



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

LIFE ORIENTATION

EXAMINATION GUIDELINES

GRADE 12

2014

These guidelines consist of 7 pages.

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1. INTRODUCTION

The Curriculum and Assessment Policy Statement (CAPS) for Life Orientation outlines the nature and purpose of the subject Life Orientation. This guides the philosophy underlying the teaching and assessment of the subject in Grade 12.

The purpose of these Examination Guidelines is to:

- Provide clarity on the depth and scope of the content to be assessed in the Grade 12 National Senior Certificate (NSC) Examination in Life Orientation.
- Assist teachers to adequately prepare learners for the examinations.

This document deals with the final Grade 12 external examinations. It does not deal in any depth with the School-Based Assessment (SBA).

These Examination Guidelines should be read in conjunction with:

- The *National Curriculum Statement (NCS) Curriculum and Assessment Policy Statement (CAPS): Life Orientation*
- The National Protocol of Assessment: *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R–12)*
- The national policy pertaining to the programme and promotion requirements of the National Curriculum Statement, Grades R–12

2. ASSESSMENT IN GRADE 12**2.1 FORMAT OF THE EXTERNAL COMMON ASSESSMENT TASK (CAT)**

The external Common Assessment Task will consist of a two-hour question paper of 80 marks. All topics and sub-topics in Grade 12 CAPS will be assessed, however Grade 10 and 11 content will be considered to be foundational underpinning knowledge. The examination will comprehensively address content, knowledge and skills covered from term 1 to 3 in Grade 12. More than one type of question will be incorporated and focus primarily on the application of knowledge in an integrated manner. The question paper will include content related to Physical Education.

This question paper is divided into three sections:

- SECTIONS A and B are COMPULSORY.
- SECTION A consists of multiple-choice questions and questions requiring short responses.
- SECTION B consists of two 15-mark questions to which learners must provide direct responses.
- SECTION C consists of three 15-mark questions of which learners must answer TWO questions.

The outline below will be followed when setting Life Orientation question papers (CAPS).

SECTION A: 20 MARKS	SECTION B: 30 MARKS	SECTION C: 30 MARKS
• All questions are compulsory. • A source or case study may be used to contextualise some of the questions. • The questions have to be a combination of two or more types of questions ranging from what, why, list, describe, explain, multiple choice and true or false with a justification. • Test understanding and factual knowledge. • Responses should be short and direct and range from one word to a phrase or a full sentence(s) (in point form).	• All questions are compulsory. • Short open-ended, scenario-based, source-based and case study questions. • Questions should be knowledge-based, from information learners have acquired from the Life Orientation content. • Learners should display, present and apply knowledge and skills gained and display an understanding of real-life issues affecting the youth and society at large and give advice or possible solutions: demonstrate goal-setting and decision-making skills. • Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs.	• Three 15-mark or four 10-mark questions will be set, of which learners will be expected to answer two or three respectively. • Questions will predominantly focus on the application of knowledge and skills. • Learners will solve problems, make decisions and give advice, ranging from a few direct responses to extended writing of descriptive paragraphs or short essays that state, evaluate or examine an issue. • Each question will focus on the specific topic or the integration of content. • A short text/diagram/data/graphs/cartoons can be provided as a stimulus.
NOTE: Information provided in the texts has to be current, up to date, age appropriate and learner-friendly. Each section will include questions at lower, middle and higher cognitive levels.		

2.2 COGNITIVE LEVELS

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

Weighting	Cognitive Level	Bloom's Taxonomy
30%	Lower order	Levels 1 & 2
40%	Middle order	Levels 3 & 4
30%	Higher order	Levels 5 & 6
Weighting of Questions		
- In Bloom's taxonomy the same action verbs, e.g. explain, describe, compare, can be used interchangeably in different cognitive levels. It will depend on the design feature of the question to indicate whether it is a lower-, middle- or higher-order question. - It must be further noted that the degree of challenge is not necessarily tied to specific cognitive levels – they merely reflect thinking processes. For example, although 'name' is at the lowest level of Bloom's taxonomy, many learners find recall of knowledge more difficult than evaluation, which is at the highest level of the taxonomy. Some learners are able to think creatively and synthesise material easily, while others may find it difficult.		

The table below provides the six categories in Bloom's taxonomy, the cognitive demands required and the action verbs associated with it.

Taxonomy of thinking skills – Levels of cognitive demand			
	Category	Definition	* Action Words
Lower order	<i>Knowledge Level 1</i>	Ability to remember something previously learned.	Tell; recite; list; memorise; remember; define; locate; name; match; recall; repeat; state; outline; write.
	<i>Comprehension Level 2</i>	Demonstrate a basic understanding of concepts and curriculum. Translate to other words; recall particular information.	Give examples; explain; summarise; translate; show symbols; edit; define; describe; discuss; identify; interpret.
Middle order	<i>Application Level 3</i>	Transfer knowledge learned in one situation to another.	Demonstrate; use; guide; map; chart; arrange; illustrate; apply; locate; construct; solve.
	<i>Analysis Level 4</i>	Understand how parts relate to a whole. Understand structure and motive.	Investigate; classify; categorise; compare; solve; relate; research; contrast; distinguish; report on; sort; debate.
Higher order	<i>Evaluation Level 5</i>	Judge value of something regarding criteria. Support judgement; challenges for deeper meaning.	Judge; evaluate; give opinion; viewpoint; prioritise; recommend; critique; discuss; compare; defend; assess; validate; explain; choose/decide; estimate; predict; rate/score; select; support; justify; argue; conclude; why do you think.
	<i>Synthesis Level 6</i>	Ability to remember something previously learned. Reform individual parts to make a new whole.	Design; create; plan; propose; hypothesis; construct; forecast; rearrange parts; imagine; generate; compose; improve; predict; formulate; devise; examine; investigate; develop.

* Some action words are interchangeable depending on the nature of the question.

3. CONTENT AND CONTEXT GUIDELINES

The framework below is provided in the Curriculum and Assessment Policy Statement (CAPS) to assist teachers with the preparing learners with the core knowledge and concepts required for the Grade 12 Common Assessment Task.

TOPICS	Core knowledge and concepts as prescribed in the CAPS. Teach all the content under each topic as prescribed per term in the CAPS.
Development of the self in society	• Life skills required to adapt to change as part of on-going healthy lifestyle choices • Stress management • Conflict resolution • Human factors that cause ill health • Action plan for lifelong participation in physical activity
Social and environmental responsibility	• Environments and services which promote safe and healthy living • Responsibilities of various levels of government • A personal mission statement for life
Democracy and human rights	• Responsible citizenship • The role of the media in a democratic society • Ideologies, beliefs and worldviews on construction of recreation and physical activity across cultures and genders
Careers and career choices	• Commitment to a decision taken: locate appropriate work or study opportunities in various sources • Reasons for and impact of unemployment and innovative solutions to counteract unemployment • Core elements of a job contract • Refinement of portfolio of plans for life after school
Study skills	• Reflection on own study and examination writing skills • Strategies to follow in order to succeed in Grade 12
Physical education	• Achievement of own personal fitness and health goals • Long-term engagement in traditional and/or non-traditional sport or playground and/or community and/or indigenous games or relaxation and recreational activities • Safety issues

NOTE:

Textbooks: Teachers are encouraged to use the DBE approved textbooks that comply with the requirements of the CAPS for Life Orientation (2011).

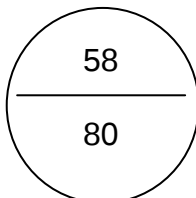
Teachers should infuse contemporary Life Orientation issues, newspaper articles, etc. in the teaching of the subject.

4. MARKING GUIDELINES

- The marker should read the question paper carefully and underline/circle key instructions in questions before marking.
- Use the memorandum as a marking guide and give credit to learners who provide well-reasoned qualified arguments and statements as expected from the questions.
- When awarding marks in SECTIONS B and C, learners must answer in full sentences.
- Hence, within the 3- or 4-mark questions, learners could and should be awarded 4, 3, 2 and a 1 or a 0 depending on the level of answers given.
- In all responses produced by the learners, distinction should be made between the excellent, good, satisfactory and the poor.
- A tick (✓) must be placed at the fact that it is being awarded.
- A tick (✓) equals one mark.
- Marks for sub-sections must be totalled on the right-hand side of the answer sheet.
- Marks for each section must be totalled on the left-hand side of the answer sheet and circled.
- The total mark for each section must be transferred to the end of the learner's script and totalled, example:
A 18
B 20
C 20
Total = 58
- The final total for the question paper must be transferred to the front of the cover page. The teacher must sign and date each script marked.

Example of the cover page:

Name of learner: John Doe



5. CONCLUSION

This Examination Guidelines document is meant to articulate the assessment aspirations espoused in the CAPS document. It is therefore not a substitute for the CAPS document which teachers should teach to.

Qualitative curriculum coverage as enunciated in the CAPS cannot be over-emphasised.