



Revised
National Curriculum
Statement Grades R-9
(Schools)

Life Orientation



DEPARTMENT OF EDUCATION

Department of Education

Sol Plaatje House

123 Schoeman Street

Private Bag X895

Pretoria 0001

South Africa

Tel: +27 12 312-5911

Fax: +27 12 321-6770

120 Plein Street

Private Bag X9023

Cape Town 8000

South Africa

Tel: +27 21 465-1701

Fax: +27 21 461-8110

<http://education.pwv.gov.za>

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This document must be read as part of the Revised National Curriculum Statement Grades R-9 (Schools).

This Revised National Curriculum Statement Grades R-9 (Schools) includes:

1. An Overview
2. Eight Learning Area Statements:
 - Languages
 - Mathematics
 - Natural Sciences
 - Social Sciences
 - Arts and Culture
 - Life Orientation
 - Economic and Management Sciences
 - Technology

HOW TO USE THIS BOOK

- For general information see:
 - Introducing the National Curriculum Statement in Chapter 1 - This will provide information on Outcomes-based Education, the Revised Curriculum Statement for Grades R-9 (Schools), and Learning Programmes.
 - Introducing the Learning Area in Chapter 1 - This will provide an introduction to the Learning Area Statement including its features, scope and Learning Outcomes.
 - Learner Assessment - This chapter provides guidelines to assessment principles in Outcomes-based Education, discusses continuous assessment, and provides examples of record-keeping.
 - The Reference Lists provide both a general Curriculum and Assessment Glossary and a specific Learning Area Glossary.
- The body of this book is divided into several chapters. There is one chapter for each of the Phases of the General Education and Training Band - Foundation Phase, Intermediate Phase, Senior Phase. Each of these chapters has a brief introductory section, followed by the Assessment Standards for the Phase. There is also a chapter on Learner Assessment.
- The Assessment Standards for each Phase are presented in a way that makes it possible to track progression. That is, similar Assessment Standards for each grade are lined up with each other so that the teacher will be able to compare progression over the years. This results in some blank spaces, as not every Assessment Standard has its match in every grade.
- Certain symbols are used throughout this book to guide the reader in finding the information she or he is looking for. These symbols are:



Assessment Standard



Grade



Learning Outcome

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CHAPTER 1

INTRODUCTION

INTRODUCING THE NATIONAL CURRICULUM STATEMENT

The Constitution of the Republic of South Africa (Act 108 of 1996) provides the basis for curriculum transformation and development in South Africa. The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims. The curriculum aims to develop the full potential of each learner as a citizen of a democratic South Africa.

Outcomes-based Education

Outcomes-based education forms the foundation of the curriculum in South Africa. It strives to enable all learners to achieve to their maximum ability. This it does by setting the outcomes to be achieved at the end of the process. The outcomes encourage a learner-centred and activity-based approach to education. The Revised National Curriculum Statement builds its Learning Outcomes for the General Education and Training Band for Grades R-9 (for schools) on the critical and developmental outcomes that were inspired by the Constitution and developed in a democratic process.

The critical outcomes envisage learners who are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively with others as members of a team, group, organisation and community;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically, showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

The developmental outcomes envisage learners who are also able to:

- reflect on and explore a variety of strategies to learn more effectively;
- participate as responsible citizens in the life of local, national, and global communities;
- be culturally and aesthetically sensitive across a range of social contexts;
- explore education and career opportunities; and
- develop entrepreneurial opportunities.

Issues such as poverty, inequality, race, gender, age, disability and challenges such as HIV/AIDS all influence the degree and way in which learners can participate in schooling. The Revised National Curriculum Statement Grades R-9 (Schools) adopts an inclusive approach by specifying the minimum requirements for all learners. All the Learning Area Statements try to create an awareness of the relationship between social justice, human rights, a healthy environment and inclusivity. Learners are also encouraged to develop knowledge and understanding of the rich diversity of this country, including the cultural, religious and ethnic components of this diversity.

Revised National Curriculum Statement: Learning Area Statements

The Revised National Curriculum Statement Grades R-9 (Schools) consists of an Overview and eight Learning Area Statements for:

- Languages;
- Mathematics;
- Natural Sciences;
- Social Sciences;
- Arts and Culture;
- Life Orientation;
- Economic and Management Sciences; and
- Technology.

Each Learning Area Statement identifies the main Learning Outcomes to be achieved by the end of Grade 9. Each Learning Area Statement also specifies the Assessment Standards that will enable the Learning Outcomes to be achieved. Assessment Standards are defined for each grade and describe the depth and breadth of what learners should know and be able to do. Each Learning Area Statement's Assessment Standards show how conceptual and skill development can take place over time. Assessment Standards can be integrated within grades as well as across grades. The achievement of an optimal relationship between integration across Learning Areas (where necessary and educationally sound), and conceptual progression from grade to grade, are central to this curriculum.

Revised National Curriculum Statement: Learning Programmes

The Revised National Curriculum Statement is aimed at promoting commitment as well as competence among teachers, who will be responsible for the development of their own Learning Programmes. In order to support this process, the Department of Education will provide policy guidelines based on each Learning Area Statement. Provinces will develop further guidelines where necessary in order to accommodate diversity.

The underlying principles and values of the Revised National Curriculum Statement Learning Area Statements underpin the Learning Programmes. Whereas the Learning Areas stipulate the concepts, skills and values to be achieved on a grade by grade basis, Learning Programmes specify the scope of learning and assessment activities for each phase. Learning Programmes also contain work schedules that provide the pace and sequence of these activities each year, as well as exemplars of lesson plans to be implemented in any given period.

In the Foundation Phase, there are three Learning Programmes: Literacy, Numeracy and Life Skills. In the Intermediate Phase, Languages and Mathematics are distinct Learning Programmes. Learning Programmes must ensure that the prescribed outcomes for each learning area are covered effectively and comprehensively. Schools may decide on the number and nature of other Learning Programmes in the Intermediate Phase based on the organisational imperatives of the school, provided that the national priorities and developmental needs of learners in a phase are taken into account. In the Senior Phase, there are eight Learning Programmes based on the Learning Area Statements. Time allocations for each Learning Area are prescribed for all Grades and Phases.

Time Allocations

In terms of Section 4 of the Employment of Educators Act, (1998), the formal school day for teachers will be seven hours. In terms of the National Education Policy Act, (1996), the formal teaching time per school week is 35 hours. This is set out in:

- (i) Overview Document ISBN 1-919917-08-X, pages 17 & 18.
- (ii) Government Gazette No. 23406, Vol. 443, May 2002, pages 26 & 27

Assessment

Each Learning Area Statement includes a detailed section on assessment. An outcomes-based framework uses assessment methods that are able to accommodate divergent contextual factors. Assessment should provide indications of learner achievement in the most effective and efficient manner, and ensure that learners integrate and apply skills. Assessment should also help students to make judgments about their own performance, set goals for progress and provoke further learning.

The Kind of Teacher that is Envisaged

All teachers and other educators are key contributors to the transformation of education in South Africa. This Revised National Curriculum Statement Grades R-9 (Schools) envisions teachers who are qualified, competent, dedicated and caring. They will be able to fulfil the various roles outlined in the Norms and Standards for Educators. These include being mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors and Learning Area or Phase specialists.

The Kind of Learner that is Envisaged

The promotion of values is important not only for the sake of personal development, but also to ensure that a national South African identity is built on values very different from those that underpinned apartheid education. The kind of learner that is envisaged is one who will be inspired by these values, and who will act in the interests of a society based on respect for democracy, equality, human dignity, life and social justice. The curriculum seeks to create a lifelong learner who is confident and independent, literate, numerate, multi-skilled, compassionate, with a respect for the environment and the ability to participate in society as a critical and active citizen.

INTRODUCING THE LIFE ORIENTATION LEARNING AREA

Definition

The concept of life orientation captures the essence of what this Learning Area aims to achieve. It guides and prepares learners for life and its possibilities. Specifically, the Life Orientation Learning Area equips learners for meaningful and successful living in a rapidly changing and transforming society.

The Life Orientation Learning Area is central to the holistic development of learners. It is concerned with the social, personal, intellectual, emotional and physical growth of learners, and with the way in which these facets are interrelated. The focus is the development of self-in-society. The Learning Area's vision of individual growth is part of an effort to create a democratic society, a productive economy and an improved quality of life.

The Life Orientation Learning Area develops skills, knowledge, values and attitudes that empower learners to make informed decisions and take appropriate actions regarding:

- health promotion;
- social development;
- personal development;
- physical development and movement; and
- orientation to the world of work.

These five focus areas of the Life Orientation Learning Area Statement all address the human and environmental rights outlined in the South African Constitution.

Purpose

The Life Orientation Learning Area aims to empower learners to use their talents to achieve their full physical, intellectual, personal, emotional and social potential. Learners will develop the skills to relate positively and make a contribution to family, community and society, while practising the values embedded in the Constitution. They will learn to exercise their constitutional rights and responsibilities, to respect the rights of others and to show tolerance for cultural and religious diversity in order to build a democratic society.

The Life Orientation Learning Area will enable learners to make informed, morally responsible and accountable decisions about their health and the environment. Learners will be encouraged to acquire and practise life skills that will assist them to respond to challenges and to play an active and responsible role in the economy and in society.

Unique Features and Scope

Focusing on the holistic development of learners, the Life Orientation Learning Area Statement makes a unique contribution to the General Education and Training Band. It:

- enables learners to make informed decisions about personal, community and environmental health promotion;
- enables learners to form positive social relationships, and to know and exercise their constitutional rights and responsibilities;

- empowers learners to achieve and extend their personal potential to contribute positively to society, and to cope with and respond to the challenges in their world;
- promotes physical development as an integral part of social, cognitive and emotional development from early childhood through the General Education and Training Band;
- develops a positive orientation to study and work, and the ability to make informed decisions regarding further study and careers.

Self-in-society

The Learning Outcomes of the Life Orientation Learning Area equip learners to live productive and meaningful lives in a transforming society. Their focus is the development of self-in-society. The features of contemporary South Africa, and the nature of the personal challenges learners encounter in this society, guide the choice of the content of this Learning Area Statement.

South African society is characterised by socio-political change. Prejudice, often in the form of racism, is still present in post-apartheid South Africa. These prejudices must be acknowledged and challenged if they are to be overcome. In addition, the country faces the challenges of socio-economic development, which include an increasingly global economy, unemployment and environmental degradation. It is necessary to develop ways of living together in an emerging democracy, and of enjoying hard-won civil, political, social and economic rights.

Learners must find a place for themselves in a world increasingly different from that in which their parents lived. Despite political change, learners live in a complex and challenging environment. Crime and violence affect virtually every school, community and individual learner. Environmental issues affect the health and well-being of many communities. Within this context, learners have to develop a sense of confidence and competence in order to live well and contribute productively to the shaping of a new society.

The following five focus areas shape the Learning Outcomes that address the developmental needs of the learner in the society:

Health promotion

Many social and personal problems are associated with lifestyle choices and high-risk behaviours. Sound health practices, and an understanding of the relationship between health and environment, can improve the quality of life and well-being of learners. The Life Orientation Learning Area Statement addresses issues relating to nutrition, diseases including HIV/AIDS and STDs, safety, violence, abuse and environmental health.

Social development

In a transforming and democratic society, personal development needs to be placed in a social context so as to encourage the acceptance of diversity and commitment to democratic values. Discrimination on the basis of race, origin and gender remains a challenge for learners in the post-apartheid era. To address these issues, this Learning Area Statement deals with human rights as contained in the South African constitution, social relationships and diverse cultures and religions.

The term 'religion' in this Life Orientation Learning Area Statement is used to include belief systems and worldviews. Religion Education in the Revised National Curriculum Statement for Grades R-9 (Schools) rests on a division of responsibilities between the state on the one hand and religious bodies and parental homes on the other. Religion Education, therefore, has a civic rather than a religious function, and promotes civic rights and responsibilities. In the context of the South African Constitution, Religion Education contributes to the wider framework of education by developing in every learner the knowledge, values, attitudes and skills necessary for diverse religions to co-exist in a multi-religious society. Individuals will realise that they are part of the broader community, and will learn to see their own identities in harmony with those of others.

Personal development

Personal development is central to learning, and equips learners to contribute effectively to community and society. This area focuses on life skills development, emotional development, self-concept formation and self-empowerment.

Physical development and movement

Physical and motor development is integral to the holistic development of learners. It makes a significant contribution to learners' social, personal and emotional development. Play, movement, games and sport contribute to developing positive attitudes and values. This area focuses on perceptual motor development, games and sport, physical growth and development, and recreation and play.

Orientation to the world of work

Work is an essential aspect of living a meaningful life. All learners in the General Education and Training Band require a general orientation to work and further study, whether they intend to enter employment or study further.

The learners, at the end of the General Education and Training Band, must make career and study choices that will affect their future. In order to make such choices, learners need career information from a range of Learning Areas. This area focuses on career information-gathering and planning skills, self-knowledge, general work and further study, and work ethics.

Life Orientation Learning Outcomes

The five Learning Outcomes for the Life Orientation Learning Area are:



Learning Outcome 1: Health Promotion

The learner will be able to make informed decisions regarding personal, community and environmental health.



Learning Outcome 2: Social Development

The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.



Learning Outcome 3: Personal Development

The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.



Learning Outcome 4: Physical Development and Movement

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.



Learning Outcome 5: Orientation to the World of Work

The learner will be able to make informed decisions about further study and career choices.

The Foundation and Intermediate Phases cover only the first four Learning Outcomes, while the Senior Phase includes all five Learning Outcomes.



CHAPTER 2

FOUNDATION PHASE

(GRADES R-3)

LEARNING OUTCOMES



Learning Outcome 1: Health Promotion

The learner will be able to make informed decisions regarding personal, community and environmental health.

The learner in the Foundation Phase is exposed to communicable childhood diseases. Therefore, the learner should have knowledge of these diseases, as well as of HIV/AIDS. At this age, the learner is vulnerable to abuse. Safety measures particularly relevant to the learner in this Phase should be addressed.



Learning Outcome 2: Social Development

The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.

The Foundation Phase learner should know and exercise rights and responsibilities as guaranteed in the South African Constitution. The learner should be encouraged to recognise and oppose unfair discrimination.

Socialisation should include forming strong and healthy relationships with family, friends, school and local communities. Knowledge of diverse religions will contribute to non-discriminatory attitudes to counter and prevent prejudices.



Learning Outcome 3: Personal Development

The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.

The self-concept of the Foundation Phase learner is at an early stage of development. The learner already has some attitudes and feelings regarding personal worth; these are dependent on the learner's experiences. It is important to give the learner opportunities for positive self-concept formation, as well as to explore and express feelings. The learner needs to be assisted to adjust to the learning environment.



Learning Outcome 4: Physical Development and Movement

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.

The learner in the Foundation Phase enters school with many emerging motor control, body awareness and perceptual motor abilities which need further development. The learner's affective and social responses are usually egocentric. Through discovery, the learner needs to develop the necessary skills for each of the developmental aspects. Using a variety of new functional movements, the learner develops an awareness of the body and how to move in challenging, exploratory and problem-solving ways.

ASSESSMENT STANDARDS

In the next sections, the Assessment Standards for each Learning Outcome will be given for each grade.

Teachers need to remember that not all learners will have attended Grade R. Concepts, skills and strategies for Grade R need to be taught and consolidated in Grade 1.





Learning Outcome 1

HEALTH PROMOTION

The learner will be able to make informed decisions regarding personal, community and environmental health.



Assessment Standards

We know this when the learner:

- Explains the importance of drinking only clean water and eating fresh food.
- Describes steps that can be taken to ensure personal hygiene.
- Demonstrates precautions against the spread of communicable diseases.
- Explains safety in the home and at school.
- Explains the right of children to say 'no' to sexual abuse, and describes ways in which to do so.

Grade R



Learning Outcome 2

SOCIAL DEVELOPMENT

The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.



Assessment Standards

We know this when the learner:

- Identifies basic rights and responsibilities in the classroom.
- Recognises the South African flag.
- Knows members of own family, peers and caregivers.
- Listens to and retells a story with a moral value from own culture.
- Identifies and names symbols linked to own religion.



Learning Outcome 3

PERSONAL DEVELOPMENT

The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.



Assessment Standards

We know this when the learner:

- Says own name and address.
- Describes what own body can do.
- Expresses emotions without harming self, others or property.
- Adjusts to classroom routine and follows instructions.

Grade R



Learning Outcome 4

PHYSICAL DEVELOPMENT AND MOVEMENT

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.



Assessment Standards

We know this when the learner:

- Plays running, chasing and dodging games using space safely.
- Explores different ways to locomote, rotate, elevate and balance.
- Performs expressive movements using different parts of the body.
- Participates in free play activities.

Grade 1



Learning Outcome 1

HEALTH PROMOTION

The learner will be able to make informed decisions regarding personal, community and environmental health.



Assessment Standards

We know this when the learner:

- Identifies nutritious choices from a range of commonly-available foods and drinks.
- Explains steps to ensure personal hygiene and links these steps to environmental health.
- Distinguishes between situations that are safe and those that require precautions against communicable diseases.
- Identifies dangers and appropriate precautions on the route to school.
- Recognises situations that may be, or may lead to, sexual abuse, and names a person to whom this can be reported.

Grade 2



Assessment Standards

We know this when the learner:

- Describes sources of clean and unclean water and simple water purification methods.
- Suggests and investigates actions to make the home and school environment healthier.
- Identifies communicable diseases and explains measures to protect self and others.
- Identifies road signs relevant to pedestrians, and explains their meaning.

Grade 3



Assessment Standards

We know this when the learner:

- Compares healthy and poor dietary habits and describes the effects of such habits on personal health.
- Participates in a recycling project, and explains how recycling contributes to environmental health.
- Discusses myths surrounding communicable diseases, and the causes and prevention of these.
- Identifies relevant people and their contact details, to report cases of accidents, abuse, crime, fire, illness and injury.



Learning Outcome 2

SOCIAL DEVELOPMENT

The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions



Assessment Standards

We know this when the learner:

- Draws up classroom rules and explains school rules and why they should be followed.
- Identifies, draws and colours the South African flag.
- Explains relationships with members of the family, extended family, school and broader community.
- Sequences pictures of stories with a moral value from a range of South African cultures, including own culture.
- Matches symbols associated with a range of religions in South Africa.

Grade 2



Assessment Standards

We know this when the learner:

- Discusses children's rights and responsibilities, and participates in classroom voting.
- Identifies national symbols and sings the National Anthem.
- Lists qualities of a good friend and gives reasons.
- Identifies values and morals from diverse South African cultures.
- Describes important days from diverse religions.

Grade 3



Assessment Standards

We know this when the learner:

- Explains leadership qualities in the school context and participates in school voting.
- Explains the meaning of and sings the South African national anthem.
- Discusses the role of acceptance, giving, forgiving and sharing in healthy social relationships.
- Tells stories of female and male role models from a variety of local cultures.
- Discusses diet, clothing and decorations in a variety of religions in South Africa.

Grade 1



Learning Outcome 3

PERSONAL DEVELOPMENT

The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.



Assessment Standards

We know this when the learner:

- States personal details.
- Describes own body in a positive way.
- Shows and identifies different emotions, including respect for living things.
- Copes with anger and disagreement in non-destructive ways.
- Manages the changed environment of the class and school.

Grade 2



Assessment Standards

We know this when the learner:

- Identifies positive aspects of self.
- Describes what to do to treat own body well.
- Demonstrates and discusses emotions in various situations.
- Demonstrates appropriate behaviour in conflict situations.
- Demonstrates appropriate classroom behaviour, including groupwork skills.

Grade 3



Assessment Standards

We know this when the learner:

- Describes own abilities, interests and strengths.
- Explains why own body should be respected.
- Explains how she or he cope with challenging emotions, including dealing with people living with disease and illness.
- Demonstrates assertiveness appropriate to a situation.
- Identifies groupwork skills and applies them consistently.

Grade 1



Learning Outcome 4

PHYSICAL DEVELOPMENT AND MOVEMENT

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.



Assessment Standards

We know this when the learner:

- Demonstrates ways of throwing, striking, rolling, bouncing, receiving and moving with a ball or similar equipment.
- Uses a combination of body parts to locomote, rotate, elevate and balance, with or without equipment.
- Responds to a variety of stimuli and expresses a range of different moods and feelings through movement.
- Participates in free play activities using a variety of equipment.

Grade 2



Assessment Standards

We know this when the learner:

- Participates in a variety of indigenous outdoor games with simple rules, individually and with a partner.
- Participates in activities to develop control, co-ordination and balance in the basic actions of locomotion, elevation and rotation, with equipment.
- Performs expressive movements or patterns rhythmically, using various stimuli.
- Participates in structured activities using equipment.

Grade 3



Assessment Standards

We know this when the learner:

- Demonstrates a variety of perceptual motor skills, in pairs and in teams, using simple rules.
- Performs basic movements in sequence and with repetition, with and without equipment.
- Explores expressive movements using contrasts of speed, direction, body shape and position.
- Participates in play and describes its effects on the body.



CHAPTER 3

INTERMEDIATE PHASE

(GRADES 4-6)

LEARNING OUTCOMES



Learning Outcome 1: Health Promotion

The learner will be able to make informed decisions regarding personal, community and environmental health.

The Intermediate Phase learner further develops investigative skills. Health and safety aspects are, therefore, expanded to include substance abuse. The learner at this age is becoming increasingly aware of his or her own sexuality. Hence, the learner should be nurtured in a sensitive and caring manner, while at the same time alerted to the associated risks.



Learning Outcome 2: Social Development

The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.

In the Intermediate Phase, the learner broadens social relationships. It becomes necessary for the learner to understand rights and responsibilities as stipulated in the South African Constitution. The learner should develop a positive attitude and understanding of diverse cultures and religions. The learner should be able to apply knowledge and skills to respond to discrimination.



Learning Outcome 3: Personal Development

The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.

The learner is still in the process of self-concept formation, and requires opportunities to develop positive self-esteem. The learner relies on feedback, acceptance and positive input from others. The learner needs experiences of success as well as opportunities to develop interests and potential. Peer relations are increasingly important as the learner compares self to others. As the development from pubescence to puberty occurs, the learner needs to be assisted to develop a broader range of life skills.



Learning Outcome 4: Physical Development and Movement

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.

The Intermediate Phase learner is developing greater body awareness and improved body control with confidence and competence. The mastery of movement skills and body control serves as a basis for participation in general movement activities and sport. Social skills become more important as the learner's interest in team activities develops and expands to include co-operation and leadership skills.

ASSESSMENT STANDARDS

The Assessment Standards for the Learning Outcomes in the Intermediate Phase appear on the following pages.



Grade 4



Learning Outcome 1

HEALTH PROMOTION

The learner will be able to make informed decisions regarding personal, community and environmental health.



Assessment Standards

We know this when the learner:

- Investigates menus from various cultures and suggests plans for healthy meals.
- Explores and reports on links between a healthy environment and personal health.
- Explains children's health rights and responsibilities, and suggests ways in which to apply these in a familiar situation.
- Lists and explains traffic rules relevant to road users.

Grade 5



Assessment Standards

We know this when the learner:

- Explores and reports on ways to protect the quality of food and water in various contexts.
- Investigates a local environmental health problem using different data sources, and plans a strategy to address the problem.
- Recognises the symptoms and causes of locally occurring diseases and discusses prevention strategies.
- Explains the individual health and social effects of substance abuse.

Grade 6



Assessment Standards

We know this when the learner:

- Interprets food labels and critically discusses health effects of listed ingredients.
- Participates in a problem-solving activity to address an environmental health issue to formulate environmentally sound choices and/or actions.
- Explains causes of communicable diseases (including HIV/AIDS) and available cures, and evaluates prevention strategies, in relation to community norms and personal values.
- Identifies different forms of abuse and suggests strategies to deal with them.



Learning Outcome 2

SOCIAL DEVELOPMENT

The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.



Assessment Standards

We know this when the learner:

- Discusses children's rights and responsibilities as stipulated in the South African Constitution.
- Identifies and explains stereotype, discrimination and bias.
- Compares the relationship between elders and children in a variety of situations in different cultural contexts.
- Comments on moral lessons selected from the narratives of a range of cultural groups in South Africa.
- Discusses significant places and buildings in a variety of religions.

Grade 5



Assessment Standards

We know this when the learner:

- Applies children's rights and responsibilities to a range of problem situations.
- Discusses instances of stereotype, discrimination and bias, and presents a plan to deal with them in own local context.
- Discusses the significance of friends in times of tragedy and change.
- Discusses the contributions of women and men in a range of cultural contexts.
- Discusses festivals and customs from a variety of religions in South Africa.

Grade 6



Assessment Standards

We know this when the learner:

- Reflects on own application of children's rights as stated in the South African Constitution.
- Discusses and evaluates the significance of a nation-building programme associated with a national day.
- Discusses effects of gender stereotyping, sexism and abuse on personal and social relationships.
- Interprets the meaning and personal and social significance of important stages in the individual's life in a variety of cultures.
- Discusses the dignity of the person in a variety of religions in South Africa.



Learning Outcome 3

PERSONAL DEVELOPMENT

The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.



Assessment Standards

We know this when the learner:

- Identifies own strengths and those of others, and explains how to convert less successful experiences into positive learning experiences.
- Explains why other persons' bodies should be respected.
- Considers and interprets the emotions of others.
- Demonstrates the ability to select and apply useful responses in conflict situations.
- Reflects on and learns from own personal experience of working in a group.
- Applies appropriate study skills.

Grade 5



Assessment Standards

We know this when the learner:

- Identifies personal successes and develops an action plan for continued positive self-concept formation.
- Shows an understanding of and respect for body changes.
- Appropriately expresses and copes with a range of emotions.
- Explores and evaluates ways of responding effectively to violent situations and contexts.
- Reflects on how feedback can be given and received.
- Develops and implements a personalised study method.

Grade 6



Assessment Standards

We know this when the learner:

- Reflects on own abilities, aptitudes, interests and strengths as well as body image.
- Explains how to respond to peer pressure in different situations.
- Demonstrates compassion by caring for people and animals.
- Demonstrates peacekeeping and mediation skills in different conflict situations.
- Explains what has been learned by reflecting on an experience related to self-management skills.
- Describes and selects a range of problem-solving skills for different contexts.



Learning Outcome 4

PHYSICAL DEVELOPMENT AND MOVEMENT

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.



Assessment Standards

We know this when the learner:

- Participates in a variety of simplified invasion games.
- Demonstrates different ways to locomote, rotate, elevate and balance, using various parts of the body, with control.
- Demonstrates basic field and track athletics techniques.
- Performs rhythmic movements with awareness of posture.
- Identifies dangers and responsible safety measures in and around water.

Grade 5



Assessment Standards

We know this when the learner:

- Explores a range of target games.
- Performs movement sequences that require consistency and control in smooth and continuous combinations.
- Demonstrates a range of field and track athletics techniques.
- Performs rhythmic movements and steps with attention to posture and style.
- Demonstrates knowledge of safety measures in and around water.

Grade 6



Assessment Standards

We know this when the learner:

- Applies relevant concepts in a variety of striking and fielding games.
- Demonstrates refined sequences emphasising changes of shape, speed and direction through gymnastic actions.
- Participates in a physical fitness programme designed to develop particular aspects of fitness.
- Performs rhythmic patterns of movement with co-ordination and control.
- Applies basic First Aid in different situations.



CHAPTER 4

SENIOR PHASE (GRADES 7-9)

LEARNING OUTCOMES



Learning Outcome 1: Health Promotion

The learner will be able to make informed decisions regarding personal, community and environmental health.

The Senior Phase learner is exposed to a wider range of risky situations. The health and safety issues encountered are still affected by the physical and socio-economic environment. The learner should acquire the skills to make informed choices. The learner needs to develop a healthy lifestyle, informed by environmental awareness and by other health and safety aspects. Lifestyle choices related to sexuality are crucial at this age and should be dealt with sensitively.



Learning Outcome 2: Social Development

The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.

The Senior Phase learner is increasingly influenced by peers, while the family continues to play an important role. The learner is engaged in a variety of social activities and should be encouraged to participate in civic and human rights programmes. Knowledge of diverse cultures and religions will also contribute to the learner's own orientation in the world, and enable the making of informed decisions on human rights, social relationships and moral issues.



Learning Outcome 3: Personal Development

The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.

Adolescence is marked by emotional and physical changes. The learner needs to continue the formation of a positive self-concept. Acceptance by the peer group is still very important. The learner needs opportunities to develop further life skills. It is necessary to develop emotional intelligence, to empower the learner in order to cope with challenges.



Learning Outcome 4: Physical Development and Movement

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.

The Senior Phase learner is entering adolescence and experiences rapid physical change. The refinement of movements is aimed at developing precision and agility. These are to be emphasised in different situations. Lifelong participation in physical activities promoting fitness needs to be encouraged.



Learning Outcome 5: Orientation to the World of Work

The learner will be able to make informed decisions about further study and career choices. While study skills and work ethics are addressed in the earlier phases, in the Senior Phase the learner needs to make choices for further study or the world of work. In order to achieve this successfully, the learner needs a realistic understanding of own abilities, interests and aptitudes. The learner should be aware of various career options and the implications of choices. The learner needs to be informed about a range of options for further study, and be oriented to the world of work.

ASSESSMENT STANDARDS

The Assessment Standards for the Learning Outcomes in the Intermediate Phase appear on the following pages.



Grade 7



Learning Outcome 1

HEALTH PROMOTION

The learner will be able to make informed decisions regarding personal, community and environmental health.



Assessment Standards

We know this when the learner:

- Proposes ways to improve the nutritional value of own personal diet.

- Evaluates actions to address an environmental health problem.

- Describes strategies for living with diseases, including HIV/AIDS.

- Discusses the personal feelings, community norms, values and social pressures associated with sexuality.

Grade 8



Assessment Standards

We know this when the learner:

- Plans an action in which laws and/or policies for protecting environmental health are applied to address an environmental health issue.
- Critically analyses the causes of common diseases in relation to socio-economic and environmental factors.
- describes what a healthy lifestyle is in own personal situation, as a way to prevent disease.
- Demonstrates informed, responsible decision-making about health and safety.
- Examines a health and safety issue related to violence, and proposes alternatives to violence as well as counter-strategies.

Grade 9



Assessment Standards

We know this when the learner:

- Illustrates and evaluates the influence of ecological, social, economic, cultural and political factors on own personal choice of diet.
- Develops and implements an environmental health programme.
- Investigates personal and social factors that contribute to substance abuse and suggests appropriate responses and rehabilitation options.
- Critically evaluates resources on health information, health services and a range of treatment options, including HIV/AIDS.
- Discusses ways to apply insights gained from participating in an activity related to national health or a safety promotion programme.



Learning Outcome 2

SOCIAL DEVELOPMENT

The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.



Assessment Standards

We know this when the learner:

- Discusses the application of human rights as stated in the South African Constitution.
- Explains how to counter gender stereotyping and sexism.
- Discusses the significance of volunteer organisations.
- Explains how recognition of diverse cultures can enrich South African society.
- Explains the role of oral traditions and scriptures in a range of the world's religions.

Grade 8



Assessment Standards

We know this when the learner:

- Discusses violations of human rights and plans counter-strategies.
- Explains how to use democratic processes to address a local problem.
- Discusses how the learner would promote nation-building in different contexts.
- Critically evaluates changes in cultural norms and values in relation to personal and community issues.
- Discusses the contributions of organisations from various religions to social development.

Grade 9



Assessment Standards

We know this when the learner:

- Debates issues with regard to citizens' rights and personal choices.
- Reports on participation in or planning of the local celebration of a national day.
- Critically discusses social relationships in a variety of situations.
- Critically investigates issues of diversity in South Africa and ways in which to promote understanding of diverse cultures.
- Reflects on and discusses the contributions of various religions in promoting peace.



Learning Outcome 3

PERSONAL DEVELOPMENT

The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.



Assessment Standards

We know this when the learner:

- Reports on the implementation of strategies to enhance own and others' self-image through positive actions.
- Evaluates media and other influences on personal lifestyle choices and proposes appropriate responses.
- Explains and evaluates own coping with emotions and own response to change.
- Shows evidence of respect for others and the ability to disagree in constructive ways.
- Demonstrates and reflects on decision-making skills.
- Critically evaluates own study skill strategies.

Grade 8



Assessment Standards

We know this when the learner:

- Analyses and discusses factors which influence self-concept formation and self-motivation.
- Reflects on appropriate behaviour in different kinds of interpersonal relationships.
- Explains how self will cope with depression, crisis or trauma.
- Discusses appropriate ways to initiate, sustain and end relationships.
- Designs and implements a personal plan for preventing and managing stress.
- Draws up an action plan to apply problem-solving skills in a personal context.

Grade 9



Assessment Standards

We know this when the learner:

- Analyses and reflects on positive personal qualities in a range of contexts.
- Critically discusses own rights and responsibilities in interpersonal relationships.
- Responds appropriately to emotions in challenging situations.
- Explains what has been learned from a challenging personal interaction by critically reflecting on own behaviour.
- Applies goal-setting and decision-making strategies.
- Critically evaluates own application of problem-solving skills in a challenging situation.

Grade 7



Learning Outcome 4

PHYSICAL DEVELOPMENT AND MOVEMENT

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.



Assessment Standards

We know this when the learner:

- Participates in an outdoor adventure programme through orienteering in different environments.
- Performs a sequence of physical activities including rotation, elevation and balance movements.
- Participates in and reports on a fitness programme.
- Designs and plays a game that includes the concept of invasion.
- Investigates fair play in a variety of athletic and sport activities.

Grade 8



Assessment Standards

We know this when the learner:

- Plans and participates in an adventurous recreational outdoor activity.
- Plans and implements a programme to improve techniques of rotation, balance and elevation.
- Participates in fitness programmes and records progress.
- Designs and plays target games.
- Investigates and reports on gender equity issues in a variety of athletic and sport activities.

Grade 9



Assessment Standards

We know this when the learner:

- Participates in and evaluates own performance in an adventurous recreational outdoor activity.
- Refines and evaluates own and peer movement performance including rotation, balance and elevation.
- Assesses own physical wellness level and sets personal goals for improvement.
- Critically evaluates and executes a game plan for individual or team sport.
- Reports on and discusses sport ethics.



Learning Outcome 5

ORIENTATION TO THE WORLD OF WORK

The learner will be able to make informed decisions about further study and career choices.



Assessment Standards

We know this when the learner:

- Discusses interests and abilities related to career and study opportunities.
- Explains the value and importance of work in fulfilling personal potential.
- Identifies services and sources for career and study information.
- Reports on an initiated or simulated career-related activity.
- Demonstrates time management skills and accountability in carrying out responsibilities.

Grade 8



Assessment Standards

We know this when the learner:

- Identifies and discusses career and study choices and their corresponding requirements.
- Investigates career and study opportunities related to own interests and abilities.
- Evaluates own abilities and interests related to careers and study choices.
- Discusses the role of work in relation to needs in South Africa.
- Critically evaluates a range of Further Education and Training providers.

Grade 9



Assessment Standards

We know this when the learner:

- Researches study and career funding providers.
- Motivates own career and study choices.
- Critically reflects and reports on opportunities in the workplace.
- Discusses rights and responsibilities in the workplace.
- Outlines a plan for own lifelong learning.



CHAPTER 5

LEARNER ASSESSMENT

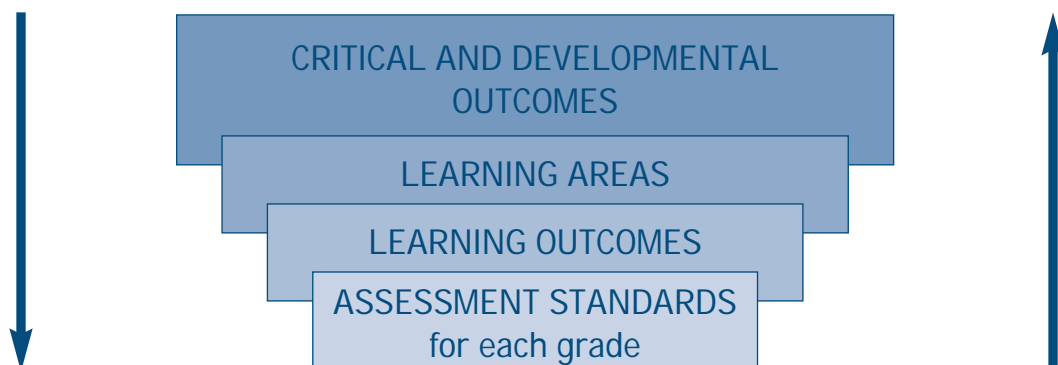
INTRODUCTION

The assessment framework of the Revised National Curriculum Statement for Grades R-9 (Schools) is based on the principles of outcomes-based education. Assessment should provide indications of learner achievement in the most effective and efficient manner, and ensure that learners integrate and apply knowledge and skills. Assessment should also help students to make judgements about their own performance, set goals for progress, and provoke further learning.

To assist in the process of learner assessment, this Revised National Curriculum Statement:

- outlines the Learning Outcomes and their associated Assessment Standards in each Learning Area and for each grade in the General Education and Training (Grades R-9) band;
- contextualises the Critical and Developmental Outcomes within the Learning Outcomes and Assessment Standards; and
- places Assessment Standards at the heart of the assessment process in every grade. Assessment Standards describe the level at which learners should demonstrate their achievement of the Learning Outcome(s) and the ways (depth and breadth) of demonstrating their achievement.

The following diagram illustrates the interaction between the design elements of this Revised National Curriculum Statement:



ASSESSMENT PRINCIPLES USED IN OUTCOMES-BASED EDUCATION

Definition

Assessment in the Revised National Curriculum Statement for Grades R-9 (Schools) is a continuous, planned process of gathering information about the performance of learners measured against the Assessment Standards of the Learning Outcomes. It requires clearly-defined criteria and a variety of appropriate strategies to enable teachers to give constructive feedback to learners and to report to parents, and other interested people.

Key Elements

Outcomes-based education is a way of teaching and learning which makes it clear what learners are expected to achieve. The principle by which it works is that the teacher states beforehand what the learners are expected to achieve. The teacher's task is to teach in order to help learners to satisfy the requirements of the Assessment Standards in the curriculum; the learners' task is to learn or do what the Assessment Standards expect.

Assessment is essential to outcomes-based education because it must be possible to assess when a learner has achieved what is required in each grade.

To help learners to reach their full potential, assessment should be:

- transparent and clearly focused;
- integrated with teaching and learning;
- based on predetermined criteria or standards;
- varied in terms of methods and contexts; and
- valid, reliable, fair, learner-paced, and flexible enough to allow for expanded opportunities.

Purposes of Assessment

The main purpose of assessing learners should be to enhance individual growth and development, to monitor the progress of learners and to facilitate their learning. Other uses of assessment include:

- baseline assessment of prior learning
Baseline assessment usually takes place at the beginning of a grade or phase to establish what learners already know. It assists teachers to plan learning programmes and learning activities.
- diagnostic assessment
Diagnostic assessment is used to find out about the nature and cause of barriers to learning experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies.
- formative assessment
Formative assessment monitors and supports the process of learning and teaching, and is used to inform learners and teachers about learners' progress so as to improve learning. Constructive feedback is given to enable learners to grow.

- **summative assessment**
Summative assessment gives an overall picture of learners' progress at a given time, for example, at the end of a term or year, or on transfer to another school.
- **systemic assessment**
Systemic assessment is a way of monitoring the performance of the education system. One component of this is the assessment of learner performance in relation to national indicators. Systemic assessment is conducted at the end of each phase of the General Education and Training band. A representative sample of schools and learners is selected provincially or nationally for systemic assessment.

CONTINUOUS ASSESSMENT

Characteristics of Continuous Assessment

Continuous assessment is the chief method by which assessment takes place in the Revised National Curriculum Statement. It covers all the outcomes-based education assessment principles and ensures that assessment:

- **takes place over a period of time and is ongoing:** Learning is assessed regularly and the records of learners' progress are updated throughout the year.
- **supports the growth and development of learners:** Learners become active participants in learning and assessment, understand the criteria that are used for assessment activities, are involved in self-evaluation, set individual targets for themselves, reflect on their learning, and thereby experience raised self-esteem.
- **provides feedback from learning and teaching:** Feedback is a crucial element in formative assessment. Methods of feedback include appropriate questioning, focusing the teacher's oral and written comments on what was intended to be achieved by an assessment activity, and encouragement to a learner.
- **allows for the integrated assessment:** This may include assessing a number of related Learning Outcomes within a single activity, and combining a number of different assessment methods. Competence in particular Learning Outcomes can be demonstrated in many different ways, and thus a variety of assessment methods and opportunities must be provided through which learners can demonstrate their ability.
- **uses strategies that cater for a variety of learner needs (language, physical, psychological, emotional and cultural):** Continuous assessment allows teachers to be sensitive to learners with special education needs and to overcome barriers to learning through flexible approaches. In any group of learners, there are different rates and styles of learning. All learners do not need to be assessed at the same time and in the same way.
- **allows for summative assessment:** The accumulation of the results of continuous assessment activities provides an overall picture of a learner's progress at a given time. Summative assessment needs to be planned carefully from the beginning of the year, to include a variety of assessment strategies - for example,

exercises, tasks, projects, school and class tests - which will provide learners with a range of opportunities to show what they have learned.

Assessment Strategies

The choice of what assessment strategies to use is a subjective one, unique to each teacher, grade and school, and dependent on the teacher's professional judgement. The availability of space and resources influences this decision, but even when resources are similar, teachers differ in the way that they make their choices.

The methods chosen for assessment activities must be appropriate to the Assessment Standards to be assessed, and the purpose of the assessment must be clearly understood by all the learners and teachers involved. Competence can be demonstrated in a number of ways. Thus a variety of methods is needed to give learners an opportunity to demonstrate their abilities more fully.

Common Tasks for Assessment

The purpose of Common Tasks for Assessment is to:

- ensure consistency in teacher judgements;
- promote common standard setting;
- strengthen the capacity for school-based continuous assessment;
- increase the accuracy of the assessment process and tools;
- ensure that the school-based assessment tasks properly assess competencies and achievements; and
- ensure expanded opportunities for learners.

Common Tasks for Assessment may be set at national, provincial, district or cluster level, are conducted at school level, and are moderated externally.

MANAGING ASSESSMENT

People Involved in Assessment

The school and the teachers have overall responsibility for the assessment of learners. Teachers are expected to create a valid, reliable and credible assessment process. Provincial policies should ensure the involvement of learners, school assessment teams, district support teams, support services, and parents, as appropriate.

School Assessment Programme

Each school must develop an assessment programme based on provincial and national assessment guidelines. It needs to have a School Assessment Plan and a team to facilitate the implementation of this policy. The team should have representatives from each Phase and Learning Area.

To ensure a professional approach to assessment, the school assessment programme must outline clearly:

- the way continuous assessment is planned and implemented;
- how record books are to be kept, their accessibility and security;
- the assessment codes determined by the province;
- internal verification of assessment;

- how moderation takes place in the school;
- the frequency and method of reporting;
- the monitoring of all assessment processes; and
- the training of staff in areas of assessment.

Areas where in-school training needs to take place include:

- how to use criteria/rubrics to assess;
- finding agreement between teachers in the same grade about what is considered necessary to satisfy the Learning Outcomes;
- how to write comments for assessment results and reports; and
- achieving a common understanding of the school's assessment programme.

KEEPING RECORDS

Record Books

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- learners' names;
- dates of assessment;
- name and description of the assessment activity;
- the results of assessment activities, according to Learning Areas or Learning Programmes;
- comments for support purposes.

All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process.

The school assessment programme determines the details of how record books must be completed. The assessment codes are used to express how the learner is performing against the Learning Outcomes. Codes used must be clear and understood by learners and parents.

Codes to Use for Assessment

There are many ways in which feedback from assessment can be provided to learners and recorded by teachers. Choosing the best way to do so for an assessment activity will depend on a number of factors, such as:

- the number of learners in the class and the amount of time available to the teacher;
- the complexity and the length of the assessment activity;
- the learning content or skills being assessed (e.g. Mathematics or writing);
- how quickly feedback is given;
- how individualised the feedback is;
- the criteria (or rubrics) used by the teacher to describe learners' performances and
- whether learners' performance is to be compared to peers, to previous performance, and/or the requirements of the Assessment Standards and Learning Outcomes.

Some assessment codes are better for some purposes than for others. For example, comments can be detailed, individual and provide suggestions for improvement. Comments are also useful for reporting on learner performance against Assessment Standards. However, comments take long to write and are not very easy to record. Codes such as 'Excellent', 'Very Good', 'Good', 'Competent', and 'Insufficient' are much quicker to write and allow assessment of progress against previous work and against Assessment Standards. However, they do not provide the detail made possible by comments. Marks, on the other hand, are quickly recorded and can be added together, multiplied and divided. They are useful for assessing learners' performance in relation to others in the class, and to other grades or schools. However, they provide little information on learners' performance against the Assessment Standards.

Examples, among many others, of further assessment codes are:

- not yet achieved, almost there, achieved;
- satisfactory performance, needs support;
- A, B, C; and
- phrases (or rubrics) designed especially for the assessment activity or report.

Whatever assessment code is used, feedback is more effective when combined with comments. There is more likely to be an improvement in achievement when learners are given written feedback rather than marks only. Although marks and percentages are very useful for recording purposes, as it is easy to write marks into a record book, they are often not useful for feedback and reporting. Other problems presented by marks are that they can be aggregated and manipulated and that they hide much about learners' achievement and progress. If learners have completed more than one assessment activity there is a temptation to use the marks arithmetically, to add and to average. When this is done, marks lose their usefulness to feed back information. An average or aggregate mark hides the fact that a learner might have achieved the intended learning well in one aspect but not in another.

Marks give an overall impression of achievement but hide the reasons for the assessment of the achievement (or lack of achievement) from the learner, and prevent a focus on learning something from the assessment. They also do not describe learner progress in the curriculum well. In many cases maintaining the same mark (provided it is a satisfactory one) is regarded as an indication of good progress. A mark of 70 against the Grade 5 Assessment Standards and a mark of 70 against the Grade 6 Assessment Standards disguises completely the progress a learner might have made during the year, which is best described in a statement, code, or comment(s).

National Codes

In recording or reporting on learner achievement in the Learning Outcomes specific to a grade, the following codes are to be used:

- 4 = Learner's performance has exceeded the requirements of the Learning Outcome for the grade.
- 3 = Learner's performance has satisfied the requirements of the Learning Outcome for the grade.
- 2 = Learner's performance has partially satisfied the requirements of the Learning Outcome for the grade.
- 1 = Learner's performance has not satisfied the requirements of the Learning Outcome for the grade.

Progression Schedules

At the end of each year, a progression schedule must be completed, and signed by the principal and a departmental official. The progression schedule is a record with summary information about the progress of all learners in the grade in the school.

The progression schedule should include the following information:

- name of the school and school stamp;
- list of learners in each grade;
- codes for progress in each Learning Area (National Coding System);
- codes for progress in each grade (progress to the next grade or stay in the same grade);
- comments on strengths and areas for support in each Learning Area; and
- date and signature of principal, teacher or other educator, and departmental official.

Learner Profiles

A learner profile is a continuous record of information that gives an all-round impression of a learner's progress, including the holistic development of values, attitudes and social development. It assists the teacher in the next grade or school to understand the learner better, and therefore to respond appropriately to the learner. The profile must be safeguarded for every learner and should accompany learners throughout their school careers.

The following kinds of information should be included in a learner profile:

- personal information;
- physical condition and medical history;
- schools attended and record of attendance;
- participation and achievements in extra-curricular activities;
- emotional and social behaviour;
- parental involvement;
- areas needing additional support;
- summative end-of-year overall report; and
- progression summary records of the schooling years.

Notes:

- The learner profile replaces all previous continuous record documents that have been used by schools, such as record cards, tutor cards and Edlab cards. The central purpose of a learner profile is to assist the learner by having access to the variety of information it includes.
- Personal information in a profile should never be used to discriminate unfairly against a learner.
- Learner profiles should not be confused with portfolios. A portfolio is a method of assessment that gives the learner and teacher together an opportunity to consider work done for a number of assessment activities. The work is placed in a folder, file or box. The learner profile, on the other hand, is a record containing information about a learner.

REPORTS

Information to be Included in Reports

Teachers need to be accountable to learners, parents, the education system and the broader community in assessing their learners. This takes place through reporting. In addition to written reports, oral or practical presentations, displays of learners' work and exhibitions might be used.

Every report on a learner's overall progress should include information on:

- the learning achieved;
- the learner's competencies;
- support needed; and
- constructive feedback, which should contain comments about the learner's performance in relation to peers and the learner's previous performance in relation to the requirements of the Learning Areas.

Reporting to parents should be done on a regular basis to encourage their involvement and participation. Teachers must report at the end of each term using formal report cards.

It will usually not be possible to give information on achievement in each Learning Outcome. However, reports should give information on achievement in each of the Learning Areas or Learning Programmes (in the case of the Foundation Phase).

Report Cards

The minimum requirements for a report card are:

1) Basic information

- name of school;
- name of learner;
- grade of learner;
- date of birth of learner;
- year and term;
- date and signature of parent or guardian;
- date and signature of teacher;
- date and signature of principal;
- dates of closing and opening of school;
- school stamp;
- school attendance profile; and
- the explanation of the codes of the national coding system.

2) Strengths and needs

- Give a description of the strengths, developmental needs, or areas of support required by the learner in each Learning Area or Learning Programme.

- Use the national coding system to evaluate performance against the Assessment Standards and the Learning Outcomes covered thus far - it is not necessary to give a code for each Learning Outcome. In an end of year report, the overall performance of the learner in the Learning Areas must be shown.

3) Comments on each Learning Area or Learning Programme

Give comments on each Learning Area or Learning Programme, with special emphasis on students who have exceeded the requirements or need further support. Comments on specific strengths and areas of support should be linked to the Assessment Standards. These comments will allow parents, learners and other educators to gain an understanding of what support the learner needs.



REFERENCE LISTS

CURRICULUM AND ASSESSMENT GLOSSARY

This is an alphabetical list of key terms used in designing the Revised National Curriculum Statement Grades R-9 (Schools) and its learner assessment principles.

assessment – a continuous planned process of gathering information on learner performance, measured against the Assessment Standards

Assessment Standards – the knowledge, skills and values that learners need to show to achieve the Learning Outcomes in each grade

baseline assessment – initial assessment used to find out what learners already know

continuous assessment – assessment model that encourages integration of assessment into teaching and the development of learners through ongoing feedback

critical outcomes – together with the Developmental Outcomes, key outcomes of Revised National Curriculum Statement Grades R-9 (Schools), that are inspired by the Constitution; they include core life skills for learners, such as communication, critical thinking, activity and information management, group and community work, and evaluation skills

Curriculum 2005 – the first version of the post-apartheid National Curriculum Statement. That 1997 education policy document gives a framework for Early Childhood Development, General Education and Training, Further Education and Training, and Adult Basic Education and Training. This Revised National Curriculum Statement Grades R-9 (Schools) aims to strengthen Curriculum 2005.

developmental outcomes – together with the Critical Outcomes, key outcomes of the Revised National Curriculum Statement Grades R-9 (Schools) that are inspired by the Constitution; they include enabling learners to learn effectively and to become responsible, sensitive and productive citizens

exit-level – when learners complete Grade 9 and are awarded the General Education and Training Certificate

formative assessment – a form of assessment that assesses learner progress during the learning process in order to provide feedback that will strengthen learning

Foundation Phase – the first phase of the General Education and Training Band: Grades R, 1, 2 and 3

General Education and Training Band – the ten compulsory schooling years, made up of the Foundation, Intermediate and Senior Phases

General Education and Training Certificate – the certificate obtained on successful completion of the General Education and Training Band

integration – a key design principle of the Revised National Curriculum Statement Grades R-9 (Schools), that requires learners to use their knowledge and skills from other Learning Areas, or from different parts of the same Learning Area, to carry out tasks and activities

Intermediate Phase – the second phase of the General Education and Training Band: Grades 4, 5 and 6

language of learning and teaching – the language that is most used in a particular learning and teaching environment; some learners experience learning and teaching in an additional language (not their home language).

learning areas – the eight fields of knowledge in the Revised National Curriculum Statement Grades R-9 (Schools): Languages, Mathematics, Natural Sciences, Technology, Social Sciences, Arts and Culture, Life Orientation, and Economic and Management Sciences

learning area statements – the statement for each Learning Area that sets out its Learning Outcomes and Assessment Standards

learner profile – an all-round record of a learner’s progress, including personal information, social development, support needs, samples of work and annual reports

learning programmes – programmes of learning activities, including content and teaching methods; these are guided by the Revised National Curriculum Statement Grades R-9 (Schools) but developed by provinces, schools and teachers

national coding system – a standard national system of performance codes used to report on a learner’s progress

outcomes – the results at the end of the learning process in outcomes-based education; these outcomes help shape the learning process

outcomes-based education – a process and achievement-oriented, activity-based and learner-centred education process; in following this approach, Curriculum 2005 and the Revised National Curriculum Statement Grades R-9 (Schools) aim to encourage lifelong learning

portfolio – individual file or folder of each learner’s work

progression – a key design principle of the Revised National Curriculum Statement Grades R-9 (Schools) that enables the learner to gradually develop more complex, deeper and broader knowledge, skills and understanding in each grade

progression schedules – end-of-year tool for recording the progress of all learners in a grade, including codes for progress in each Learning Area and grade, and comments on support needed

summative assessment – different from formative assessment, as it is about regular reports of a learner's progress, usually at the end of the term or year