



higher education
& training

Department:
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NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

LIFE ORIENTATION

NQF LEVEL 4

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SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Life Orientation in the National Certificates (Vocational). It must be read with the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*. This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the *Subject Guidelines: Life Orientation* to prepare for and deliver Life Orientation. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
 - social adjustment and responsibility;
 - moral accountability and ethical work orientation;
 - economic participation; and
 - nation-building.

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international value and recognition of qualification and acquired competencies and skills.

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate students' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- clearly stating the outcome to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding Learning Outcome being assessed
- Comparison of students' work with other students, based on learning styles and language

- **Practicability and cost-effectiveness**

To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

The assessment structure for the National Certificates (Vocational) qualification is as follows:

2.1 Internal continuous assessment (ICASS)

Knowledge, skills values, and attitudes (KSVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a "Structured Environment". This component is moderated internally and externally quality assured by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

2.2 External summative assessment (ESASS)

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

3 MODERATION OF ASSESSMENT

3.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

3.2 External moderation

External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assurer; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational)*.

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally already be certified competent in the unit standard ASSMT 01 [The assessor unit standard]. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (KSVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

6.2 Diagnostic assessment

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

6.3 Formative assessment

This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for summative assessment.

6.4 Summative assessment

This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

7.2 Recording

Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

7.3 Reporting

All the evidence is put together in a report to deliver a decision for the subject.

8 METHODS OF ASSESSMENT

Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

LECTURER ASSESSMENT	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Students assess another student or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's Portfolio of Evidence (PoE).

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.

	METHODS FOR COLLECTING EVIDENCE		
	Observation-based (Less structured)	Task-based (Structured)	Test-based (More structured)
Assessment instruments	<ul style="list-style-type: none"> • Observation • Class questions • Lecturer, student, parent discussions 	<ul style="list-style-type: none"> • Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews 	<ul style="list-style-type: none"> • Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	<ul style="list-style-type: none"> • Observation sheets • Lecturer's notes • Comments 	<ul style="list-style-type: none"> • Checklists • Rating scales • Rubrics 	<ul style="list-style-type: none"> • Marks (e.g. %) • Rating scales (1-7)
Evidence	<ul style="list-style-type: none"> • Focus on individual students • Subjective evidence based on lecturer observations and impressions 	<p>Open middle: Students produce the same evidence but in different ways.</p> <p>Open end: Students use same process to achieve different results.</p>	Students answer the same questions in the same way, within the same time.

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

Rating scales are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

Task lists and **checklists** show the student what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. **Why** particular information is recorded and **how** it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

13.1 Record sheets

The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

13.2 Checklists

Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

SECTION C: ASSESSMENT IN LIFE ORIENTATION

1 SCHEDULE OF ASSESSMENT

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year.

- All three levels also have an external examination that accounts for 75 percent of the total mark.
- The marks allocated to assessment tasks completed during the year, kept or recorded in a Portfolio of Evidence (PoE) account for the other 25 percent.

The Portfolio of Evidence (PoE) and the external assessment include practical and written components. The practical assessment in Life Orientation, must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

2 RECORDING AND REPORTING

Life Orientation is assessed according to seven levels of competence. The level descriptions are explained in the following table.

Scale of achievement for the Fundamental component

RATING CODE	RATING	MARKS (%)
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

The programme of assessment should be recorded in the Lecturer's Portfolio of Assessment for each subject. The following should at least be included in the Lecturer's Assessment Portfolio:

- A contents page
- The formal schedule of assessment
- The requirements for each assessment task
- The tools used for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The college must standardise these documents.

The student's Portfolio of Evidence (PoE) must at least include:

- A contents page
- The assessment tasks according to the assessment schedule
- The assessment tools or instruments for the task
- A record of the marks (and comments) achieved for each task

Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

3 INTERNAL ASSESSMENT REQUIREMENTS

All internal assessments must be finalised by an accredited assessor.

Internal assessment in the form of the Portfolio of Evidence (PoE) at Level 4 will comprise the following SEVEN tasks:

TERM	PORTFOLIO ASSESSMENT	TOPIC
ONE	1: Practical Assignment	<ul style="list-style-type: none"> Personal and Career Development Learning Skills
	2: Formal Practical Test	<ul style="list-style-type: none"> Word processing
TWO	3: Formal Test or practical assignment	<ul style="list-style-type: none"> Health and Wellbeing
	4: Formal Practical Test	<ul style="list-style-type: none"> Excel Spreadsheets
THREE	5: Project Assignment	<ul style="list-style-type: none"> Citizenship
	6: Formal Practical Test	<ul style="list-style-type: none"> Database and Internet
FOUR	7: Examination	<ul style="list-style-type: none"> Internal examination Paper 1 on Topics 1-4 and Paper 2 on Topics 6-8

The Portfolio of Evidence (PoE) is externally moderated.

The following internal assessment units guide the Life skills component (Topics 1-4) assessment of Life Orientation

Term	Assessment Task Number	Assessment Task	Marks allocated	Curriculum Coverage	% contribution to the ICASS mark
1	1	<p>Practical Assignment: Individual task Students draw up a detailed plan to strengthen their employability and job market related skills regarding:</p> <ul style="list-style-type: none"> Ability to lead and work in teams African and English language proficiency Computer literacy Creative and critical thinking, logical reasoning, reflective and problem-solving skills Flexibility, adaptability and skills transfer Human relations skills including communication and conflict resolution Information research and management skills Lifelong learning Money management 	50	Personal and Career Development Learning Skills	15%

		<p>skills</p> <ul style="list-style-type: none"> • Self-management including a positive attitude, energetic behaviour and ability to work without supervision <p>They compile this plan using a computer.</p>			
2	2	<p>Formal Test: Students write a comprehensive one-hour test on Topic 3: Health and Wellbeing, for a minimum of 50 marks. Or Alternatively, students complete a Practical Assignment such as participating in and reporting on a road safety campaign, or developing a workplace stress management and prevention plan.</p>	50	Health and Wellbeing	15%
3	3	<p>Project Assignment: Voting 3.1 Students work in small groups to set up an election campaign, voting station and run an election. This could be for example, for the campus SRC, or any other student body. (20) 3.2 Students create innovative election posters and ballot papers, on computers. (10) 3.3 Students create a PPT of at least 8 slides to display what potential office bearers stand for. (20) 3.4 Students type and edit an election speech or campaign manifesto. (10) 3.5 Students create a webpage such as a Facebook page to promote the election campaign. (optional) 3.6 Students capture voting results in Excel and create graphs to indicate voting results and patterns.(10) 3.7 Students work individually to each type and submit a descriptive report on their participation in the project. The report should include a section on students'</p>	100		15%

		personal reflections regarding their teamwork and leadership skills. In addition, students should indicate what they learnt about the voting process. (30) Total: 100 marks			
4	4	Internal examination Paper 1	150 marks 3 hours	<ul style="list-style-type: none"> • Personal and Career Development • Learning Skills • Health and Wellbeing • Citizenship 	15%
Total contribution to ICASS for Life Skills					60%

The following internal assessment units guide the ICT (Topics 6 -9) assessment of Life Orientation

NUMBER OF UNITS	ASSESSMENT	Time and Mark Allocation	COVERAGE	%contribution to the ICASS mark
1	Formal Practical test Word processing	1 hour 50 marks	Topics 1, 2 and 6 integrated.	10%
1	Assignment/Test Spreadsheets	1 hour 50 marks	Topics 2, 3, and 7 integrated	10%
1	Practical Database and Internet	1 hour 50 marks	Topics 1, 4, 8 and 9 integrated	10%
1	INTERNAL EXAM Paper 2	2 hours 100 marks	Topics 6, 7 and 8, incorporating contents of Topics 1-4 of the Life skills component	10%
Total contribution to ICASS for ICT				40%

ASSESSMENT OF LIFE ORIENTATION

LEVEL 4

3. INTERNAL ASSESSMENT OF OUTCOMES IN LIFE ORIENTATION – LEVEL 4

Topic 1: Personal and Career Development

SUBJECT OUTCOME	
1.1. Revise and refine personal development plan (PDP) in terms of chosen career path	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> • A PDP is developed • Goals for lifelong learning are set • An online audit of job market related skills is completed • Methods to develop employability and job market related skills sets are described 	<p>1.1.1 Review personal profile and indicate areas to strengthen in future</p> <p>1.1.2 Set goals for lifelong learning and explain its value</p> <p>1.1.3 Explain and factor into plan how to continue developing employability and job market related skills sets</p> <p><i>Range of skills sets:</i></p> <ul style="list-style-type: none"> ○ <i>Creative and critical thinking and problem-solving skills</i> ○ <i>Human relations skills including communication and conflict resolution</i> ○ <i>Flexibility, adaptability and skills transfer</i> ○ <i>Computer literacy</i> ○ <i>Money management skills</i> ○ <i>Information research and management skills</i> ○ <i>African and English language proficiency</i> ○ <i>Ability to lead and work in teams</i> ○ <i>Self-management including a positive attitude, energetic behaviour and ability to work without supervision</i>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Students develop a PDP, using the computer, indicating goals for lifelong learning and how job market related skills could be strengthened • Students complete an online skills audit. 	

SUBJECT OUTCOME	
1.2 Compile a job application toolkit	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> • A job application toolkit is compiled • An online job application is completed and a CV posted on the Internet 	<p>1.2.1 Draft and update a brief CV</p> <p>1.2.2 Prepare and type documents to lodge a job application;</p> <ul style="list-style-type: none"> ○ A job application letter/a covering letter ○ Complete an application form ○ Update references and testimonials <p><i>(Note: Use the formats provided in the subject English FAL; Link with ICT component Topic 6, SO 6.1)</i></p> <p>1.2.3 Explain the value of an online job application and posting your CV on the Internet</p> <p>1.2.4 Complete an online job application and post</p>

	a CV on the Internet
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Students use the computer to compile the job application toolkit • Students complete an online application • Students post their CVs online 	

SUBJECT OUTCOME	
1.3 Explore strategies and skills for successful interviews	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Strategies and skills for successful interviews are described • Typical interview questions and their answers are listed 	<p>1.3.1 Identify different types of job interviews <i>Range includes but not limited to: individual interviews, panel interviews, Skype/video interviews, telephonic interviews and interviews requiring a presentation</i></p> <p>1.3.2 Explain how to prepare for different types of interviews <i>Range includes but not limited to: correct attitude, posture and clothing and appropriate preparation for the job interview</i></p> <p>1.3.3 Explain how to respond to an invitation to an interview</p> <p>1.3.4 List typical interview questions and prepare suitable answers</p> <p>1.3.5 Differentiate between good and bad interviewee behaviour</p> <p>1.3.6 Explain the importance of showing confidence during the job interview</p> <p>1.3.7 Explain protocol to follow after the interview</p>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Students role play good interview behaviour • Students respond to scenarios and cartoons showing a range of interview behaviours 	

SUBJECT OUTCOME	
1.4 Describe parenting as an example of a challenging life situation	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Parenting as an example of a challenging life situation is described • The reason why children should be loved, respected and cared for and why child abuse is wrong, are given. • The costs of having a baby and raising a child are given • Support structures for new parents are 	<p>1.4.1 Explain why having children is a lifelong responsibility for both parents</p> <p>1.4.2 Explain why children should be loved, respected and cared for and why child abuse is wrong</p> <p>1.4.3 Describe basic parenting skills</p> <p>1.4.4 Investigate and calculate the costs of having a baby and raising a child</p> <p>1.4.5 Explain the concept and effects of</p>

listed	'postnatal depression' on caring for a baby 1.4.6 Identify support structures for new parents
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Students use Excel to work out a budget for having a baby and raising a child until the age of 18. • Students create a PPT to showcase strategies for showing care, love and respect for children • Students participate in an online forum to prevent child abuse and investigate child abuse reporting processes. 	

Topic 2: Learning Skills

SUBJECT OUTCOME	
2.1 Apply advanced cognitive skills and strategies in various contexts	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Case studies and problem scenarios are used to develop logical reasoning and argument skills • The concept of reflective thinking is described 	2.1.1 Use case studies and problem scenarios to develop logical reasoning and argument skills 2.1.2 Describe the concept of reflective thinking 2.1.3 Apply reflective strategies and techniques to personal learning experiences and studies
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Students analyse case studies to apply logical reasoning and argument 	

SUBJECT OUTCOME	
2.2 Investigate examination writing skills	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Common exam writing errors are described • Hints for writing exams are given • Academic progress in all subjects is tracked and an action plan devised to maintain or improve academic performance 	2.2.1 Analyse own exam writing skills and study techniques 2.2.2 Describe good exam writing skills 2.2.3 Identify common exam writing errors 2.2.4 List hints for writing exams 2.2.5 Explain the meaning of common words used in exam questions <i>Range includes but not limited to words such as: describe, explain, compare, contrast, list, analyse, evaluate, illustrate, track, tabulate, state</i> 2.2.6 Track academic progress in all subjects and devise an action plan to maintain or improve academic performance

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Students post exam writing hints on the Internet • Students download exam writing hints from the Internet • Students track their academic progress by collating data in Excel and creating bar charts to indicate their marks in the various subjects

Topic 3: Health and Wellbeing

SUBJECT OUTCOME	
3.1 Manage stress in order to maintain a balanced lifestyle	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Stress is defined and its symptoms listed • The different types of stress are explained • The causes of stress in general and in the workplace are given • The effects of stress on personal and work situations are described • The harmful effects of using substances such as drugs, smoking and alcohol to alleviate stress are given • Action plans to manage stress are developed, which indicate strategies to manage and prevent stress. 	<ul style="list-style-type: none"> 3.1.1 Define 'stress' and list the symptoms of stress 3.1.2 Describe types of stress 3.1.3 Identify the causes of stress in general and in the workplace 3.1.4 Explain the effects of stress on personal and work situations 3.1.5 Explain the harmful effects of using substances such as drugs, smoking and alcohol to alleviate stress 3.1.6 Suggest strategies to prevent and deal with stress 3.1.7 Determine own levels of stress and develop an action plan to prevent and manage stress
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Students work out action plans to prevent and manage their stress. These are compiled on a computer. • Students organise an outing to counter stress, such as outdoor recreation in the natural environment. • Students submit typed reports on the healing properties of the natural environment and on how the outing helped them to alleviate stress. 	

SUBJECT OUTCOME	
3.2 Understand and deal with depression in personal and work situations	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Ways to deal with depression in personal and work situations are described • The effects of depression on personal and work situations are described • Ways to deal with suicidal colleagues or friends are described 	<p>3.2.1 Explain what depression means and show the link between stress and depression</p> <p>3.2.2 Identify the symptoms of depression</p> <p>3.2.3 Identify the effects of depression on personal and work situations</p> <p>3.2.4 Suggest strategies to prevent and cope with depression</p> <p>3.2.5 Identify support structures for people living with depression</p> <p>3.2.6 Explain how to deal with a suicidal colleague or friend</p>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Students run an online helpline to give advice to peers who are depressed • Students use the computer to create inspirational messages to affirm and comfort depressed peers 	

SUBJECT OUTCOME	
3.3 Advocate helpful ways to deal and live with HIV and AIDS and opportunistic infections	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Helpful ways to deal with HIV and AIDS and opportunistic infections are described • An appropriate nutritional plan for people living with HIV and AIDS is developed • Ways of creating a supportive environment in the workplace for people living with HIV and AIDS are described • Measures to counter stigma, discrimination and human rights violations related to HIV and TB are explained • Methods to prevent and cure TB are described 	<p>3.3.1 Explain what ARVs are and when they should be used</p> <p>3.3.2 Identify an appropriate nutritional plan for people living with HIV and AIDS</p> <p>3.3.3 Explain how a supportive environment can be created for people living with HIV and AIDS with specific reference to the workplace</p> <p>3.3.4 Identify instances of discrimination and stigma regarding STIs such as HIV, and human rights violations against people living with HIV and AIDS with specific reference to the workplace</p> <p>3.3.5 Explain measures to counter stigma, discrimination and human rights violations related to HIV and TB with specific reference to the workplace</p> <p>3.3.6 Describe how TB can be prevented and cured</p>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Students analyse case studies and scenarios to suggest ways to counter stigma, discrimination and human rights violations related to HIV and TB 	

SUBJECT OUTCOME	
3.4 Advocate road safety measures	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Road safety measures are advocated • The effects of traffic accidents on the individual, the community and work productivity are explained • The dangers of drunk driving are explained • Basic first aid skills for traffic accident victims are described • The purpose of donating blood is identified, and the criteria required to qualify as a blood donor and the process of donating blood described 	<ul style="list-style-type: none"> 3.4.1 Investigate the effects of traffic accidents on the individual, the community and work productivity 3.4.2 Explain why road safety is a national priority 3.4.3 Identify different causes of traffic accidents and explain how these accidents could be prevented 3.4.4 Describe traffic safety measures 3.4.5 Explain the dangers of drunk driving 3.4.6 Apply basic first aid skills to traffic accident victims 3.4.7 Describe the purpose and process of donating blood with specific reference to traffic accident victims <i>Range includes but not limited to: criteria required qualifying as a blood donor and a description of the process of donating blood.</i>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Students work in groups to run a road safety campaign • Students produce road safety promotional material on the computer • Students use Excel to capture data on road deaths and create graphs to show the link between traffic accidents and alcohol abuse • Students send informative emails to peers with strong road safety messages • Students organise a blood drive on campus to promote blood donation 	

Topic 4: Citizenship

SUBJECT OUTCOME	
4.1 Describe workers' rights and responsibilities	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> • The usefulness of a job contract is explained and a typical job contract is described • Basic workers' rights and responsibilities as cited in labour legislation are described 	4.1.1 Explain the value of work 4.1.2 Explain what a job contract is and why it is important 4.1.3 List the basic items a job contract should cover 4.1.4 Describe basic workers' rights and responsibilities as cited in labour legislation <i>Range: Use the Department of Labour website for resources such as the Basic Conditions of Employment Act, Labour Relations Act, Employment Equity Act, Employment Services Bill and other related Labour legislation. Include the South African Constitution: Bill of Rights, with regard to labour rights.</i>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Students use the computer to create a job contract • Students use the computer to create a table citing workers' basic rights and corresponding responsibilities • Students download labour legislation from the Internet • Students send emails to peers with labour legislation documents as attachments. 	

SUBJECT OUTCOME 4.2	
4.2 Explore ways to deal with infringement of worker rights and settle labour disputes	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Ways to deal with infringement of worker rights and settle labour disputes are described • The meaning of conciliation and dispute resolution, as well how the CCMA operates, is described • The correct procedure for strike action is described • The benefits of belonging to a union are described 	4.2.1 Describe grievance and complaints procedures in a workplace 4.2.2 Explain the meaning of conciliation and dispute resolution and describe how the CCMA assists workers 4.2.3 <i>Range includes but not limited to: Arbitration, Bargaining council, Conciliation, Litigation, Mediation, Negotiation and identification of different types of disputes dealt with by the Department of Labour and CCMA</i> 4.2.4 Explain the course of action in case of unfair dismissal 4.2.5 Explain what 'retrenchment' is and how

	to cope with this situation 4.2.6 Describe the correct procedure for strike action 4.2.7 Explain the benefits of belonging to a union
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students analyse case studies and scenarios to advise victims of wrongful actions on the correct procedures to follow regarding workers' rights 	

SUBJECT OUTCOME	
4.3 Describe the voting procedure	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> Reasons for voting in elections and by-elections are given The voting process is described The role of the IEC is critically analysed Good voter behaviour is described 	4.3.1 Explain why it is important to vote in elections <i>Range including but not limited to: national, provincial, municipal and college elections and by-elections</i> 4.3.2 Indicate who is eligible to vote in national and provincial elections 4.3.3 List the required documents for voting 4.3.4 Describe the voting process 4.3.5 Critically analyse the role of the IEC in elections 4.3.6 Describe good voter behaviour
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students work in groups to set up an election campaign, voting station and run an election. This could be for the campus SRC, or any other student body Election posters and ballot papers are created on computers A PPT of at least 8 slides showcasing potential office bearers is created A webpage such as a Facebook page is created and maintained to promote the election campaign A short video clip is created or downloaded to insert on YouTube to advertise the election Election speeches are typed using a computer Results are captured in Excel and graphs produced to indicate voting patterns Students work individually to submit typed reports on their participation, including reflections on their teamwork and leadership skills. 	

Topic 5: Introductory Theory of Information and Communication Technology (ICT)

SUBJECT OUTCOME	
5.1 Explore the effects of ICT in terms of a social computer environment	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> Not for examination purposes. 	<p>1.5.1 Discuss the impact of social networks and media <i>Range of social networks and media: Facebook, Twitter, blogs, Mxit, Skype YouTube etc.</i></p> <p>1.5.2 Understand the protocols and precautionary measures when using these networks</p>

SUBJECT OUTCOME	
5.2 Explore precautionary and safety measures in a legal computer environment	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Not for examination purposes 	<p>5.2.1 Explore cases of internet fraud and Internet predators e.g. cyber bullying</p> <p>5.2.2 Identify safety aspects when downloading items from the Internet</p> <p>5.2.3 Understand the consequences of piracy and illegal downloads</p>

Topic 6: Integrated features of Microsoft Word (Word-processing program)

SUBJECT OUTCOME	
6.1 Integrate and practise features and functions to create and edit a Word document.	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> Integrated features are used to format, edit, spell check and print a Word document <i>Range to format text, a picture and a table: Highlight text, typing text in bold, italics and underline, typing text in different styles and font sizes, using numbers and bullets first and second level, using the alignment functions - left, right, centre, using borders and shading and resizing</i> <p><i>Range: Move around in it, type in it (INS), delete text, start a new paragraph, type in capital letters, use UNDO and REDO functions, set margins, use a different page orientation, insert columns and breaks</i></p> <p><i>Range of printing functions: A range of pages, back to back, current page</i></p>	<p>6.1.1 Use integrated features to format a Word document <i>Range to format text, a picture and a table: Highlight text, typing text in bold, italics and underline, typing text in different styles and font sizes, using numbers and bullets first and second level, using the alignment functions - left, right, centre, using borders and shading and resizing</i></p> <p>6.1.2 Use integrated features to edit a Word document <i>Range: Move around in it, type in it (INS), delete text, start a new paragraph, type in capital letters, use UNDO and REDO functions, set margins, use a different page orientation, insert columns and breaks</i></p> <p>6.1.3 Spell check, preview and print the document using different printing functions</p>

	<i>Range of printing functions: A range of pages, back to back, current page</i>
SUBJECT OUTCOME	
6.2 Use the Mail merge feature in a Word document	
<ul style="list-style-type: none"> • A main document is created and spell checked for mailing purposes • A Data Source file containing the variables are created and printed • The main document as well as the merge document are printed 	<p>6.2.1 Create, spell check and print the primary/main document for distribution and mailing <i>Range: Type document, start mail merge, type new list / use existing list to link records, insert merge fields</i></p> <p>6.2.2 Use MS Word or MS Access to create and use MS Access to print a Data Source document containing the variables, that must be printed in the secondary document <i>Range for printing in MS Access: rename table name, change page layout/column widths, print on one page</i></p> <p>1.5.1 Merge the Main document and Data Source file to print the Secondary document <i>Range: edit header/footer, print all or print only selected recipients</i></p>
ASSESSMENT TASKS AND ACTIVITIES:	
<p>Tasks must be practical (hands on) and students must be able to:</p> <ul style="list-style-type: none"> • Use content contained in the Life skills component of the subject when creating and editing Word documents • Demonstrate knowledge and competencies already acquired in Levels 2 and 3 to create, open and save documents • Produce a document from given text. Format a document. • Insert a table, picture or clip art, header and footer, page number and page breaks in a text • Format a table using the borders and shading function • Format a picture or clip art using the resizing function • Check spelling and grammar in a document. Print a document • Create a document for mailing purposes • Observation checklist to be used where students are required to demonstrate. 	

Topic 7: Integrated features of Microsoft Excel (Spreadsheet program)

SUBJECT OUTCOME	
7.1 Integrate and practise creating and editing different spreadsheet documents	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Integrated features are used to format, edit, spell check and print a spreadsheet document 	<p>1.5.1 Use integrated features to format a spreadsheet <i>Range to format text: Highlight text, typing</i></p>

<p><i>Range to format text: Highlight text; typing text in bold, italics and underline; typing text in different styles and font sizes; using the alignment functions - left, right, merge & centre; adjust the width of the columns and height of rows and insert borders (horizontal and vertical lines)</i></p> <p><i>Range of editing: Move around in it; delete text; type in capitals letters, insert rows and columns and use UNDO and REDO functions</i></p> <p><i>Range of changes: Change the contents of a cell or part of the contents of a cell, change the formats of dates and currency, change number formats and decimal settings</i></p>	<p><i>text in bold, italics and underline, typing text in different styles and font sizes, using the alignment functions - left, right, merge & centre, adjust the width of the columns and height of rows and insert borders (horizontal and vertical lines)</i></p> <p>1.5.2 Use basic features to edit and change information in a spreadsheet <i>Range of editing: Move around in it, delete text, type in capitals letters, insert rows and columns and use UNDO and REDO functions</i> <i>Range of changes: Change the contents of a cell or part of the contents of a cell, change the formats of dates and currency, change number formats and decimal settings</i></p> <p>1.5.3 Spell check, preview and print the document</p>
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SUBJECT OUTCOME

7.2 Use formulas to perform advanced calculations in a spreadsheet

<ul style="list-style-type: none"> Formulas are used to perform and display advanced calculations <i>Range of calculations: Add, subtract, divide, multiply, auto sum, percentage, average, maximum, minimum, count and auto-fill, absolute cell reference</i> <i>Range of assignments (Link with Topics 1-4): Cost of having a baby, cost of raising a child</i> 	<p>3.3.2 Do advanced calculations within different assignments/contexts <i>Range of calculations: Add, subtract, divide, multiply, auto sum, percentage, average, maximum, minimum, count and auto-fill, absolute cell reference</i> <i>Range of assignments (Link with Topics 1-4): For example, cost of having a baby, cost of raising a child</i></p> <p>3.3.3 Display the formulas</p>
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ASSESSMENT TASKS AND ACTIVITIES:

Note: Use content contained in the Life skills component of the subject when creating and editing spreadsheet documents

- Tasks must be practical (hands on) and students must be able to:**
 - Create, open and save spreadsheets. (L2 and L3)
 - Edit a spreadsheet.(L2, L3)
 - Produce spreadsheets from a given specification. (L2, L3)
 - Practise calculations and display the formulae
 - Create a column, line and pie chart
 - Insert chart titles and legends
 - Edit the appearance by changing fill colour
 - Check spelling in a spreadsheet.
 - Preview spreadsheets.
 - Observation checklist – use where students are required to demonstrate
 - Print a spreadsheet and charts

SUBJECT OUTCOME

7.3 Create and edit charts for different assignments/contexts

<ul style="list-style-type: none"> Charts are created and edited within a spreadsheet <i>Range: Identify different types of charts, create column, line and pie charts, insert chart titles and legends, edit appearance of a chart by changing fill colour and size</i> Charts are previewed and printed 	7.3.1 Create a column, line and pie chart 7.3.2 Insert chart titles and legends 7.3.3 Edit the appearance of a chart by changing the fill colour and size 7.3.4 Spell check, preview and print the chart <i>Range of assignments (Link with Topics 1-4): For example, graphs relating to road safety, graphs and tables tracking academic progress</i>
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ASSESSMENT TASKS AND ACTIVITIES

Note: Use content contained in the Life skills component of the subject when creating and editing spreadsheet documents

- Tasks must be practical (hands on) and students must be able to:**
 - Observation checklist to be used where students are required to demonstrate
 - Create, open and save spreadsheets. (Competencies acquired in Level 2)
 - Edit a spread-sheet.(Competencies acquired in Level 2)
 - Produce spreadsheets from a given specification. (Competencies acquired in Level 2)
 - Create a column, line and pie chart
 - Insert chart titles and legends
 - Edit the appearance by changing fill colour
 - Check spelling in a spreadsheet.
 - Preview spreadsheets
 - Print a spreadsheet and charts

Topic 8: Basic features of Microsoft Access (Database)

SUBJECT OUTCOME	
8.1 Create a data structure and capture information in a data table	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> The applications of a database are defined The difference between a table, a record and a field are explained The difference between data types in fields are explained A database file is created A table structure is created and printed Data is entered in a table and records are printed 	8.1.1 Create a database file 8.1.2 Identify and use the options on the Menu and Database toolbar 8.1.3 Explain the difference between a table, a record and a field 8.1.4 Change the data types and field properties of fields <i>Range: Text field size, number field size as integer (only numbers between -32768 and 32767), yes/no, long date/short date and currency</i> 8.1.5 Create and print a table structure <i>Range: Print table definition is set to include for fields: Names, data types and sizes only</i> 8.1.6 Enter data in a table and print the records in a table <i>Range for printing: rename table name, change page layout/column widths, print on one page</i>
ASSESSMENT TASKS OR ACTIVITIES:	

Tasks must be practical (hands on) and students must be able to : <ul style="list-style-type: none"> • Create a database file • Create and print a table structure • Enter data in a table and print the records 	
SUBJECT OUTCOME	
8.2 Edit records and information in a data table	
ASSESSMENT STANDARD	LEARNING OUTCOMES
Information is edited and manipulated in a data table	8.2.1 Copy and rename a table 8.2.2 Select fields and records in a table 8.2.3 Edit records in a table <i>Range: Find, replace and sort information, add and delete records</i>
ASSESSMENT TASKS OR ACTIVITIES	
Tasks must be practical (hands on) and students must be able to : <ul style="list-style-type: none"> • Edit and manipulate data in a record 	
SUBJECT OUTCOME	
8.3 Create a report based on a table using basic features	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> • A report is created and edited 	8.3.1 Create a report using the report wizard tool to select layout, orientation and style 8.3.2 Modify the report design <i>Range: Change the heading, column headings and add text in a report footer</i> 8.3.3 Do basic calculations and change the format in which the answers are displayed <i>Range of calculations: SUM, AVG</i> <i>Range of formats: General number, currency and percentage</i> 8.3.4 Save and print the report
ASSESSMENT TASKS OR ACTIVITIES	
Tasks must be practical (hands on) and students must be able to : <ul style="list-style-type: none"> • Create, modify and print a report 	

Topic 9: The Internet as communication medium

SUBJECT OUTCOME	
9.1 Using the Internet for various online applications and social communication purposes	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> • The Internet is used for a variety of study and work related applications <i>Range of applications: To complete an online job application, post a CV, online CV building, analyse a contract and analyse online job adverts</i> • Social electronic media and networks are 	9.1.1 Use the Internet for a variety of study and work related applications <i>Range of applications: To complete an online job application, post a CV, online CV building, analyse a contract and analyse online job adverts</i> 9.1.2 Explore and use social electronic media

used for various communication purposes <i>Range: Facebook, Twitter, blogs, Mxit, Skype YouTube etc.</i>	and networks for various communication purposes <i>Range: Facebook, Twitter, blogs, Mxit, Skype YouTube etc. regarding Life skills content</i>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none">• Tasks must be practical (hands on) and students must be able to use content contained in the Life skills component of the subject when doing internet searches• Use an observation checklist where students are required to demonstrate their skills	

4. SPECIFICATIONS FOR THE EXTERNAL ASSESSMENT IN LIFE ORIENTATION – LEVEL 4

A formal National Examination is conducted in October or November each year by means of a paper(s) set externally, and marked and moderated externally.

The Life skills examination (Paper 1) will be structured as follows:

- **Total marks for examination:** 150 marks
- **Duration:** 3 hours

LEVEL 4	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	30%	40%	30%

GUIDELINES FOR SETTING EXAMINATIONS FOR PAPER 1 (LIFE SKILLS)

Weighting of the cognitive levels for the examination	Cognitive level	Bloom's Taxonomy	Examples of verbs used in questions
30%	Lower order (knowledge and comprehension)	Levels 1 and 2	Define, Describe, Identify, List, Name.
40%	Middle order (application and analysis)	Levels 3 and 4	Advise, Analyse, Apply, Discuss, Explain, Motivate, Plan, Show, Solve, Suggest (e.g. Why? What would you do if...? Give a solution; how will you...? Give a reason...)
30%	Higher order (evaluation and synthesis)	Levels 5 and 6	Argue, Compare, Combine, Create, Comment, Debate, Design, Evaluate, Examine, Justify, Reason, Reflect, Synthesise.

SECTION A: 45 MARKS

- This section should incorporate all four topics. Topics may be integrated.
- The questions must be objective-type questions, testing factual knowledge and requiring short answers.
- Questions could vary from simple to complex and be across the range of cognitive levels. However the majority of the questions should be knowledge based.
- The mark allocation per question should be one mark per answer. However, where a reason for an answer is required, two marks per answer may be allocated. Note that the principle of one mark per idea / answer applies.
- Types of questions could include:
 - Matching items
 - True or false, with a brief reason given for each answer
 - Multiple choice
 - Fill in the missing word
 - Factual-based questions requiring short one-word responses or short answers

SECTION B: 60 MARKS

- This section should incorporate all four topics. Topics may be integrated.
- The questions should be mostly application and analysis based, and require short sentence answers. Questions can vary from simple to complex and include all cognitive levels, but the emphasis should be on application and analysis. For example, students can be asked to make

decisions, solve problems, give advice, explain what actions to take, indicate what they would do in a given situation, describe ways to overcome a challenge, and explain how to deal with an issue.

- The questions need to be based on short scenarios, cartoons or visuals, and short case studies. The content of the scenarios, visuals and case studies must be relevant, updated and student-friendly. Use media such as newspapers and the Internet to obtain relevant and current content for case studies.
- The mark allocation per question will follow the principle of one mark per idea or short answer/sentence.

SECTION C: 45 MARKS

- This section should incorporate all four topics. Topics may be integrated.
- The focus in this section should be on higher order thinking and include questions where students have to, for example, critically examine, evaluate, formulate an argument, compare and create.
- The questions could be based on short case studies and/or visuals, as well as data relevant to Life Orientation.
- The questions should mostly require answers in short paragraphs.
- The mark allocation per question will follow the principle of one mark per idea/answer. Marks will not be allocated for one-word answers; students are expected to answer in full sentences and write short paragraphs.

Note:

- All four Life skills topics and all subject and learning outcomes, where applicable, should be assessed in the examination.
- Topics may be integrated where applicable; however, forced integration of topics should be avoided.
- Care should be taken to focus on the Life Orientation curriculum content when setting questions. Broad-based, common-sense and general knowledge type questions should be avoided.

GUIDELINES FOR ICT EXTERNAL EXAM (Paper 2)

Paper 2 is set on Topics 6 – 8, incorporating and based on content covered in Topics 1 to 4 of the Life skills component of this subject.

The ICT examination (Paper 2) will be structured as follows:

- **Total marks for examination:** 200 marks
- **Duration:** 3 hours

Due to the nature of the ICT paper, candidates' knowledge is assessed on their ability to follow instructions and perform tasks; therefore a higher percentage for **application** is important.

LEVEL 4	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	15%	80%	5%

Guidelines for setting ICT examinations

Weighting of the cognitive levels for the examination	Cognitive level	Bloom's Taxonomy	Examples of verbs used in questions
15%	Lower order (knowledge and comprehension)	Levels 1 and 2	Define, Describe, Identify, List, Name
80%	Middle order (application and analysis)	Levels 3 and 4	Apply, Insert, Change, Key-in, Edit, Save, Print, Retrieve

5%	Higher order (evaluation and synthesis)	Levels 5 and 6	Create, Design
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The paper will be structured as follows:

SECTION A: 80	Topic 6 – Word processing
SECTION B: 80	Topic 7 – Spreadsheets
SECTION C: 40	Topic 8 - Database

Paper 2 will assess the candidates' ability to key in text accurately and execute manipulation instructions correctly.

1. Manipulation instructions should range from simple to complex, covering the different cognitive levels. A greater percentage is assigned to the application of knowledge and skills.
2. Manipulation instructions must fall within the range specified in the Assessment Guideline.
3. One mark should be allocated per manipulation instruction. Where more than one action has to be executed in the same instruction, for example bold and right align, one mark should be allocated per action.
4. The marks for each sub-question must be clearly indicated, for example: 2.1 change the heading to bold, italics and right aligned. (3)
5. Accuracy marks are deducted for keying-in errors, omissions, and repetitions of newly inserted text. Accuracy marks can be deducted for case errors (uppercase/lowercase) and letter spacing only if no manipulation mark has been assigned to this error. In this case a maximum of 1 mark per error (case or letter spacing) can be deducted per question. Repeated errors are penalised once only and circled thereafter.
6. Manipulation marks must be clearly indicated within the printout where marks must be allocated or deducted.