODERATION TOOL

Name

District

School

Date

Complete the form by responding appropriately in each case.

1. MASTER PORTFOLIO

Portfolio evidence	Yes	No	Comments
Planning evidence in the master portfolio			
2 Examinations and tools			
Examination format followed			
2 'Other Tasks' & tools			
Physical Education Tasks & tools			
Recording sheets			

2. LEARNER EVIDENCE OF PERFORMANCE

2.1 EXAMINATIONS

Portfolio evidence	Yes	No	Comments
Examinations			
Appropriate level			
Is the suggested format adhered to?			
Are these marked according to the tool?			

2.2 OTHER TASKS

Portfolio evidence	Yes	No	Comments
2 Other Tasks'			
Appropriate level			
Are these marked according to the tool			

2.3 PHYSICAL EDUCATION TASK

Portfolio evidence		Yes	No	Comments
Physical Education Task	Fitness			
	Games / Sport			
	Recreational Activities			
Has the PET been spread over the terms				

2.4 CERTIFICATE TASKS (OPTIONAL)

Portfolio of evidence	Yes	No	Comments
Evidence of Certificate Task			
Nature of task			

3. GENERAL

Evidence of school level moderation	Yes	No	Comments
Overall impression of work: _____			

Teacher's name

Signature

Cluster Leader

Signature

District Official

Signature

ANNEXURE G



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MODERATION REPORT FORM

DISTRICT:

DATE:

GRADE:

NO. OF SCHOOLS EXPECTED:

NO. OF SCHOOLS MODERATED:

NO. OF SCHOOLS ABSENT:

LIST OF SCHOOLS ABSENT:

1..... 5.....

2..... 6.....

3..... 7.....

4..... 8.....

SCHOOLS NOT MEETING MINIMUM REQUIREMENTS

1..... 5.....

2..... 6.....

3..... 7.....

4..... 8.....

SCHOOLS THAT NEED SUPPORT:

SCHOOL	NATURE OF SUPPORT
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

**WHAT ARRANGEMENTS HAVE BEEN MADE FOR THE SCHOOLS LISTED ABOVE?
EXPLAIN.**

.....
.....
.....
.....
.....

GENERAL COMMENTS AND RECOMMENDATIONS:

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.....
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.....

.....
CLUSTER LEADER:
(In case of Cluster Moderation)

.....
SIGNATURE

.....
DATE

.....
DISTRICT OFFICIAL:

.....
SIGNATURE

.....
DATE

ACKNOWLEDGEMENTS:

Materials development is always a collective effort and this document is no exception.

The Department of Education wishes to express a word of gratitude to the Life Orientation (FET) Subject Advisors and Lead Teachers for their contribution towards the growth of the subject, specifically the compilation of this guideline.

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