



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

LIFE ORIENTATION

GUIDELINES FOR COMMON ASSESSMENT TASK

GRADE 12

2012

These guidelines consist of 9 pages.

LIFE ORIENTATION GRADE 12 NSC GUIDELINE FOR THE COMMON ASSESSMENT TASK

1. INTRODUCTION

In order to assist with the development of a common standard of assessment in Life Orientation at Grade 12 level, one of the five assessment tasks will be designed at all schools. The examination administered in the third quarter will be set nationally and is in this case referred to as the Common Assessment Task. In order to assist teachers in their preparation of learners for the Grade 12 common assessment scheduled for 2012, the Department of Basic Education is providing schools with an Assessment Guideline that stipulates the minimum standards that must be covered by all learners. Schools are nevertheless encouraged to ensure that all assessment standards prescribed in the National Curriculum Statement are covered.

This guideline document must be read in conjunction with the Subject Assessment Guideline for Life Orientation (SAG 2008), the Learning Programme Guideline for Life Orientation (LPG 2008) and the National Curriculum Statement Grades 10–12 Life Orientation. Some material from the Subject Assessment Guideline has been included in this document for easy reference.

2. STRUCTURE OF THE LIFE ORIENTATION COMMON ASSESSMENT TASK

The Life Orientation assessment consists of a 1½ hour paper of 75 marks. The question paper is divided into three sections. SECTIONS A and B are **COMPULSORY**. In SECTION C, learners must answer TWO of the three questions. The detailed requirements for each section are indicated below:

Outline for examinations

The outline provided below serves as a guideline for the setting of Life Orientation examination papers.

The suggested weighting of the cognitive levels for the examination is as follows:

Weighting	Cognitive level	Bloom's Taxonomy	Examples of verbs
30%	Lower order	Levels 1 & 2	What? Why?, Who?, List
40%	Middle order	Levels 3 & 4	Discuss, Explain, Describe
30%	Higher order	Levels 5 & 6	Evaluate, Synthesise, Critically evaluate, Examine

The following command verbs/words are included to illuminate the revised Bloom's Taxonomy:

(NOTE: The definitions below are mainly from Hornby, AS. (1995) *Oxford: Advanced Learner's Dictionary*, Oxford University Press. Oxford. The list includes verbs used most frequently in the 'competence descriptions'. Teachers may wish to consult this, or other dictionaries, to find proper definitions of other verbs.)

- **Analyse:**
to break down information into components/parts and involves recognising what is important and how the parts are related
- **Apply:**
to use knowledge and understanding of Life Orientation and make it relevant to a situation, issue or problem
- **Assess:**
to estimate the nature, quality or value of something. To make a value judgement that must be properly justified
- **Comment:**
to give an opinion on, to explain or criticize an event, behaviour or a situation. Prior knowledge is essential and learners are invited to make a judgement based upon the evidence they can relate to their knowledge
- **Compare:**
to examine things to see how they are alike and how they are different
- **Design/Create:**
to put together ideas or elements to develop an original idea or engage in creative thinking
- **Critically analyse:**
to express approval or disapproval, or to find faults or virtues and to provide reasons
- **Define:**
to give the exact meaning of a term or concept using words
- **Describe:**
to give an account of something (recall knowledge or state what is observed)
- **Discuss:**
to talk or write about something; compare a number of possible views about an issue or problem and to weigh up their relative importance. A conclusion is essential.
- **Do you think:**
invites learners to put forward their own opinions about an issue or problem. However, marks will always be awarded for the quality of the arguments put forward and not for individual opinions
- **Evaluate:**
to form an idea of the amount, quality or value of something; or, to compare a number of possible views about an issue or problem and weigh up their relative importance; to make judgements on account of general criteria
- **Examine:**
to look at something carefully and in detail in order to learn something about it; break down an issue or problem (as in 'analyse') and to understand it – state what has been learnt
- **Explain:**
to make something plain or clear, to simplify; to describe something in detail so that it can be understood. Mentioning examples is essential.
- **Identify:**
to single out from other information
- **List:**
to state in the briefest form

- **Mention:**
to write or speak something without explaining
- **Name:**
Similar to 'mention' e.g. Name TWO reasons for poverty.
- **Suggest:**
to give possible reasons or ideas. These must be plausible but not necessarily correct.
- **To what extent:**
invites learners to explain and analyse and then comment on the relative importance of arguments

SECTION A: 25 MARKS

1. All questions are **COMPULSORY**.
2. This section should incorporate all 4 Learning Outcomes.
3. The questions must be objective-type questions, testing factual knowledge.
4. Questions to vary from simple to complex.
5. The mark allocation will range between 1–2 marks.

QUESTION 1:	Multiple-choice	
• 10 Items	3 lower-order questions 4 middle-order questions 3 higher-order questions	(10 x 1) (10)
QUESTION 2:	True/False	
• 3–5 items	lower to higher order	(5 x 1) (5)
QUESTION 3:	Matching items	
• 5 items	lower to higher order	(5 x 1) (5)
QUESTION 4:	Questions requiring 1–2 word responses.	
• 5 items	lower to higher order	(5 x 1) (5)

SECTION B: 30 MARKS

1. This section should incorporate all 4 Learning Outcomes.
2. The questions must be knowledge based, current, up-to-date, age appropriate and learner-friendly.
3. Questions to vary from simple to complex.
4. All questions are **COMPULSORY**.
5. The mark allocation will range between 2–5 marks.

QUESTION 5:	1–2 items	Scenario-based lower to higher order	1 item = 10 marks or 2 items = 5 marks each
QUESTION 6:	1–2 items	Scenario-based questions lower to higher order	1 item = 10 marks or 2 items = 5 marks each
QUESTION 7	1–2 items	Case study questions lower to higher order	1 item = 10 marks or 2 items = 5 marks each

SECTION C: 20 MARKS

- Each question should focus on the content of one specific Learning Outcome or it can integrate content from different Learning Outcomes.
- Application questions: solve problems, make decisions, give advice, etc. A short text/diagram/data can be provided as a stimulus.
- Three (3) questions will be set of which learners will be expected to answer TWO (2).
- Each question will carry 10 marks. The questions will require extended responses that will assess middle to higher order thinking, i.e. short written paragraphs.

TOTAL FOR EXAMINATION: 75 MARKS**3. TEST GRID****MARKS: 75****MINUTES: 90**

	LO's	AS's	No. of Marks	Item Type				Cognitive Levels			Cognitive Skills			
				MCQ	T/F	MC	1-2 Words	Low	Medium	High	Knowledge	Comprehension	Application	
SECTION A COMPULSORY	LO 1- 4 This section should incorporate all 4 Learning Outcomes 1-4	Assessment standards as covered in LO 1-4	25											
				10	5	5	5	30%	40%	30%				

	LO's	AS's	No. of Marks	Item Type			Cognitive Levels			Cognitive Skills				
				Scenario	Source based	Case Study	Low	Medium	High	Knowledge	Comprehension	Application		
SECTION B COMPULSORY	LO 1- 4 This section should incorporate all 4 Learning Outcomes 1-4	Assessment standards as covered in LO 1-4	30											
				10	10	10	30%	40%	30%					

	LO's	AS's	No. of Marks	Item Type	Cognitive Levels			Cognitive Skills		
SECTION C – CHOOSE 2 OF THE 3 OPTIONS	LO 1–4 This section may incorporate all 4 Learning Outcomes	Assessment standards as covered in LO 1–4	20	Extended responses that include evaluation, analysis	Low	Medium	High	Knowledge	Comprehension	Application
				3 questions will be set of which learners will be expected to answer TWO (10 x 2)	30%	40%	30%			

4. CONTENT AND CONTEXT GUIDELINES

The following framework is designed to assist teachers in preparing learners with the core knowledge and concepts required for the Grade 12 common examination.

LO	AS	Core knowledge and concepts
LO 1: Personal Well-Being The learner is able to demonstrate knowledge, values, attitudes and skills to achieve and maintain personal well-being.	AS 1: Applies a range of life skills, evaluates own ability to prevent and manages stress and adapts to change as part of an ongoing healthy lifestyle choice.	Concepts: stressors, managing stresses and change, lifestyle choices <ul style="list-style-type: none"> • Good stress (eustress) and bad stress (distress) • Types of stressors, e.g. physical, emotional, social etc. • Symptoms of stress • Managing stress/change • Stress management activities/coping mechanisms
	AS 2: Discusses the importance of initiating, building and sustaining positive relationships with family and peers as well as in the workplace and the broader social context.	Concepts: initiating, building and sustaining relationships, positive relationships, relationships in different contexts <ul style="list-style-type: none"> • Types of relationships • Characteristics of positive relationships • Role and maintenance of relationship, e.g. communication, dealing with conflict, rights and responsibilities in relationships
	AS 3: Investigates the human and environmental factors that cause ill health, accidents, crises and disasters and explores appropriate ways to deal with them.	Concepts: factors causing ill health, accidents, crises and disasters; managing human and environmental factors that impact on health <ul style="list-style-type: none"> • Identify and deal with human and environmental factors that impact negatively on health, e.g. environmental disasters, safety skills etc. • Making decisions: strategy/model for making an informed decision • Community responsibility and educational/intervention programmes to promote safety and healthy living at various levels.

	<p>AS 4: Investigates how unequal power relations between the sexes are constructed and how they influence health and well-being and apply this understanding to work, cultural and social contexts.</p>	<p>Concepts: unequal power relations, impact of unequal power relations on well-being, different contexts</p> <ul style="list-style-type: none"> • Issues surrounding power balance and power struggles between the sexes • How and why power relations emerge between the sexes • The abuse of power in relationships within different settings e.g. workplace, domestic, cultural etc. • Management of power relations between sexes in different contexts to encourage a win-win situation
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">LO 2: Responsible Citizenship The learner is able to demonstrate competence, commitment and an understanding and appreciation of the values and rights that underpin the constitution in order to practice responsible citizenship and to enhance social justice and sustainable living.</p>	<p>AS 1: Participates in and evaluates services offered by a community project on a contemporary social or environmental issue and to evaluate own contribution to the project.</p>	<p>Concepts: community projects, social and environmental issues</p> <ul style="list-style-type: none"> • Types of community projects: volunteer versus paid • Evaluate community projects/ services (their purpose and contribution) and how learners can get involved
	<p>AS 2: Evaluates own positions taken when dealing with discrimination and human rights violations, taking into account the Bill of Rights.</p>	<p>Concepts: opinions on human rights issues, discrimination and human rights violations, Bill of Rights</p> <ul style="list-style-type: none"> • Learners must be able to do the following with regards to discrimination and human rights violations within the context of the Bill of Rights: <ol style="list-style-type: none"> 1. State and evaluate own position 2. Identify what influences their position 3. How to accommodate/respect conflicting positions 4. How to communicate their position
	<p>AS 3: Analyses and debates the role of the media in a democratic society.</p>	<p>Concepts: Role of the media, democratic society</p> <ul style="list-style-type: none"> • Analyse role and responsibility of the media • Accessibility of media generated information • Evaluate the extent to which media access and media reporting reflects a democratic society, e.g. positions taken by editors, space allocated to topics, availability etc.
	<p>AS 4: Reflects on and explains how to formulate a personal mission statement based on core aspects of personal philosophies, values, beliefs, religions and ideologies, which will inform and direct actions in life and contribute meaningfully to society.</p>	<p>Concepts: personal mission statement, life actions, responsible citizenship</p> <ul style="list-style-type: none"> • Learners to be conscious of their life views, belief systems, values, religion etc. • Purpose of mission statement • How their vision and philosophies will impact: <ol style="list-style-type: none"> 1. their own actions 2. their immediate communities 3. society at large

LO 3: Recreation and Physical Well-Being The learner is able to explore and engage responsibly in recreation and physical activities, understanding the relationship between participation and well-being.	AS 1: Monitors and evaluates own progress in the achievement of personal fitness and health goals through regular participation in a programme.	Concepts: achievements of goals, value of regular participation <ul style="list-style-type: none"> • Health-related and skills-related fitness norms and performance requirements • Identify components of fitness • Design and evaluate a programme for development of health-related fitness
	AS 2: Evaluates and participates in various relaxation and recreational activities, sport and games with the view to making a choice about participation and long-term engagement in at least one activity.	Concepts: the value of sporting activities, relaxation/recreational activities and long term engagement <ul style="list-style-type: none"> • Develop criteria for evaluating programmes, sport and games • Factors influencing choices: interests, accessibility, perceived benefits, areas of potential • The different benefits of long term engagement and participation.
	AS 3: Reports on the opportunities of careers and work in the recreation, fitness and sport industries.	Concepts: Career and work, recreation, fitness and sport industries <ul style="list-style-type: none"> • Learners must be able to do the following with regard to careers in this sector: <ol style="list-style-type: none"> 1. Study trends and demands 2. Explore possible routes to the sector – programmes and admission requirements for higher education etc. 3. Analyse the different types of jobs in the sector, identify work settings, activities and opportunities in each sector
	AS 4: Investigates how ideologies, beliefs and world views influence the construction of and participation in a recreational and physical activity.	Concepts: recreation and physical activity, how different perspectives influence participation <ul style="list-style-type: none"> • Discuss how beliefs, ideologies and worldviews influence participation in sport and recreational activities across cultures and genders • Make comparisons between urban and rural participation in different sporting and recreational activities across cultures and genders • Compare and explain differences in participation trends of westernised societies to more traditional societies across different cultures and genders

LO 4: Career Guidance The learner is able to demonstrate self-knowledge and the ability to make informed decisions regarding further study, careers fields and career pathing.	AS 1: Commits to a decision taken and applies accordingly for a job or a course in additional or higher education.	Concepts: applications for jobs/study <ul style="list-style-type: none"> • Decision making with regards to studies/careers • Evaluate letters of application and a CV
	AS 2: Explores career opportunities within chosen field and investigate other innovative solutions (including entrepreneurship) as ways in which to counteract possible unemployment.	Concepts: Opportunities in career fields, counteracting unemployment, entrepreneurship <ul style="list-style-type: none"> • Awareness of types of jobs and opportunities • Reasons for and impact of unemployment • Entrepreneurship – necessity, skills, opportunities, viability, tax implications etc. • Problem solving and creative thinking
	AS 3: Investigates and reports on the core elements of a job contract, conditions of service, relevant labour laws and practices, the principles of equity and redress, the value of work the importance of work ethic.	Concepts: Labour issues, work ethic, redress <ul style="list-style-type: none"> • Job contracts: <ol style="list-style-type: none"> 1. Obligations 2. Conditions of service 3. Core elements (e.g. working hours, remuneration etc.) • Principles and understanding of Basic Labour laws: <ol style="list-style-type: none"> 1. Labour Relations Act 2. Basic Conditions of Employment Act 3. Employment Equity Act (know history of) 4. Broad-Based Black Empowerment Act 5. Skills Development Act • Recruitment Process • Trade unions • Evaluation of post school options • Analyse job advertisements
	AS 4: Reflects on the process of assessment and examination writing skills and applies these skills.	Concepts: Examination writing skills, process of assessment <ul style="list-style-type: none"> • Evaluate and reflect on the role of assessment in their development • Adapt and evaluate study skills, strategies and styles of learning • Examination skills (read the question, plan the response, answer the question, time management etc.)

5. CONCLUSION

TEXTBOOKS: Teachers are encouraged to use the DBE approved textbooks that comply with the requirements of the NCS guideline for Life Orientation

Teachers should infuse contemporary Life Orientation issues, newsprint articles etc. in the teaching of the subject.