

2021 REVISED CURRICULUM AND ASSESSMENT PLANS

LIFE ORIENTATION GRADE 8

Implementation: January 2021



Presentation Outline

1. Introduction
2. Principles
3. Underpinning assumptions
4. Key Recovery Strategies
5. Purpose
6. Content Overview amendments for grade 8
7. Annual Teaching Plan amendments for grade 8
8. School Based Assessment (SBA) amendments for grade 8

1. Background

Introduction



COVID 19 led to losses in teaching and learning time due to:

- the lockdown period and **phased reopening** of schools,
- Alternating time tabling models and
- the related health and safety **protocols**.

Furthermore, the revision of the school calendar **and** intermittent closure of many schools negatively **impacted** the **ability** of teachers to **implement** the **revised 2020 ATPs** as envisioned.

To mediate the impact and support teachers in managing teaching, assessment and learning within the reduced **time**, the DBE in 2020 implemented:

- **Circular S3** that outlined and guided teachers to conduct **context specific subject trimming**, in consultation with subject advisors.
- **National Assessment Circular 02** and **Circular E 11** to guide school-based assessment in phases and subjects

Principles

1

Use of the 2020 Curriculum Recovery Framework as the base document

2

Learning losses inform the Three Year Recovery Plans for School –based Assessment

3

Management of the learning losses and the School Based Recovery Plans

4

Create opportunities through adjusted ATPs to strengthen pre-knowledge, consolidation, revision, and deeper learning

5

Entrench Assessment for Learning as a Pedagogical Approach to address the learning losses



Principles

6

The 2021 Recovery ATPs maintains the use of current LTSM and resources already available in the system.

7

Content topics removed in 2020 were not automatically returned in the 2021 Recovery ATPs.

8

Fundamental and core topics were retained in the Recovery ATPs

9

To guide and support effective teaching and learning



Underpinning Assumptions



1

1

ASSUMPTION 1

All learners will return to school from day 1 of the 2021 academic year and norm-times as stipulated in the CAPS will be adhered to for the entire school year;

2

2

ASSUMPTION 2

Learning losses due to COVID-19 across grades and subjects will vary from school to school, class to class and even within classes.

3

3

ASSUMPTION 3

Each Teacher will have a record of learning losses and Departmental Heads and Subject Advisors will monitor progress in learning loss recovery;

Underpinning Assumptions



4

4

ASSUMPTION 4

All schools will develop & implement school-based support programmes for all grades/years with particular focus on all the exit grades/years (3, 6, 9 and 12) throughout the three-year period.

5

5

ASSUMPTION 5

All Circulars related to the 2020 ATPs including SBA to be withdrawn and revised to align to the 2021 ATPs.

6

6

ASSUMPTION 6

Schools have systems in place to manage the possibility of a second wave of the pandemic in Q1 and Q3 of the 2021

The Development of the 2021 Recovery ATPs

The Recovery ATPs are aligned to the:

- 2021 School calendar
- Abridged S4 of CAPS
- Curriculum and assessment principles as prescribed in the CAPS policy for **Life Orientation**.

Purpose

- To mediate the amendments of the 2021 Recovery Annual Teaching Plan including School Based Assessment for **Life Orientation, Grade 8** for implementation in January 2021 as stipulated in Circular S11 of 2020.
- To ensure teaching proceeds as per the **2021 school calendar**. To assist teachers with **guided pacing and sequencing** of curriculum content and assessment.

Purpose (continued)

- To enable teachers to **cover the essential core content /skills including the fundamentals** within the available, **amended** time.
- To assist teachers with **planning** for the different forms of **assessment**.
- To ensure learners are **adequately prepared** for the **subsequent year/s** in terms of content, skills, knowledge, attitudes and values

2. Content Overview Amendments for Grade 8

Summary: Amendments to the Content Overview for Grade 8

Key Topic	Grade: 8	
<p>Development of self in society</p>	<p>Basic hygiene principles of COVID-19</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concepts: self-concept and self-motivation <input type="checkbox"/> -Factors that influence self-concept formation and self-motivation: media, environment, friends and peers, family, culture, religion and community <input type="checkbox"/> -Positive self-talk: individuality and uniqueness and personal achievements <input type="checkbox"/> -Strategies and skills to extend personal potential 	<p>Basic hygiene principles of COVID-19</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concepts: sexuality <input type="checkbox"/> Understanding one's sexuality: personal feelings that impact on sexuality <input type="checkbox"/> Influence on friends and peers on one's sexuality <input type="checkbox"/> Family and community norms that impact on sexuality <input type="checkbox"/> Social pressures including media that impact on sexuality <input type="checkbox"/> Problem-solving skills: identity formation and development

Summary: Amendments to the Content Overview for Grade 8

Key Topic	Grade: 8	
<p>Development of self in society</p>	<p>Basic hygiene principles of COVID-19</p> <ul style="list-style-type: none"> <input type="checkbox"/> Relationships and friendships: relationship at home, school and in the community <input type="checkbox"/> Appropriate ways to initiate a relationship <input type="checkbox"/> Appropriate ways to sustain a relationship <input type="checkbox"/> Problem solving skills: appropriate behaviour in a relationship <input type="checkbox"/> Communication skills: ability to disagree in constructive ways and appropriate ways to end a relationship 	<p>Basic hygiene principles of COVID-19</p> <p>(Grade 7 fundamental topic)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concepts: personal diet and nutrition <input type="checkbox"/> Factors that influence choice of personal diet: ecological, social, economic, cultural and political <input type="checkbox"/> Ways to improve nutritional value of own personal diet: a plan for healthy eating habits

Summary: Amendments to the Content Overview for Grade 8

Key Topic	Grade: 8	
<p>Health, social and environmental responsibility</p>	<p>Basic hygiene principles of COVID-19</p> <p>(Grade 7 fundamental topic)</p> <ul style="list-style-type: none"> ❑ Common diseases: tuberculosis, diabetes, epilepsy, obesity, anorexia, HIV and AIDS and COVID -19 ❑ Causes of diseases: social, economic and environmental factors including use of alcohol and tobacco, poor eating habits and physical inactivity ❑ Treatment options, care and support (coping with emotions: trauma, grief, loss and anxiety) 	<p>Basic hygiene principles(issues of Covid-19)</p> <ul style="list-style-type: none"> ❑ Social factors that contribute to substance abuse including community and media ❑ Appropriate behaviour to stop and avoid substance abuse: refusal and decision- making skills ❑ Long and short term consequences of substance abuse: link to crime, violence and educational outcomes ❑ Rehabilitation options: where to find help, care and support

Summary: Amendments to the Content Overview for Grade 8

Key Topic	Grade: 8	
<p>Health, social and environmental responsibility</p>	<p>Basic hygiene principles of COVID-19</p> <p>(Grade7 fundamental topic)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concept: environmental health Local environmental health problems <input type="checkbox"/> S:Community and individual projects and strategies to prevent and deal with environmental health problems <input type="checkbox"/> Problem-solving skills: an action plan to address an environmental health problem and formulate environmentally sound choices and actions 	<p>Basic hygiene principles(issues of COVID- 19)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Environmental health issues: <input type="checkbox"/> Application of laws and policies to protect the environmental health: address an environmental issue – <input type="checkbox"/> Earth Day: preservation of the environment: <input type="checkbox"/> Honouring Earth Day: ways of being kinder to Earth <input type="checkbox"/> Develop and implement an environmental health programme

Summary: Amendments to the Content Overview for Grade 8

Key Topic	Grade: 8
Health, social and environmental responsibility	<p>Basic hygiene principles of COVID-19</p> <ul style="list-style-type: none"><input type="checkbox"/> Informed, responsible decision making about health and safety: HIV & AIDS and COVID 19<input type="checkbox"/> Management with medication, diet, healthy living and positive attitude<input type="checkbox"/> Prevention and safety issues relating to HIV/AIDS and COVID 19<input type="checkbox"/> Caring for people living with HIV/AIDS and COVID 19<input type="checkbox"/> Management of HIV/AIDS including COVID 19<input type="checkbox"/> Coping with (coping with grief, trauma, loss and crisis)

Summary: Amendments to the Content Overview for Grade 8

Key Topic	Grade: 8	
<p>Constitutional rights and responsibilities</p>	<p>Basic hygiene principles of COVID-19</p> <p>(Grade 7 fundamental topic)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Human rights as stipulated in the South African Constitution: <input type="checkbox"/> S-Application of human rights <input type="checkbox"/> Application of responsibilities in relation to human rights <input type="checkbox"/> Fair play in a variety of athletic and sport activities: role of values, trust and respect for difference 	<p>Basic hygiene principles of COVID-19</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nation building: definition <input type="checkbox"/> Different ways to promote nation building in different contexts: community, school and home <input type="checkbox"/> Contributions of women and men towards nation building: individuals and groups

Summary: Amendments to the Content Overview for Grade 8

Key Topic	Grade: 8	
<p>Constitutional rights and responsibilities</p>	<p>Basic hygiene principles of COVID-19</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concept: human rights violations <input type="checkbox"/> Types of violations <input type="checkbox"/> Counter-strategies to violations of human rights <input type="checkbox"/> Concept: gender equity <input type="checkbox"/> Gender equity issues in a variety of athletic and sport activities <input type="checkbox"/> Defining gender-based violence <input type="checkbox"/> Emotional, health and social impact of rape and gender-based violence <input type="checkbox"/> Prevention of violence against women: law on sexual offences <input type="checkbox"/> Sources of help for victims: safety for girls and women 	<p>Basic hygiene principles of COVID-19</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concept: cultural diversity in South Africa - Diverse cultural norms and values in relation to personal and community issues <input type="checkbox"/> Influence of cultural norms and values on individual behaviour, attitude and choices: cultural expectations, practices and traditions <input type="checkbox"/> Understanding diverse cultures: recognition of diverse cultures to enrich South African society <input type="checkbox"/> Respect difference: culture, religion and gender <input type="checkbox"/> Celebrate unity in diversity: respect difference and celebrate similarity <input type="checkbox"/> Contributions to social development by organisations from various religions

Summary: Amendments to the Content Overview for Grade 8

Key Topic	Grade: 8	Grade 9
World of work	Basic hygiene principles of COVID-19 <input type="checkbox"/> Different learning styles: visual, aural, kinaesthetic, reading and writing	Basic hygiene principles of COVID-19 <input type="checkbox"/> Identify and apply own learning style (self-management skills)

Summary: Amendments to the Content Overview for Grade 8

Key Topic	Grade: 8
World of work	Basic hygiene principles of COVID-19 <ul style="list-style-type: none"><input type="checkbox"/> Relationships between performance in school subjects and interests and abilities:<input type="checkbox"/> Types of learning activities related to different subjects: practical, theoretical, individual or group activities<input type="checkbox"/> Demands of each subject: thinking and learning skills required<input type="checkbox"/> Decision-making process:<input type="checkbox"/> Steps in choosing career category relating to individual strength, ability, interest and passion

Summary: Amendments to the Content Overview for Grade 8

Key Topic	Term 1	Term 2
Physical Education	<ul style="list-style-type: none"> <input type="checkbox"/> Participation in Physical activities that promote components of fitness <input type="checkbox"/> Safety issues relating to fitness <input type="checkbox"/> Participation and movement performance in physical activities that promote components of fitness 	<ul style="list-style-type: none"> <input type="checkbox"/> Participation in target games <input type="checkbox"/> Participation and movement performance in target games

Summary: Amendments to the Content Overview for Grade 8

Key Topic	Term 3	Term 4
Physical Education	<ul style="list-style-type: none"> <input type="checkbox"/> Participation in a programme that improves movement techniques <input type="checkbox"/> Safety issues relating to movement activities <input type="checkbox"/> Participation and movement performance in a programme that improves movement techniques 	<ul style="list-style-type: none"> <input type="checkbox"/> Participation in an outdoor recreational activity <input type="checkbox"/> Participation and movement performance in an outdoor recreational activity <input type="checkbox"/> Safety issues relating to participation in recreational activities

3. Annual Teaching Plan amendments

Summary: Amendment to the weighting of content topics

- ❑ The recovery ATP consist of topics and content of term 1 to 4;
- ❑ The time allocation for the content of some topics has either been **increased** or **decreased**;
- ❑ Hygiene principles and Covid-19 issues are integrated within the content wherever possible;

Summary: Reorganisation of content topics

- ❑ Self-management and self-study skills are integrated within the content wherever possible;
- ❑ Management of HIV/AIDS including COVID 19 and Coping with grief, trauma, loss and crisis are also integrated within the content;
- ❑ There is Physical Education for term 1-4 **following the Physical Education guidelines that adheres to Covid 19 regulations.**

4. Subject Fundamentals: Purpose

- The fundamentals document **is not** a replacement of the Trimmed Revised ATP.
- The purpose of this document is to provide teachers with **support and advice on how to interpret and apply the revised ATPs in their specific contexts.**
- The fundamentals define the **core knowledge, skills and attitude** to be taught and assessed more specifically so that it provides guidance and support to teachers

Fundamentals ensure that:

- meaningful teaching proceeds during the revised school calendar irrespective of the timetabling model being implemented at school level.
- final learning outcomes are not compromised.
- learners are thoroughly prepared for the subsequent phase, laying the necessary cumulative foundation for the final assessment for progression.

LO Fundamentals

Grade	Topic	Content
8	Health, social and environmental responsibility	<ul style="list-style-type: none">▪ Informed , responsible decision making about health and safety: HIV & AIDS and Covid-19- Management with medication, diet, healthy living and positive attitude- Prevention and safety issues relating to HIV/AIDS and COVID 19- Caring for people living with HIV/AIDS and COVID 19- Coping with grief, trauma, loss and crisis

5. School Based Assessment (SBA) Amendments

Summary: Revised Programme of Assessment

The 2021 formal assessment tasks for Grade 8 are as follows:

TERM 1	TERM 2	TERM 3	TERM 4
Task 1 Written Task: 70 marks PET : 30 marks	Task 2 Controlled Test: 70 marks PET: 30 marks	Task 3 Project: 70 marks PET: 30 Marks	Task 4 Controlled Test: 70 marks PET : 30 marks

- Term 2 and 4 assessment will be made up of Controlled Test.
- Term 2 Controlled test will include term 1 and 2 content
- Term 4 Controlled test will include term 3 and 4 content

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