

**LIFE ORIENTATION IN  
THE INTERMEDIATE  
AND SENIOR PHASE**



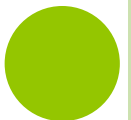
# BACKGROUND

- The National Curriculum Statement Grades R – 12 (NCS) stipulates policy on curriculum and assessment in the schooling sector
- The National Curriculum Statement was amended
- Amendments coming into effect in January 2011.
- A single comprehensive Curriculum and Assessment Policy document was developed.
- The amended National Curriculum Statement Grades R - 12: Curriculum and Assessment Policy (January 2011)



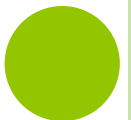
# GENERAL AIMS OF THE SOUTH AFRICAN CURRICULUM

1. Gives expression to what is regarded to be:
  - knowledge,
  - skills and
  - values worth learning.
2. It will ensure that learners:
  - acquire and apply knowledge and skills in ways that are meaningful to their own lives.
3. The curriculum promotes the idea of grounding knowledge in local contexts.



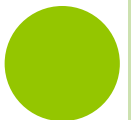
# PURPOSE OF SOUTH AFRICAN CURRICULUM

- equipping learners irrespective of their socio-economic background
- with the knowledge, skills and values
- providing access to higher education
- facilitating the transition of learners from education institutions to the workplace
- providing employers with a sufficient profile of a learner's competences.



# 10 PRINCIPLES

- Social transformation
- Active and critical learning
- High knowledge and high skills
- Progression
- Human rights
- Inclusivity
- Environmental
- Social justice
- Valuing indigenous knowledge systems
- Credibility, quality and efficiency



# 8 AIMS OF THE SOUTH AFRICAN CURRICULUM

- ❖ identify and solve problems
- ❖ make decisions
- ❖ work effectively
- ❖ organize and manage
- ❖ collect, analyze, organize and critically evaluate information
- ❖ communicate effectively
- ❖ use science and technology effectively
- ❖ demonstrate an understanding of the world



# TIME ALLOCATION: FOUNDATION

<b>SUBJECT</b>	<b>TIME ALLOCATION</b>
Home Language	6
Additional Language	4 (5)
Mathematics	7
Life skills:	6
* Beginning Knowledge	1 (2)
*Arts and Craft	2
* Physical Education	2
* Health Education	1

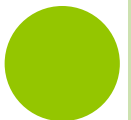


# TIME ALLOCATION-INTERMEDIATE

SUBJECT	TIME ALLOCATION
Home Language	6
Additional Language	5
Mathematics	6
Science and Technology	3.5
Social Sciences	3
Life Skills	4
* Creative Arts	1.5
* Physical Education	1.5
* Religious Studies	1.5

# TIME ALLOCATION-FET

SUBJECT	TIME ALLOCATION
Home Language	4.5
Additional Language	4.5
Mathematics	4.5
LO	2
Three Electives	12 (3 x 4 hours)



# TIME ALLOCATION-SENIOR

SUBJECT	TIME ALLOCATION
Home Language	5
Additional Language	4
Mathematics	4.5
Natural Sciences	3
Social Sciences	3
Technology	2
EMS	2
LO	2
Arts and Culture	2

# LIFE SKILLS

- The **holistic development** of the learner throughout childhood.
- It equips learners with:
  - knowledge
  - skills
  - values that assist them to achieve their full
    - **physical**
    - **intellectual**
    - **personal**
    - **emotional and social potential.**



- The subject encourages learners to:
  - acquire and practise life skills
  - independent and effective
- The subject aims to develop learners through three different:
  - Personal and Social Well-being,
  - Physical Education and
  - Creative Arts.

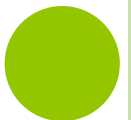


# PERSONAL AND SOCIAL WELL-BEING

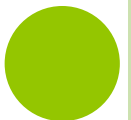
- Study of the self in relation to the environment and society.
- The study area provides:
  - opportunities for learners to practise life skills required to make informed choices
- Regarding:
  - personal lifestyle
  - health
  - social well-being.
- It provides learners with skills to:
  - relate positively with and contribute to family, community and society.



- Learners are equipped with skills that will assist them to deal with:
  - challenging situations positively
  - recognize, develop and communicate their abilities
  - interests and skills with confidence.
- They learn values such as:
  - **respect for the rights of others and**
  - **tolerance for cultural and religious diversity in order to build a democratic society.**



- In the Life Skills curriculum for Grades 4 to 6 is expressed as a study area containing three topics.
- The three topics are:
  - Development of the self
  - Health and environmental responsibility
  - Social responsibility



# PHYSICAL EDUCATION

## ○ **Aims:**

- to develop learners' physical well-being and knowledge of movement and safety.

## ○ Learners will develop:

- **motor skills**
- participate in a variety of **physical activities**.

## ○ Participation in PE will:

- nurture **positive attitudes and values**



- Assist learners to be:
  - physically fit
  - mentally alert
  - emotionally balanced
  - socially well adjusted.
  
- Benefits of such participation and be better able to understand the importance of a physically active lifestyle.



# CREATIVE ARTS

- Includes:

- dance
- drama
- music
- visual arts

- Purpose:

- creative
- imaginative individuals, with an appreciation of the arts.
- basic knowledge and skills



- A safe and supportive environment:
  - to explore, experience and express thoughts,
  - ideas and concepts within an atmosphere of openness and acceptance.
  
- Provides opportunities for learners to give:
  - expression to their feelings and understandings,
  - individually and in collaboration with others



# WHAT IS LIFE ORIENTATION

- Study of the self in relation to others and to society.
- It addresses:
  - skills
  - knowledge
  - Values:
    - self
    - the environment
    - responsible citizenship
    - healthy and productive life,
    - social engagement
    - recreation and physical activity
    - careers and career choices.
- Live meaningfully and successfully in a rapidly changing society.



- New subject
- Non-examinable subjects previously known as:
  - Guidance
  - Family Guidance
  - Vocational Guidance
  - Religious
  - Bible Education
  - Civic Education
  - Health Education
  - Physical Education.
- Interdisciplinary subject in that it integrates:
- knowledge
- values, skills and processes
  - embedded in various disciplines:
    - Sociology, Psychology, Political Science and **Human Movement Science.**



## ○ Life Orientation:

- four **fundamental** subjects required for the National Senior Certificate
- which means that it is **compulsory** for all learners in Grades 10, 11 and 12.

## ○ It is a unique subject

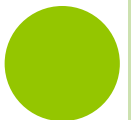
## ○ Applies a holistic approach

- personal
- social
- intellectual
- emotional
- spiritual
- motor
- physical growth and development of learners.



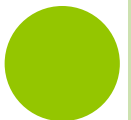
# 6 TOPICS IN L.O.

- Development of the self in society
- Social and environmental responsibility
- Democracy and human rights
- Careers and career choices
- Study skills
- Physical Education

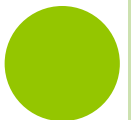


# SPECIFIC AIMS OF LO

- Guide and prepare learners to respond appropriately to life's responsibilities and opportunities.
- Equip learners to interact optimally:
  - personal
  - psychological
  - cognitive
  - motor
  - physical
  - moral
  - spiritual
  - cultural
  - socio-economic level



- Guide learners to make informed and responsible decisions
- Expose learners to their constitutional rights
- Equip learners with knowledge, skills and values to make informed decisions
- Expose learners to various study methods and skills
- Expose learners to an understanding of the value of regular participation in physical activity.



# OVERVIEW OF TOPICS

## GRADE 4

- Different ways to:
  - locomote
  - rotate
  - elevate
  - balance
  - using various parts of the body with control
- A variety of modified invasion games
- Rhythmic movements with focus on posture
- Basic field and track athletics or swimming activities
- Safety measures



# OVERVIEW OF TOPICS

## GRADE 5

- Movement sequences:
  - that require consistency
  - control in smooth
  - continuous combinations
- A variety of target games
- Rhythmic movements and steps with attention to posture and style
- A variety of field and track athletics or swimming activities
- Safety measures



# OVERVIEW OF TOPICS

## GRADE 6

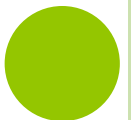
- Physical fitness programme to develop particular aspects of fitness
- A variety of striking and fielding games
- Rhythmic patterns of movement with co-ordination and control
- Refined sequences:
  - emphasising changes of shape
  - speed
  - direction through
    - gymnastic actions or swimming activities
- Safety measures



# OVERVIEW OF TOPICS

## GRADE 7

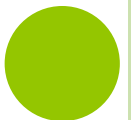
- Participates in fitness programme
- Plays community or indigenous games that include the concept of invasion
- Performs a sequence of physical activities
- Participates in an outdoor recreational programme
- Safety issues



# OVERVIEW OF TOPICS

## GRADE 8

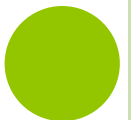
- Participates in physical activities that promote components of fitness
- Plays target games
- Programme to improve movement techniques
- Participates in an outdoor recreational activity
- Safety issues



# OVERVIEW OF TOPICS

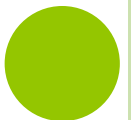
## GRADE 9

- Improves own physical wellness level:
  - Executes a game plan for individual or team sport
  - Refines own and peer performance in movement activities
  - Refines own performance in an outdoor recreational activity
- Safety issues



# ASSESSMENT

- PE aims to develop learners' physical wellbeing and knowledge of movement and safety.
- It encourages learners to use it as a perform
- PE also aims to develop learners' confidence and generic skills
- Together with the nurturing of positive values and attitudes in physical education, provide a good foundation



# ASSESSMENT

- The PET is administered across all four school terms.
- It focuses solely on the Physical Education component
- Comprises three different movement sections:
  - **Fitness**
  - **Games and Sport**
  - **Recreation.**



- Learners are expected:
  - to participate in a Physical Education period
  - once a week
  - which is timetabled to take place in a fixed period
  - labelled Physical Education on the school timetable.

