SACAI

SECTION C

GRADE 12

EXAMINATION GUIDELINES

LIFE ORIENTATION

2016

EXAMINATION GUIDELINES FOR NSC-EXAMINATION GR 12

1. INTRODUCTION

This document will provide clarity on assessment of Life Orientation in Grade 12.

PLEASE REMEMBER: SACAI provides the *Common Assessment Task that will be written in* September by ALL gr 12 learners.

This document should be read in conjunction with:

A.   *The National Curriculum Statement (NCS):*

- *Curriculum and Assessment Policy Statement (CAPS):* **Life Orientation**
- 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

B.   The *Revised SACAI/CAPS Subject Guidelines (2015)*

2. FORMAT OF QUESTION PAPERS
2.1 COVER PAGE

The cover page contains the following:
- Subject, level and paper
- Time
- Marks
- Number of pages

Life Orientation

Paper 1 of 1

COMMON ASSESSMENT TASK

SEPTEMBER ……

Time: 2 hours

Marks: 80

This paper consists of _____ pages

2.2 INSTRUCTION PAGE

The following instructions will appear on this page:

1. This question paper consists of THREE SECTIONS:

    SECTION A: Multiple-choice questions and questions requiring short reponses (20 marks)
    SECTION B: Short open-ended, scenario-based, source-based and case study questions (30 marks)
    SECTION C: Application of knowledge and skills questions (30 marks)

2. SECTIONS A and B are COMPULSORY.

3. SECTION C consists of three 15-mark questions of which learners must answer TWO questions.

4. Start EACH section on a NEW page.

5. Rule off after each section.

6. Number the answers correctly according to the numbering system used in this question paper.

7. Leave a line after each answer.

8. Suggested time allocation:
    SECTION A: 30 minutes
    SECTION B: 40 minutes
    SECTION C: 50 minutes

9. Write neatly and legibly.

2.3 QUESTION PAPER

PAPER	SECTION	MARKS		TIME

	SECTION A:
	
	• 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).
	
	When setting questions consider:
	
	• Text should be grade and level appropriate.
	• Information provided in the texts has to be current, up to date and learner-friendly.
	• Adapt/Edit text if necessary. Ensure a coherent text.
	• Retype texts.
	• Acknowledge sources.
	• Use Standard English. Language should be appropriate in context.
	• Avoid contractions, slang, colloquialisms or vulgar language.
	• Number paragraphs and and lines correctly.
	• Questions should follow the sequence of the text.
	• Lower order questions should precede middle- and higher order questions.
	• Where applicable, questions should explicitly indicate that substantiation /motivation/justification is required.
	• In multiple choice questions, candidates should be given four options to choose from.
	• The number of marks should serve as a guide to the length of the answer expected.
	
	Marking section A:
	
	• No half marks are awarded.
	• If a learner uses words from any other language, these words must be ignored. If the answer still makes sense, the learner must be awarded the marks.
	• No marks should be awarded for YES/NO/AGREE/DISAGREE/ TRUE/FALSE/FACT/OPINION. Consider the justification.
	• When the answer requires a single word/phrase, but the learner answers in a full sentence, a mark may only be awarded if the learner underlined the word/phrase.
	• When two/three facts/points are required and the learner gives more than the required amount, mark only the first two/three.
	• For multiple-choice questions, accept only the letter corresponding with the correct answer. (Set the question in this way.)
	• Where a learner gives two answers and the first answer is wrong, mark the first answer.
	• If answers are incorrectly numbered, mark according to the memo.
	• 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 section A must be totalled on the left-hand side of the answer sheet and circled.
		20	80	2hrs

1	**SECTION B:** • 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. • Candidates 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. • Candidates should provide direct responses, full sentences in point form and extended writing in short paragraphs. When setting questions consider: • Text should be grade and level appropriate. • Information provided in the texts has to be current, up to date, and learner-friendly. • Adapt/Edit text if necessary. Ensure a coherent text. • Retype texts. • Acknowledge sources. • Use Standard English. Language should be appropriate in context. • Avoid contractions, slang, colloquialisms or vulgar language. • Number paragraphs and and lines correctly. • Questions should follow the sequence of the text. • Lower order questions should precede middle- and higher order questions. • Where applicable, questions should explicitly indicate that substantiation /motivation/justification is required. • In multiple-choice questions, candidates should be given four options to choose from. • The number of marks should serve as a guide to the length of the answer expected. **Marking section B:** No half marks are awarded. Candidates must answer in full sentences. If a learner uses words from any other language, these words must be ignored. If the answer still makes sense, the learner must be awarded the marks. 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. No marks should be awarded for YES/NO/AGREE/DISAGREE/ TRUE/FALSE/FACT/OPINION. Consider the justification. When the answer requires a single word/phrase, but the candidate answers in a full sentence, a mark may only be awarded if the candidate underlined the word/phrase. When two/three facts/points are required and the candidate gives more than the required amount, mark only the first two/three. For multiple-choice questions, accept only the letter corresponding with the correct answer. (Set the question in this way.) Where a candidate gives two answers and the first answer is wrong, mark the first answer. If answers are incorrectly numbered, mark according to the memo. 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 section B must be totalled on the left-hand side of the answer sheet and circled.	**30**		

SECTION C:

- THREE 15-mark questions will be set of which candidates will be expected to answer TWO.
- Questions should focus on the application of knowledge and skills.
- Candidates should 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 should focus on a specific topic or the integration of content.
- A short text/diagram/data/graphs/cartoons may be provided as a stimulus.

When setting questions consider:
- Text should be grade and level appropriate.
- Information provided in the texts has to be current, up to date, and learner-friendly.
- Adapt/Edit text if necessary. Ensure a coherent text.
- Retype texts.
- Acknowledge sources.
- Use Standard English. Language should be appropriate in context.
- Avoid contractions, slang, colloquialisms or vulgar language.
- Number paragraphs and and lines correctly.
- Questions should follow the sequence of the text.
- Lower order questions should precede middle- and higher order questions.
- Where applicable, questions should explicitly indicate that substantiation /motivation/justification is required.
- In multiple-choice questions, candidates should be given four options to choose from.
- The number of marks should serve as a guide to the length of the answer expected.

Marking section C:

- No half marks are awarded.
- Candidates must answer in full senteces. If a learner uses words from any other language, these words must be ignored. If the answer still makes sense, the learner must be awarded the marks.
  - 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.
- If answers are incorrectly numbered, mark according to the memo.
- 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 section C must be totalled on the left-hand side of the answer sheet and circled.

30

2.4   GENERAL MARKING GUIDELINES

➢ A marking memorandum or guideline suitable to each of the tasks above must be used to assess candidate performance. The nature of the question and the knowledge, skills and values that are to be assessed will provide guidance on the type of marking memorandum.

➢ Provision must be made in the marking memorandum or guideline for additional answers as well as the learners' own interpretation of the questions. Examples of assessment tools that are appropriate to assess learner performance in Life Orientation are: the marking memorandum or guideline, criteria checklist, rubric or matrix.

➢ When marking the case studies, teachers should remember that the focus is on understanding and incorrect spelling and language errors should not be penalised.

➢ 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.
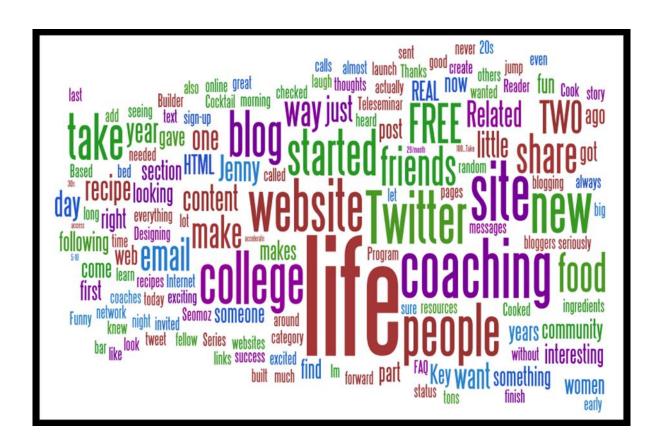
➤ The total mark for each section must be transferred to the end of the learner's script and totalled, example:

<div align="center">

A 18
B 20
C 20
Total = 58

</div>

➤ 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:

<div align="center">

Name of candidate: John Doe

</div>

<div align="center">

58

80

</div>

3. ASSESSMENT TOOLS
3.1   ASSESSMENT TOOL FOR LONGER QUESTIONS (10 MARKS)

LEVEL	Limited 0 – 2 0 – 20%	Adequate 3 – 5 30 – 50%	Proficient 6 – 7 60– 70%	Meritorious 8– 10 80 – 100%
Criteria 1: Knowledge of concepts & facts. Understanding of content on the topic	(0) Little or no knowledge of concepts and facts Little or no understanding of content on the topic	(1) Satisfactory knowledge of concepts and facts Satisfactory understanding of content on the topic	(2) Proficient knowledge of concepts & facts Proficient understanding of content on the topic	(3) Excellent knowledge of concepts & facts Excellent understanding of content on the topic
Criteria 2: Provide critical analysis of the content. Presents information in a coherent logical sequence	(1) Little or no understanding of responses to questions. Lacked logical order. Little thought and effort put into the answers	(2) Analysis showed some good understanding of responses. Satisfactory reasoning not too logical and coherent	(3) Analysis showed good understanding of responses. Method of analysis is good. Answers have relevant information	(4) Analysis showed depth of insight and logical reasoning. Evidence of logical and insightful deductions and inferences from the data style. Form and language impeccable
Criteria 3: Evidence of research, statistical data & comparative analysis	(0) Showed no evidence of references, statistical data or higher level of cognitive thinking	(1) Showed satisfactory knowledge, on research, and statistical data	(2) Showed proficient knowledge, on research, statistical data and comparative analysis	(3) Excellent knowledge, showed insight on researched information, statistical data and comparative analysis. Displayed higher level of cognitive thinking.

3.2 ASSESSMENT TOOL FOR APPLICATION QUESTIONS (10 MARKS)

		APPLICATION OF KNOWLEDGE			
		D	**C**	**B**	**A**
	CONTENT	Applies comprehensive (high level) knowledge and skills in decision-making and stating a position	Applies considerable knowledge and skills in decision-making and stating a position	Applies moderate knowledge and skills in decision-making and stating a position.	Applies limited/ no knowledge and skills in decision-making and stating a position
D	Provides comprehensive, logical argument and examples relevant to the position chosen.	9-10	8		
C	Provides sufficient argument and examples relevant to the position chosen.	8	7	6	
B	Provides partial argument and examples relevant to the position chosen		6	5	4
A	Irrelevant, limited or no argument and examples relevant to the position chosen.			4	0-3

3.3 ASSESSMENT RUBRIC FOR ORAL [50/5=10]

	Code 7 Outstanding 8-10	Code 6 Meritorious 7	Code 5 Substantial 6	Code 4 Adequate 5	Code 3 Moderate 4	Code 2 Elementary 3	Code 1 Not achieved 0-2
Research skills	Convincing evidence that a wide range of interesting and relevant sources have been consulted A wide range of new and interesting facts and examples make the presentation impressive	Sound evidence that a wide range of interesting and relevant sources have been consulted New and interesting facts and examples contribute to a well-structured presentation	Good evidence that a wide range of interesting and relevant sources have been consulted Interesting facts and examples contribute to a well-structured presentation	Satisfactory evidence that relevant sources have been consulted Presentation is interesting and some new and interesting facts and examples have been given	Some evidence that relevant sources were used Presentation is adequate but without the spark of new ideas, facts or information	Limited evidence of partial use of sources Little evidence of research owing to lack of new ideas, facts or information	If sources were used, there is little or no evidence in the presentation Hardly any new ideas Any research done does not contribute to the effectiveness of the presentation
Planning and organisation of contents	Thoroughly planned according to task, audience, context and format Striking introduction which immediately grasps audience attention Brilliant development of ideas and argument Contents reflects outstanding creativity, originality and mature insight Skillful ending thoroughly drawn together	Very well planned according to task, audience, context and format Very good and appropriate introduction which immediately arouses interest Very good, and sustained development of ideas and argument Contents reflects creativity originality and some insight Very good conclusion	Well planned according to task, audience, context and format Good and appropriate introduction which arouses interest Good, and sustained development of ideas and argument Content reflects creativity originality and some insight Good conclusion	Satisfactory planning according to task, audience, context and format Reasonably good introduction which still arouses interest Good development of argument which can be followed easily Contents fairly original, but not always creative and insight sometimes lacking Reasonably good ending, but sometimes lacks cohesion	Adequate planning according to task, audience, context and format Introduction adequate which arouses some interest Adequate development of ideas and argument but has problems with cohesion Contents shows some originality, but not always creative and lacks insight Adequate conclusion, but lacks cohesion	Evidence of some planning according to task, audience, context and format Some evidence of introduction, but barely arouses interest Some arguments can be followed, but others are inconsistent / can barely be followed Contents is barely original and lacks creativity or originality Hardly any evidence of a conclusion	No evidence of planning according to task, context audience or format Introduction poor and arouses no audience interest Cannot sustain argument Shows little understanding of topic Contents poor, boring and banal Conclusion lacking
Tone, speaking and presentation skills	Natural delivery, a fluent skilled and animated presenter, appropriate style and register Clearly audible articulation Eye contact, facial expressions, gestures and body language outstanding,	Very good presenter natural and fluent presentation appropriate style and register Audible articulation Eye contact, facial expressions, gestures and body language	Good presenter, fluent presentation appropriate style and register Largely audible articulation Eye contact, facial expressions, gestures	Reasonably fluent presenter, but sometimes shows hesitation, style and register mostly appropriate; Reasonably clear articulation and audibility Eye contact, facial expressions, gestures and body language reasonably	Sometimes fluent, but presentation lacks appropriate style and register Adequately audible and clear articulation Adequate eye contact, facial expressions,	Hesitant, lacks expression, fluency Mostly inappropriate style and register Articulation not clear and hardly audible Very little eye contact / facial expressions / body	Inappropriate tone, style and register Sloppy indistinct articulation mostly inaudible Almost non-existent eye contact, inappropriate

	functional and convincing Audience reaction overwhelmingly positive Confident delivery with very little use of notes	functional and convincing Audience interest sustained throughout Notes used effectively and with confidence	and body language largely functional and convincing Audience interest sustained. Notes used effectively	convincing Most members of the audience follow with interest Some dependency on notes but still good contact with the audience	gestures and body language but not always convincing Mixed reaction from the audience Use of notes often detract from presentation	language Lack of audience interest shown Dependent on notes	facial expression and body language No audience contact Totally dependent on notes
Critical awareness of language usage	Thorough, mature vocabulary and creative language use Outstanding language manipulation in order to evoke audience response Exceptional awareness of, and sensitivity to respectful language use on cultural issues	Very good mature vocabulary and creative language use Very good language manipulation in order to evoke audience response Very good awareness of, and sensitivity to respectful language use on cultural issues	Good vocabulary and creative language use Good language manipulation in order to evoke audience response Good awareness of, and sensitivity to respectful language use on cultural issues	Reasonably mature vocabulary and creative language use Reasonable language manipulation in order to evoke audience response Reasonable awareness of, and sensitivity to respectful language use on cultural issues	Adequate vocabulary and language use Some language manipulation in order to evoke audience response Moderate awareness of, and sensitivity to respectful language use on cultural issues	Limited vocabulary and language use Struggles to manipulate language in order to evoke audience response Seldom aware or sensitive or respectful to language use on cultural issues	Very limited vocabulary and language Unable to manipulate language Hardly ever aware of sensitive or respectful language use on cultural issues
Choice, design and use of audio and/or visual; aids	Excellent and tastefully appropriate choice and presentation of visual aids Visual aids make an impact on the audience and effectively contribute to the success of the presentation	Very good and appropriate choice and use of visual aids Presenter is able to use visual aids effectively to enhance the presentation	Good and appropriate choice and use of visual aids Presenter is able to use visual aides to enhance the presentation	Visual aids are mostly relevant to the topic Most of the visual aids used contribute to the success of the presentation	Visual aids adequately used, but not always totally appropriate Visual aids do not always contribute to presentation	Seldom uses visual aids Use of aids sometimes clumsy and not functional	Makes no use of visual aids

3.4 ASSESSMENT TOOL FOR PET

The assessment tool for learner performance in the two criteria of the task:

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: **Frequency of participation (10 marks)**	0% = 0 marks (did not participate at all) 1-10% = 1 mark	11-20% = 2 marks 21-30% = 3 marks 31-40% = 4 marks	41-50% = 5 marks 51-60% = 6 marks 61-70% = 7 marks	71-80% = 8 marks 81-90% = 9 marks 91-100% = 10 marks
Criterion 2: **Outcome of movement performance (10 marks)**	Needs significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

Example of the class list for participation and movement performance:

	Term 1	1. Frequency of participation: (10 marks (P1= period 1)								2. Movement performance (10 marks)			Total for term
	Learners' Names	P1	P2	P3	P4	P5	P6	%	Marks 10	1st Observation 5	2nd Observation 5	Total Marks 10	**20**
1													
2													
3													
4													
5													

An 'a' will indicate that the learner was absent for that particular period and an 'x' that the learner was present in class, but did not participate.

Divide the number of times a learner participated by number of PE periods per term and multiply by 100 to obtain a percentage, and then convert to a mark out of 10.

Learners will be formally observed twice across a school term for formal assessment purposes to determine their level of movement performance.

Allocate a mark out of five (5) for each of the two observations, add the two to obtain a final mark out of ten (10).

4. THE IMPORTANCE OF BALANCED PAPERS – DIFFERENTIATION AND WEIGHTING

	Category	Definition	Action word	Activity	Weighting
Taxonomy of thinking skills – Levels of cognitive demand					
Lower order	Knowledge Level 1	Ability to remember previously learned information	Tell; recite; list; memorise; remember; define; locate; name; match; recall; repeat; state; outline; write.	Questions that deal with information explicitly stated in the text. □ Name the things/people/places/elements … □ State the facts/reasons/points/ideas … □ Identify the reasons/persons/causes … □ List the points/facts/names/reasons … □ Describe the place/person/character ...	30%
Lower order	Comprehension Level 2	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.	Questions that require analysis, synthesis or organisation of information explicitly stated in the text. □ Summarise the main points/ideas/pros/cons/ … □ Group the common elements/factors … □ State the similarities/differences … □ Give an outline of …	30%
Middle order	Application Level 3	Transfer knowledge learned in one situation to another.	Demonstrate; use; guide; map; chart; arrange; illustrate; apply; locate; construct; solve.	Questions that require learners to interpret messages that are not explicitly stated by linking information from different parts of the text or relating clues in the text to their prior knowledge or experience and drawing conclusions. □ Explain how the main idea links with message □ Compare the ideas/attitudes/actions … □ Explain the cause/effect of … □ What, do you think, will be the outcome/effect (etc.) of an action/situation	40%
Middle order	Analysis Level 4	Understand how parts relate to a whole. Understand structure and motive.	Investigate; classify; categorise; compare; solve; relate; research; contrast; distinguish; report on; sort; debate.		40%
Higher order	Evaluation Level 5	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.	These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values. □ Do you think that what transpires is credible/realistic/ possible …? □ Is the writer's argument valid/logical/conclusive …? □ Discuss/Comment critically on the action/intention/motive/attitude/ suggestion/implication … □ Do you agree with the view/statement/observation/ interpretation? □ In your view, is the writer/narrator/character justified in suggesting/ advocating that … (Substantiate your response) □ Discuss critically/Comment on the value judgements made in the text	30%
Higher order	Synthesis Level 6	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.	These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language (such as word choice and imagery). □ Discuss your response to the text/incident/ situation/conflict/ dilemma … □ Do you empathise with the character? What action/decision would you have taken if you had been in the same situation?	30%

NOTE:

- 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. Some action words are therefore interchangeable depending on the nature of the 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. Questions can thus be divided into different levels of difficulty within a particular cognitive level.

5. Conclusion

This Examination Guidelines document is meant as a tool for clarification and reference when teaching Gr 12 *Life Orientation*. It is therefore not a substitute for the Revised SACAI CAPS document (or the DBE CAPs document) which teachers should teach to.

Qualitative curriculum coverage is forever essential and cannot be emphasized enough.

Bibliography:

1. SACAI CAPS Based Subject Guidelines (Grade 10 – 12), 2014: Life Orientation
2. Department of Basic Education, LO Examination Guidelines Grade 12, 2014

PLEASE REMEMBER: SACAI provides the *Common Assessment Task that will be written in September by ALL gr 12 learners.*