



## **basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

# **Curriculum and Assessment Policy**

## **Statement: Occupational**

### **Grades 8 and 9**

### **Ancillary Health Care Studies**

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## SECTION 1

### Introduction to the Curriculum and Assessment Policy Statement: Occupational Grade 8 and 9 Ancillary Health Care Studies

#### 1.1 Background

The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

#### 1.2 Overview

- (a) The *National Curriculum Statement Grades R – 12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:
- (i) National Curriculum and Assessment Policy Statements for each approved school subject;
  - (ii) The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12; and
  - (iii) The policy document, National Protocol for Assessment Grades R – 12 (January 2012).
- (b) The *National Curriculum Statement Grades R – 12 (January 2012)* replaces the two current national curricula statements, namely the
- (i) *Revised National Curriculum Statement Grades R - 9, Government Gazette No. 23406 of 31 May 2002*, and
  - (ii) *National Curriculum Statement Grades 10 - 12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005*.
- (c) The national curriculum statements contemplated in subparagraphs (a) and (b) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R – 12 (January 2012)* during the period 2012-2014:
- (i) The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 – 12;

- (ii) The policy document, *National Policy on assessment and qualifications for schools in the General Education and Training Band d*, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;
  - (iii) The policy document, the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, promulgated in Government Gazette No.27819 of 20 July 2005;
  - (iv) The policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs*, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*; and
  - (v) The policy document, *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)*, promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.
- (d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R – 12*. It will therefore, in terms of section 6A of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

### **1.3 General aims of the South African Curriculum**

- (a) The *National Curriculum Statement Grades R - 12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.
- (b) **The National Curriculum Statement Grades R - 12 serves the purposes of:**
  - equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
  - providing access to higher education;
  - facilitating the transition of learners from education institutions to the workplace; and
  - providing employers with a sufficient profile of a learner's competences.

**(c) The National Curriculum Statement Grades R - 12 is based on the following principles:**

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R – 12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

**(d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:**

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- 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.

- (e) **Inclusivity** should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

## 1.4 Time Allocation

### 1.4.1 Foundation Phase

- (a) The instructional time in the Foundation Phase is as follows:

Subject	Grade R (Hours)	Grades 1-2 (Hours)	Grade 3 (Hours)
Home Language	10	7/8	7/8
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	<b>6</b>	<b>6</b>	<b>7</b>
<ul style="list-style-type: none"> <li>• Beginning Knowledge</li> <li>• Creative Arts</li> <li>• Physical Education</li> <li>• Personal and Social Well-being</li> </ul>	(1) (2) (2) (1)	(1) (2) (2) (1)	(2) (2) (2) (1)
<b>Total</b>	<b>23</b>	<b>23</b>	<b>25</b>

- (b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.
- (c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades R – 2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.
- (d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R – 2 and 2 hours as indicated by the hours in brackets for Grade 3.

### 1.4.2 Intermediate Phase

The instructional time in the Intermediate Phase is as follows:

Subject	Hours
Home Language	6
First Additional Language	5
Mathematics	6
Natural Science and Technology	3,5
Social Sciences	3
Life Skills	<b>4</b>
• Creative Arts	(1,5)
• Physical Education	(1)
• Personal and Social Well-being	(1,5)
<b>Total</b>	<b>27,5</b>

### 1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

Subject	Hours
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Science	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Arts and Culture	2
In Grade 8, a maximum of two subjects can be selected from the list of thirteen Elective Occupational subjects to replace any two of the following: Technology, Creative Arts and/or Economic and Management Sciences. The instructional time for these subjects is 2 hours each.	
<b>Total</b>	<b>27,5</b>

<b>Elective Occupational Subjects (Not more than 2)</b>	
1. Agricultural Studies	Time Allocation per week: 2 hours each
2. Art and Design	
3. Digital Technology	
4. Early Childhood Development	
5. Mechanical Technology	
6. Electrical Technology	
7. Civil Technology	
8. Personal Care:Hairdressing, Nail and Beauty Technology	
9. Ancillary Health Care Studies	
10. Services: Maintenance and Upholstery	
11. Services: Consumer Studies	
12. Services:Hospitality Studies	
13. Wholesale and Retail Studies	

#### 1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

<b>Subject</b>	<b>Time allocation per week (hours)</b>
I. Home Language	4.5
II. First Additional Language	4.5
III. Mathematics	4.5
IV. Life Orientation	2
V. A minimum of any three subjects selected from Group B Annexure B, Tables B1-B8 of the policy document, <i>National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12</i> , subject to the provisos stipulated in paragraph 28 of the said policy document.	12 (3x4h)

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.



## **SECTION 2**

### **2.1 The subject Ancillary Health Care Studies**

Ancillary Health Care Studies is the study of various interrelated themes to enable learners to understand the meaning of health and wellness as well as how to apply their newly acquired knowledge in everyday life. This will include application in caring for themselves, others in their families and community, as well as in their place of work.

This subject will enable learners to understand that each person has a journey of life, during which certain basic needs must be met in order for the person lead a fulfilled life. These needs are influenced by how far the person has progressed on their journey of life, as well as their health status at that time.

Ancillary Health Care Studies refers to all health care: which supports the diagnostic activities of the health professional (either a physician or Primary Health Care Registered Nurse) in the treatment of individuals.

#### **Topics studied in the Ancillary Health Care Studies curriculum**

- Personal Care
- Life Care
- Toddler Care

### **2.2 Specific aims of Ancillary Health Care Studies**

This subject aims to provide an educational experience to enable learners to acquire sufficient knowledge to:

- Demonstrate a general understanding of the concepts health and wellness as these relate to our daily lives.
- Demonstrate a general understanding of the causes, prevention and management of ill-health.
- Recognise that health needs are influenced by the stage of life.
- Understand the role of ancillary health care in relation to diagnostic and therapeutic aspects of health care.
- Apply health promotion strategies.
- Understand lifestyle habits affect health and wellness of the individual and others.
- Recognise the need and value to apply good waste management practices.

- Understand the role and functions of employers and employees in the workplace according to the Occupational Health and Safety Act no. 85 of 1993.

### **2.3 Requirements for Ancillary Health Care Studies as a subject**

The guidelines for the allocation of resources to teach Ancillary Health Care Studies are outlined clearly. It is recommended that schools plan and budget so that they can meet the requirements for the equipment and resources required to offer the subject Ancillary Health Care Studies.

#### **2.3.1 Time allocation for Ancillary Health Care Studies**

- The compulsory teaching time for Ancillary Health Care Studies is two hours per week.
- As this subject involves practical work which constitutes 50% of the end-of-year promotion or certification marks, 90 minutes of this allocated time of two hours must be one continuous period for practical work.

#### **2.3.2 Infrastructure, furniture, equipment and finances**

Schools must ensure that teachers have the necessary infra-structure, equipment, consumables and financial resources for quality teaching and learning.

##### **Infrastructure and furniture required**

- A classroom with loose chairs and desks for theoretical input and learner projects.
- A large waterproof working surface with easy access to a tap and hand basin for demonstrations in class.
- A large, white writing board that can be used for writing and/or for power point and/or video presentations.
- Access to electricity.
- Suitable multimedia infrastructure e.g. computer and a data projector
- Secure storeroom for equipment and consumables.
- At least five (5) full length mirrors mounted on the classroom walls.

The following table reflects the minimum requirements for an Ancillary Health Care Studies workspace.

Consumables	Non-consumables	Non-consumables
<p>A4 photo copy paper</p> <p>A3 photo copy paper</p> <p>Suitable paper to make posters</p> <p>Hand wash soap</p> <p>Hand drying paper towels</p> <p>Hair shampoo</p> <p>10 x Cotton towels</p> <p>Two different colour face cloths per learner</p> <p>Pritt-glue sticks</p> <p>Prestick glue</p> <p>Non-permanent colour koki's</p> <p>Colouring crayons</p> <p>Crayon sharpener</p> <p>White paper plates (3 per learner)</p> <p>1 x pack Disposable nappies</p> <p>Suitable detergents to wash different kinds of toddler toys</p> <p>Per learner:</p> <p>75mm Crepe bandage</p> <p>Triangular bandage</p> <p>3 x packets plaster strips</p> <p>Funding to purchase food items for class demonstrations</p> <p>Plastic glasses (1 per learner)</p> <p>Toothpaste</p> <p>Toothbrush per learner</p> <p>Dental floss</p> <p>2 pairs disposable gloves per learner</p> <p>1 pair household gloves per learner</p>	<p>Paper scissors per learner</p> <p>Basin per learner for practical cleaning activities</p> <p>Waste bins suitable to demonstrate the principles of: Reduce, Reuse and Recycle.</p> <p>Bio-degradable waste bin</p> <p>Bin for soiled disposable nappies</p> <p><b>Toddler previously used toys:</b> plastic toys, soft toys, etc. (for cleaning in class)</p> <p>5 x Baby feeding bottles</p> <p>5 x Baby bottle teats</p> <p>5 x Baby feeding bottle brushes</p> <p>Feeding cups with different Mouth pieces for cleaning</p> <p>3x Dolls with hair: Demonstrate and practice hair washing.</p> <p>Kitchen utensils to prepare sandwiches in classroom</p> <p>Hand mirror per learner</p> <p>5x Full length mirrors on wall</p> <p>2x bathroom scales</p> <p>1 Height measurement chart on wall</p> <p>20 x Road To Health booklet for boys (keep in store room)</p> <p>20 x Road To Health booklet for girls (keep in store room)</p> <p>1 tape measuring tape per learner</p> <p>1 mid-humerus measuring tape per learner</p>	<p>Posters: (at least these)</p> <p>Maslow's hierarchy theory</p> <p>Causal factors to develop lifestyle diseases</p> <p>Play area for toddlers with hazards</p> <p>Food pyramid</p> <p>Food portion size (hand as guide)</p> <p>Emergency situation</p> <p>Ear, nose and throat model</p> <p>Gums and teeth model to practice brushing teeth</p> <p>Spade, rake and fork:</p> <p>Biodegradable waste to be used for a food garden</p> <p>Rain water tank if instalment is approved</p> <p>Wi-Fi access to share 'You Tube' videos</p>

## Finances: Budget and inventory

An initial budget allocation for the provision of the classroom, the skills laboratory (i.e. the 'model home' on the school ground where students can practice the application of their ancillary health care skills) and their furnishings and equipment must be provided.

Thereafter an annual budget must be dedicated for the subject. The amount will be determined by the number of learners taking the subject across all the years and the nature of the practical work required as stipulated in the curriculum. The budget must be revised annually. The funding must make provision for maintenance and the replacement of equipment.

### Resources can be sub divided into the following categories:

- Teaching and Learning Support Material
- Consumable Materials
- Safety / protective equipment
- Maintenance
- Practical Lessons; Skills Tests and the Practical Assessment Task resources (PAT)

Stock inventory must be maintained by the teacher and verified annually by a Senior Management Team member.

### Financial resources and stock control

A stock inventory must be maintained by the teacher and verified annually by a Senior Management Team member.

The teacher is responsible for the stock, and will keep the training area, storerooms and office locked at all times when he/she is not present. Annual stock control is essential. This should be undertaken at the end of the year after the practical tasks have been completed. Subject Advisors are to verify implementation of stock control.

An annual budget should be available to purchase ingredients for practical lessons and skills tests for school-based assessment (SBA).

### Example of a Stock Register

	Name and description of item <i>(alphabetical order)</i>	Stock on hand 2021	Number received 2021	Date received	Supplier	Invoice number	Stock on hand 2022	Number received 2022	Date received	Supplier	Invoice number	Stock on hand 2023	Number received 2023	Date received	Supplier	Invoice number
1.																
2.																
3.																

### **Textbooks and magazines**

Each learner must have an approved textbook.

The teacher should have several textbooks and other reading material on health, lifestyle and wellness.

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## SECTION 3

### 3.1 Content overview

For detailed information, refer to the annual teaching plans.

Modules	Grade 8 Topics	Grade 9 Topics
<b>Personal Care</b>	Health Concepts Germs Hand Hygiene Personal Hygiene Oral Hygiene Hair Care Emotions Posture	Nutrition Human Motivation Senses Handling Emergencies Applying a Figure-8 bandage
<b>Life Care</b>	Waste Management Environmental Hygiene Self-Care Eating Disorders	Nutrition: A balanced meal Lifestyle Diseases Risk of Developing lifestyle Diseases Emergency numbers Applying a triangular bandage Resources Management
<b>Toddler care</b>	Toddler Waste Management (e.g. disposable nappy disposal) Essential needs that children have Toddler Hygiene Utensil Hygiene Toy Hygiene	Toddler Nutritional Disorders Mid-humerus measurement Toddler Nutrition Hazard identification: Toddler Play Area Applying a pre-prepared plaster

### 3.2 Practical work: Practical Lessons and Practical Assessment Task (PAT)

- The teacher teaches/demonstrates the practical lesson to prepare the learner for the implementation of the task.
- Practical work and lessons and PAT's are performed in the classroom and the simulated model home at school. Offering the subject without the necessary infrastructure, equipment and financial resources for practical lessons and PAT's is not allowed.
- The theory and practical lessons and PAT's in Ancillary Health Care Studies go hand in hand. Omitting some of the practical work/lessons means that learners are deprived of the full curriculum.
- Practical lessons form part of formal assessment. See Section 4.
- A minimum of 9 Practical lessons and 3 Skills Tests per year for Grades 8 and 9 are required.

**Suggested Practical Lessons** follow below. Teachers may select other similar practical tasks for assessment that are better suited to the context of the school. Consult the annual teaching plan in the CAPS policy for Ancillary Health Care Studies for further suggestions.

#### Grade 8 Term 1

Week	Topic	Practical Lesson (3 per term)
1 - 3	Personal Care	Introduce cross-ventilation in the class room Cough and sneeze etiquette
4	Personal Care	Hand washing technique
5-6	Life Care	Use pictures of different types of waste to indicate how to manage and apply the principles: Reduce, recycle and reuse.
7	Toddler Care	Waste management of soiled disposable nappies Food waste management

#### Grade 8 Term 2

Week	Topic	Practical Lesson (3 per term)
1	Personal Care	Laundry management: Sorting and taking care of washing. <b>Entrepreneurship:</b> Making soap for the Market Day Explore different types, flavours and shapes.
2	Personal Care	Oral hygiene: floss and brush teeth
3-5	Personal Care	Bookmark: Self care
6-7	Toddler Care	Cards reflecting items that children need Poster to reflect items that children need

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### Grade 8 Term 3

Week	Topic	Practical Lessons ( a minimum of 3 per term)
1	Personal Care	Demonstration:-Washing hair: Use a doll to demonstrate Role play or poster on Hair Care
2	Personal Care	Draw different facial expressions on paper plates Correct posture standing, walking and sitting in front of long mirror mounted on a wall
3-4	Life Care	<b>Poster:</b> How to address and manage eating disorders
5	Toddler Care	Toddler face and hand hygiene
6	Toddler Care	Toddler feeding utensil hygiene
7	Toddler Care	Toddler toy hygiene

### Grade 9 Term 1

Week	Topic	Practical Lessons ( a minimum of 3 per term)
1-2	Personal Care	Design a food pyramid to illustrate food items in the different food groups that are available in the community. Design a bookmark to illustrate food portion sizes using the hand.
3-4	Life Care	Use paper plates, pictures of food items, glue and colouring crayons to build a balanced meal on a paper plate. Encourage the use of food types that are available in the community. Prepare a nutritious sandwich applying principles of hygiene.
5-6	Toddler Care	Identify and sort different pictures of children with different levels of nutrition. Mid-humerus measurement
7	Toddler Care	Prepare a healthy snack that is suitable for a toddler

### Grade 9 Term 2

Week	Topic	Practical Lessons ( a minimum of 3 per term)
1	Personal Care	Maslow's Hierarchy of Needs: Poster – Reflection and discussion
2	Personal Care	Poster: Present the body organs responsible for particular senses. How to care for your senses
3-4	Life Care	Poster: Factors that contribute to the development of lifestyle diseases Create a board game based on the game of 'snakes and ladders' to endorse the factors that contribute to developing a life style disease.
5	Personal Care	Waist and hip measurements Body Mass Index
6-7	Toddler Care	Analyse a photo of hazards in a play area for toddlers that make the area unsafe. Propose a plan of action to address these hazards Compile a safety plan for safer toddler play areas. (include jumping castles)

## Grade 9 Term 3

Week	Topic	Practical Lessons ( a minimum of 3 per term)
1-3	Personal Care	Provide a photocopy of an accident scene: Fill in the labels to reflect the situation, triage the injured, identify who to call and write a brief report to inform emergency staff.
3	Personal Care	Apply a figure-8 bandage to the leg, foot and knee.
4	Life Care	Design a Flyer: National and local emergency resources and contact details.
5	Life Care	Fold a triangular bandage Apply a triangular bandages to the foot. Apply a triangular bandage as an arm sling.
6	Life Care	Poster: How to conserve and/or reuse water for plants.
7	Toddler Care	Correct application of a pre-prepared plaster to a small wound

### 3.3 Teaching plans

- Each week / five-day cycle has compulsory contact time for Grades 8 and 9 Ancillary Health Care Studies.  
This includes:
  - **Theory:** 30 minutes to teach the theoretical content.
  - **Practical Lessons:** 1.5 hours to teach the theory for practical and Practical Lessons.
- Teaching plans should be completed over a quarterly ten week period. It is the teacher's responsibility to design and develop a **Work Schedule**.
- The **Work Schedule** accommodates the number of weeks in each term according to the school calendar.
- The **Work Schedule** reflects the teaching plan for the theoretical component of 30 minutes per week or 5 day cycle, to include informal assessment and formal assessment activities.
- The **sequence of content** *within a term* is **not compulsory**. The teacher may re-arrange to cover the content in a sequence better suited to the context of the school. **It is compulsory to complete all the content** in the teaching plan for the term.
- The teaching plan for the **practical lessons** and the **PAT** is also reflected on the **Work Schedule**.

## Teaching Plans

### Grade 8: Term 1

<b>Two (2) hours per week</b> <b>(Theory: 30 minutes + Practical lessons: 90 minutes )</b> <b>Informal assessment</b> such as written activities, role play, identification tests and class tests. <b>Formal assessment:</b> March Test and 3 x Practical lessons			<b>SBA: Formal assessment</b>  <b>March Test:</b> 25% <b>Practical lessons:</b> 75%
Week	Topic	Content	<b>Practical lessons</b> <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	Personal Care	<b>Health concepts</b> <ul style="list-style-type: none"> <li>· Health</li> <li>· Wellness</li> <li>· Health promotion</li> <li>· Ancillary Health Care</li> </ul>	<b>Practical lesson</b> Role play four aspects of health OR Play a game to practice the four aspects of health
2	Personal Care	<b>Germ</b> <ul style="list-style-type: none"> <li>· What germs are</li> <li>· Infectious vs. non-infectious diseases</li> <li>· How germs spread</li> <li>· How to control germs</li> <li>· Cough etiquette</li> </ul>	<b>Practical lesson</b> <b>Demonstrate:</b> <ul style="list-style-type: none"> <li>· Airborne spread of germs</li> <li>· Cough etiquette</li> <li>· Cross ventilation</li> </ul> <b>Practice:</b> <ul style="list-style-type: none"> <li>· Cross-ventilation</li> <li>· Cough etiquette</li> </ul> Design a poster: Germs - How to control the spread of germs.
3	Personal Care	<b>Hand Hygiene</b> <ul style="list-style-type: none"> <li>· Hand washing</li> <li>· Brush nails</li> <li>· Alcohol-based-hand sanitiser</li> </ul>	<b>Practical lesson</b> Venue setup to demonstrate: <ul style="list-style-type: none"> <li>· Hand washing technique including the nails.</li> <li>· Applying an alcohol sanitiser</li> </ul>
4-5	Life Care	<b>Waste Management</b> <ul style="list-style-type: none"> <li>· Reduce, Reuse, recycle principles</li> <li>· Sorting, recyclable and non-recyclable</li> <li>· Upcycling: Reuse waste to make new items</li> <li>· Plastic recycling</li> <li>· Clothing waste</li> </ul>	<b>Practical lesson</b> Venue set-up for sorting waste: <ul style="list-style-type: none"> <li>· Apply the principles to reduce, reuse and recycle using the required bins.</li> <li>· Venue set-up to prepare: Plastic waste- eco-blocks</li> </ul>
6	Life Care	<b>Environmental Hygiene</b> <ul style="list-style-type: none"> <li>· School environment</li> </ul>	<b>Practical lesson</b> <ul style="list-style-type: none"> <li>· Facilitate a walkabout on the school grounds / neighbourhood to: Identify, collect and sort waste.</li> <li>· Classify the waste found on the school grounds.</li> <li>· Prepare an input for the local community radio talk show on the waste management project born from the school ground walkabout.</li> </ul>

<b>Week</b>	<b>Topic</b>	<b>Content</b>	<b>Practical lessons</b> (Three practical lessons per term) (Exemplar Practical lessons)
7	Toddler Care	<b>Toddler: Waste Management</b> <ul style="list-style-type: none"> <li>· Disposable nappies</li> <li>· Nappy wipes disposal</li> <li>· Food waste disposal</li> </ul>	<b>Practical lesson</b> <b>Venue set-up for:</b> <ul style="list-style-type: none"> <li>· Correct disposal of disposable nappies and baby wipes.</li> <li>· Waste management of toddler leftover over food</li> <li>· Design a bookmark: Correct disposal of the toddler waste.</li> </ul>
8	Revision		Skills Test 1
9-10	Formal Assessment		March Test
<b>Formal Assessment</b>		<b>SBA</b> 3x Practical lessons (75) March Test (25)	<b>PAT Task 1</b> Skills Test 1 (25) <i>(Marks carried over to Term 4)</i>

## Grade 8 Term 2

<b>Two (2) hours per week</b> <b>(Theory: 30 minutes + Practical lessons: 90 minutes )</b>  <b>Informal assessment</b> such as written activities, role play, identification tests and class tests. <b>Formal assessment:</b> June Examination and 3 x Practical lessons			<b>SBA: Formal assessment</b>  <b>June Examination: 25%</b>  <b>Practical lessons: 75%</b>
Week	Topic	Content	<b>Practical lessons</b> <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	Personal Care	<b>Personal Hygiene</b> <ul style="list-style-type: none"> <li>· Body hygiene</li> <li>· Clothing hygiene</li> <li>· Season-specific hygiene</li> <li>· Comfortable fit</li> </ul>	<b>Practical lesson</b> <b>Laundry management:</b> Sorting and taking care of washing. <b>Entrepreneurship:</b> Making soap for the Market Day Explore different types, flavours and shapes.
2	Personal Care	<b>Oral Hygiene</b> <ul style="list-style-type: none"> <li>· Anatomy of the mouth</li> <li>· Flossing teeth</li> <li>· Brushing teeth</li> <li>· Rinsing mouth</li> </ul>	<b>Practical lesson</b> Invite an oral hygienist Design: Poster/ Power point slides – Oral hygiene Practice flossing and brushing teeth
3 - 5	Life Care	<b>Self-Care</b> <ul style="list-style-type: none"> <li>· Healthy nutrition</li> <li>· Sufficient sleep/rest</li> <li>· Be active</li> <li>· Correct posture (stand, sit, walk correctly)</li> <li>· Maintain a positive mind-set</li> <li>· Balance / Wellness</li> <li>· Weight management</li> <li>· Love yourself</li> </ul>	<b>Practical lesson</b> <b>In pairs: Discussion hub</b> Apply the pair programming approach where 1 learner is the driver and the other the navigator. The navigator makes suggestions to the driver to consider things they were not aware of, e.g. being inactive  Design a creative book mark to illustrate 'Self-care'
6-7	Toddler Care	<b>Essential needs that children have:</b> <ul style="list-style-type: none"> <li>· Adequate healthy food</li> <li>· Parents' love</li> <li>· Guarded against disease and injury</li> <li>· Access to health care when sick</li> <li>· Additional care and support when needed</li> </ul>	<b>Practical lessons</b> <b>Prepare 5 cards:</b> Each card illustrates a need children have. Divide the learners into small groups. Each group randomly selects one card each. <ul style="list-style-type: none"> <li>· Mime the need for learners to identify.</li> <li>· Design a poster: Display the five basic needs children have.</li> </ul>

<b>Week</b>	<b>Topic</b>	<b>Content</b>	<b>Practical lessons</b> <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
8	Revision	Skills Test 2	
9-10	Formal Assessment	June Examination	
<b>Formal Assessment</b>		<b>SBA</b>	<b>PAT Task 1</b>
		3x Practical lessons (75) June Examination (25)	Skills Test 2 (25) <i>(Marks carried over to Term 4)</i>

PUBLIC COMMENT

## Grade 8 Term 3

<b>Two (2) hours per week</b> (Theory: 30 minutes + Practical lessons: 90 minutes ) <b>Informal assessment</b> such as written activities, role play, identification tests and class tests. <b>Formal assessment:</b> September Test and 3 x Practical lessons			<b>SBA: Formal assessment</b>  <b>September Test:</b> 25%  <b>Practical lessons:</b> 75%
Week	Topic	Content	<b>Practical lessons</b> (Three practical lessons per term) (Exemplar Practical lessons)
1	Personal Care	<b>Hair Care</b> <ul style="list-style-type: none"> <li>Hygiene</li> <li>Extensions</li> <li>Colouring</li> <li>Bleaching</li> <li>Wigs</li> </ul>	<b>Practical lesson</b> <b>Guest Speaker: Hairdresser</b> Discuss latest trends for: <ul style="list-style-type: none"> <li>Hair extensions</li> <li>Colouring</li> <li>Bleaching and</li> <li>Wigs</li> </ul> <b>Venue set-up:</b> Demonstrate correct washing hair washing procedure, using a doll with hair. <b>Role play: Hair related topics or Design a poster</b> Provide hair related topics eg. How to care for your hair, Hair hygiene, Extension care, Colouring, Bleaching and wigs.
2	Personal Care	<b>Emotions</b> <ul style="list-style-type: none"> <li>Happy</li> <li>Sad</li> <li>Angry</li> <li>Posture</li> <li>Sitting</li> <li>Standing</li> <li>Walking</li> </ul>	<b>Practical lesson</b> <ul style="list-style-type: none"> <li><b>Assess emotion:</b> Hand mirrors and wall mounted full length mirrors: View different expressions that reflect different emotions.</li> <li><b>Draw</b> 3 different facial expressions on 3 different paper plates</li> <li>Place a chair in front of a wall mirror to demonstrate correct posture when sitting, standing and walking.</li> </ul>
3-4	Life Care	<b>Eating disorders</b> <ul style="list-style-type: none"> <li>Obesity</li> <li>Anorexia</li> <li>Bulimia</li> </ul>	<b>Practical lesson</b> <b>Guest Speaker: Dietician</b> Introduce the concept of eating disorders. Provide illustrations of people having visible signs of an eating disorder. Discuss the impact of each disorder on health and lifestyle. Discuss how to manage and support each disorder. <b>Design a poster or power point presentation:</b> Eating Disorders
5	Toddler Care	<b>Toddler Hygiene</b> <ul style="list-style-type: none"> <li>Face hygiene</li> <li>Hand hygiene</li> </ul>	<b>Practical lesson</b> <b>Venue set-up:</b> Demonstration Toddler face and hand hygiene practices. <b>Small group discussion:</b> Prepare a radio talk show on toddler face and hand hygiene.

<b>Week</b>	<b>Topic</b>	<b>Content</b>	<b>Practical lessons</b> (Three practical lessons per term) (Exemplar Practical lessons)
6	Toddler Care	<b>Utensil hygiene</b> <ul style="list-style-type: none"> <li>· Clean feeding bottle with a teat</li> <li>· Clean different feeding cups with different mouth piece types</li> </ul>	<b>Practical lesson</b> <b>Venue set-up: Utensil hygiene</b> <b>Cleaning of:</b> <ul style="list-style-type: none"> <li>· A feeding bottle with a teat</li> <li>· Different kinds of feeding cups</li> <li>· Drinking bottles / cups</li> </ul>
7	Toddler Care	<b>Toy Hygiene</b> Identify toys requiring cleaning Clean hard and soft toys	<b>Practical lesson</b> Arrange a visit to a crèche to identify toys that need cleaning. (Hard and Soft toys) Practice cleaning toys. (Hard and Soft toys)
8	Revision	Skills Test 3	
9-10	Formal Assessment	September Test	
<b>Formal Assessment</b>		<b>SBA</b> 3x Practical lessons (75) September Test(25)	<b>PAT Task 1</b> Skills Test 3 (25) (Marks carried over to Term 4)



## Grade 8 Term 4

<b>2 hours per week</b> <b>(Theory 30 minutes + Practical lessons 1.5 hours per week)</b> <b>Informal assessment:</b> Such as written activities, role play, case studies, identification tests, class tests. <b>Review and reinforcement activities</b>			
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1-2	Toddler Care	<ul style="list-style-type: none"> <li>Introduction to Childhood Immunisation</li> <li>Road to Health Booklet for boys and for girls</li> </ul>	<b>Practical lesson</b> <b>Venue set-up:</b> Road to Health booklets for boys / girls <b>Guest Speaker:</b> Local registered nurse to discuss Childhood Immunisation Class discussion.
3-7	Revision	<b>PAT Task 2</b> Project based Learning Task	
8-10	<b>November Examination</b>		

Term 4: Promotion mark for Grade 8		
School based Assessment (SBA)	Practical Assessment Task (PAT)	End-of-Year Examination
25%	50%	25%
Term 1: 100	<b>PAT Task 1</b>	
Term 2: 100	Skills Test 1+2+3 (75) (25+25+25)	
Term 3: 100	<b>PAT Task 2</b>	
	Project based Learning (25)	
<b>Convert to 25</b>	<b>Convert to 50</b>	<b>Convert to 25</b>

## Teaching plans Grade 9

### Grade 9 Term 1

<b>Two (2) hours per week</b> <b>(Theory: 30 minutes + Practical lessons: 90 minutes )</b> <b>Informal assessment</b> such as written activities, role play, identification tests and class tests. <b>Formal assessment:</b> March Test and 3 x Practical lessons			<b>SBA: Formal assessment</b>  March Test: 25%  Practical lessons: 75%
Week	Topic	Content	<b>Practical lessons</b> <i>(Suggested lessons)</i>
1-2	Personal Care	<b>Nutrition</b> <ul style="list-style-type: none"> <li>· Food pyramid</li> <li>· Food groups</li> <li>· Food portions (using the hand method)</li> </ul>	<b>Practical lesson</b> <b>Venue set-up: Nutrition</b> Put up posters of the food pyramid, food groups and food portions. <b>Design a SA Food Pyramid:</b> Reflect different food items in the food groups that are available in the local community <b>Design a flyer: Nutrition</b> Display the food portion sizes using the hand method.
3-4	Life Care	<b>A Balanced Meal</b> <ul style="list-style-type: none"> <li>· Food groups</li> <li>· Apply food portion</li> <li>· Prepare a nutritious sandwich. Apply food hygiene principles during preparation.</li> </ul>	<b>Practical lesson</b> <b>Venue set-up: A Balanced Meal</b> <b>Plan a balanced meal.</b> <ul style="list-style-type: none"> <li>· Use a paper plate with pictures of food items, glue and crayons to display a balanced meal on the paper plate. Include different food types that are available in the local community.</li> <li>· <b>Highlight the food group</b> for each food item in a clear label on the paper plate.</li> </ul> <b>Plan an affordable healthy, nutritious sandwich.</b> Purchase the necessary ingredients to prepare the sandwich whilst applying the principles of hygiene during preparation. <ul style="list-style-type: none"> <li>· Indicate the food groups that are represented in each ingredient used to prepare the sandwich.</li> </ul>
5-6	Toddler Care	<b>Toddler Nutritional Disorders</b> <ul style="list-style-type: none"> <li>· Malnutrition</li> <li>· Over-nutrition</li> <li>· Under-nutrition</li> <li>· Mid-humerus measurement</li> <li>· Interpret the mid-humerus measurement</li> </ul>	<b>Practical lesson</b> <b>Venue set-up: Toddler Nutritional Disorders</b> <ul style="list-style-type: none"> <li>· Display posters and pictures of toddlers that suffer from nutritional disorders.</li> <li>· Display posters and pictures of well-nourished toddlers.</li> <li>· Practice taking and interpreting the mid-humerus measurement of a toddler. (3-5 year olds)</li> </ul>

<b>Week</b>	<b>Topic</b>	<b>Content</b>	<b>Practical lessons</b> <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
7	Toddler Care	<b>Toddler Nutrition</b> <ul style="list-style-type: none"> <li>· Principles of hygiene for food preparation.</li> <li>· Prepare a healthy snack suitable for a toddler.</li> </ul>	<b>Practical lesson</b> <b>Toddler Nutrition</b> <b>Venue set-up:</b> Demonstrate principles of hygiene while preparing a healthy snack for a toddler.
8	Revision	Skills Test 1	
9-10	Formal Assessment	March Test	
<b>Formal Assessment</b>		<b>SBA</b> 3x Practical lessons (75) March Test (25)	<b>PAT Task 1</b> Skills Test 1 (25) <i>(Marks carried over to Term 4)</i>

Grade 9 Term 2

<b>Two (2) hours per week</b> <b>(Theory: 30 minutes + Practical lessons: 90 minutes )</b> <b>Informal assessment</b> such as written activities, role play, identification tests and class tests. <b>Formal assessment:</b> June Examination and 3 x Practical lessons			<b>SBA: Formal assessment</b>  <b>June Examination: 25%</b> <b>Practical lessons: 75%</b>
Week	Topic	Content	<b>Practical lessons</b> <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	Personal Care	<b>Human Motivation</b> <ul style="list-style-type: none"> <li>· Physiological needs</li> <li>· Safety needs</li> <li>· Love and belonging</li> <li>· Esteem</li> <li>· Self-actualisation</li> </ul>	<b>Practical lesson</b> <b>Human Motivation: Poster</b> <b>Maslow’s Hierarchy of Needs</b> Design a poster to reflect which personal needs are met and which not. Mitigate solutions where needs are not met. Discuss and make recommendations to address these needs.
2	Personal Care	<b>Senses</b> <ul style="list-style-type: none"> <li>· Smell</li> <li>· See</li> <li>· Hear</li> <li>· Touch</li> <li>· Taste</li> <li>· How to care for your senses</li> </ul>	<b>Practical lesson</b> <b>Senses</b> Blindfold learners and let them smell, hear (alarm), touch and taste. Discuss what each sense experienced.
3-4	Life Care	<b>Life style Diseases</b>  <b>Non-communicable diseases (NCD)</b> <ul style="list-style-type: none"> <li>· Contributing Factors</li> <li>· Lack physical activity</li> <li>· Overeating</li> <li>· Smoking</li> <li>· Alcohol abuse</li> <li>· Drug abuse</li> <li>· Excessive sun exposure</li> </ul> Life style preventive / mitigating actions	<b>Practical lesson</b> <b>Life style Diseases</b> <b>Class discussion:</b> The definition of a life style disease. e.g. <ul style="list-style-type: none"> <li>· Diabetes Type 2</li> <li>· High blood pressure</li> <li>· Overweight</li> <li>· Obesity</li> </ul> Compile a list of life style diseases to extend the list.  <b>Videos:</b> View and discuss videos on each of the lifestyle diseases. <b>Design a poster:</b> Highlight the factors that cause a life style disease to develop. <b>Design a Pamphlet:</b> How to prevent contracting a life style disease. <b>Board Game:</b> Create a board game based on the principles of ‘snakes and ladders’ to endorse the factors that contribute towards developing a life style disease.

Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
5	Personal Care	<b>Health risks: Lifestyle Diseases</b> <ul style="list-style-type: none"> <li>Health risks associated with each Lifestyle Disease.</li> <li>Waist and hip measurements.</li> <li>Calculate Body Mass Index</li> <li>Interpret each of the above measurements</li> </ul>	<b>Practical lesson</b> <b>Venue set-up: Waist – Hip ratio and BMI</b> Requirements: <ul style="list-style-type: none"> <li>Measuring tape per learner</li> <li>A height measuring unit and a bathroom scale (depending on learner number)</li> </ul> Take the different measurements for waist-hip ratio. Interpret the waist to hip ratio measurements. Calculate the BMI.
6-7	Toddler Care	<b>Hazard Identification: Toddler play areas</b> Identify hazards in a toddler play area Construct a plan of action to address the identified hazards Implement actions to mitigate the hazards identified In play area How to maintain limiting hazards in toddler play area	<b>Practical lesson</b> <b>Hazards in Toddler play areas</b> <ul style="list-style-type: none"> <li>Hand a sketch of a toddler play area with hazards to each learner.</li> <li>Identify the hazards and brainstorm ideas to address each hazard.</li> </ul> <b>Field trip to a nearby crèche</b> Assess hazards in the toddler play area. Take photos of the play area hazards. <ul style="list-style-type: none"> <li>Develop a plan of action to mitigate the hazards.</li> <li>Develop a Safety Plan to ensure that the toddler play area remains a safe environment.</li> <li>Include safety precautions for jumping castles.</li> </ul>
8	Revision	Skills Test 2	
9-10	Formal Assessment	June Examination	
<b>Formal Assessment</b>		<b>SBA</b> 3x Practical lessons (75) June Examination (25)	<b>PAT Task 1</b> Skills Test 2 (25) (Marks carried over to Term 4)

## Grade 9 Term 3

<b>Two (2) hours per week</b> (Theory: 30 minutes + Practical lessons: 90 minutes ) <b>Informal assessment</b> such as written activities, role play, identification tests and class tests. <b>Formal assessment:</b> September Test and 3 x Practical lessons			<b>SBA: Formal assessment</b>  <b>September Test:</b> 25% <b>Practical lessons:</b> 75%
Week	Topic	Content	<b>Practical lessons</b> (Three practical lessons per term) (Exemplar Practical lessons)
1-2	Personal Care	<b>Handling Emergencies</b> <ul style="list-style-type: none"> <li>· Assess and describe the situation</li> <li>· Triage</li> <li>· Contact</li> <li>· Report</li> </ul>	<b>Practical lesson</b> <b>Guest Speaker: Firefighter</b> How to handle an emergency. <b>Venue-set-up: Mock accident scene</b> (Can also be on power point slide): Assess and describe the situation. Triage the injured. Identify who to call and what to report. <b>Provide a photocopy of an accident scene:</b> Reflect on the situation. <ul style="list-style-type: none"> <li>· Triage the injured.</li> <li>· Identify who to call.</li> <li>· Write a brief report to provide the emergency staff with the necessary information.</li> </ul>
3	Personal Care	<b>Figure-8 Bandages</b> <b>Apply a Figure-8 Bandage to the:</b> <ul style="list-style-type: none"> <li>· Leg</li> <li>· Foot</li> <li>· Knee</li> </ul>	<b>Practical lesson</b> <b>Venue set-up: Figure-8 Bandages</b> Provide a 75mm crepe bandage per learner. Practice applying a figure-8 bandage to the leg, foot and knee. Relate and refer to all necessary precautions whilst applying the bandage.
4	Life Care	<b>Emergency Numbers</b> <ul style="list-style-type: none"> <li>· Local emergency resources and contact details</li> <li>· National emergency resources and contact details</li> </ul>	<b>Practical lesson</b> <b>Local emergency resources</b> Generate a list of local resources and contact details of who respond to in emergency situations. <b>Design a Flyer</b> Design a flyer for distribution in the local community to share information of the local and national emergency resources, contact details and what they can be called for. <b>Design a Poster</b> Design a poster for distribution in the local community to share information of the local and national emergency resources, contact details and what they can be called for.

Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
5	Life Care	<b>Using a Triangle Bandage</b> <ul style="list-style-type: none"> <li>· Fold triangular bandage</li> <li>· Apply triangular bandage as a foot bandage</li> <li>· Apply triangular bandage as an arm sling</li> </ul>	<b>Practical lessons</b> <b>Venue set-up: Applying a Triangle Bandage</b> Provide each learner with a triangle bandage. <b>Demonstrate:</b> <ul style="list-style-type: none"> <li>· Folding triangular bandage</li> <li>· Applying a triangular bandage to the foot</li> <li>· Applying triangular bandage as an arm sling</li> </ul> <b>Practice applying a triangle bandage:</b> <ul style="list-style-type: none"> <li>· To the foot. Relate and refer to all necessary precautions whilst applying the bandage.</li> <li>· As an arm sling. Relate and refer to all necessary precautions whilst applying the bandage.</li> </ul>
6	Life Care	<b>Resource Availability and Management</b> <ul style="list-style-type: none"> <li>· Availability of natural resources, eg. water</li> <li>· Restriction of Natural Resources</li> <li>· Ways to use water more sparingly.</li> <li>· Ways to use used (grey) for grow plants.</li> <li>· General ways to manage resources</li> </ul>	<b>Practical lesson</b> <b>Video: Availability and Management of Natural Resources.</b> Discuss the availability of natural resources. Reflect in a mind map. Discuss the management of natural resources. Add to the mind map. <b>Identify:</b> Available drinking water resources in the local community. <b>Design a Pamphlet for distribution in the local community.</b> <ul style="list-style-type: none"> <li>· Responsible use of water.</li> <li>· How to conserve water.</li> </ul> Responsible use of grey water.
7	Toddler Care	<b>Using a pre-prepared plaster or dressing.</b> <ul style="list-style-type: none"> <li>· Correct plaster opening and pasting technique</li> </ul> How to apply a pre-prepared plaster or dressing.	<b>Practical lesson</b> <b>Venue set-up: Using a pre-prepared plaster or dressing.</b> <ul style="list-style-type: none"> <li>· <b>Demonstration:</b> Correct plaster opening and pasting technique</li> </ul> <b>Hygiene principles:</b> To apply a pre-prepared plaster to a small laceration on the hand.
8	Revision	Skills Test 3	
9-10	Formal Assessment	September Test	
<b>Formal Assessment</b>		<b>SBA</b> <b>3x Practical lessons (75)</b> <b>September Test (25)</b>	<b>PAT Task 1</b> <b>Skills Test 3 (25)</b> <i>(Marks carried over to Term 4)</i>

## Grade 9 Term 4

<b>2 hours per week</b> <b>(Theory 30 minutes + Practical lessons 1.5 hours per week)</b> <b>Informal assessment:</b> Such as written activities, role play, case studies, identification tests, class tests.  <b>Review and reinforcement activities</b>			
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1-2	Life Care	Occupational Health and Safety	<b>Practical lesson</b> <b>Guest Speaker:</b> A Health and Safety practitioner (A Health and Safety Representative from a local factory/ industry will be well suited) <b>Design a Flow Chart</b> Reflect the roles and responsibilities of both the employer and the employees.
3-4	Revision	<b>PAT Task 2</b> Project based Learning Task	(25)
5-6	Revision	<b>PAT Task 2</b> Project based Learning Task	(25)
8-10	<b>November Examination</b>		

Term 4: Promotion mark for Grade 9		
School based Assessment (SBA)	Practical Assessment Task (PAT) External Task	End-of-Year Examination External Task
25%	50%	25%
Term 1: 100	<b>PAT Task 1</b> Skills Test 1+2+3 (75) (25+25+25)	
Term 2: 100		
Term 3: 100	<b>PAT Task 2</b> Project based Learning (25)	
<b>Convert to 25</b>	<b>Convert to 50</b>	<b>Convert to 25</b>



## **SECTION 4**

### **4.1 Introduction**

Assessment is a continuous, planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

### **Assessment in Ancillary Health Care Studies Grades 8 & 9**

#### **4.2 Informal or Daily Assessment**

Assessment for learning has the purpose of continuously collecting information about learner performance that can be used to improve learning.

Informal assessment is a daily monitoring of learner progress. This is done through observation, discussions; practical demonstrations, learner-teacher discussions, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from the learning activities taking place in the classroom.

Self-assessment and peer assessment actively allows the learner to assess themselves. This is important as it allows learners to learn from, and reflect on their own performance.

The results of the informal / daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion purposes. The main purpose of informal assessment is to inform and strengthen the learning process.

### 4.3 Formal Assessment

Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment tasks are subject to **moderation** for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a Year and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations, performances, etc. Formal assessment tasks forms part of a year-long formal Programme of Assessment in each grade and subject, is school-based and is weighted as indicated in the tables that follow for the Grades 8 & 9.

Grades	Formal school-based assessments	End-of-year examinations
R -3	100%	
4 - 6	75%	25%
7 – 9 Academic stream <b>Occupational stream</b>	40% <b>25%</b>	External examination 60% <b>75%</b>
10 and 11	25% including a mid-year examination	External examination: 75%
12	25% including mid-year and trial examinations	External examination: 75%

#### 4.3.1 Formal Programme of Assessment for Grades 8 – 9

Table 1 a Formal School-Based Assessment Grade 8				Final End-of-Year Promotion Mark
	Term 1	Term 2	Term 3	Term 4
<b>SBA</b>	<b>Practical Lessons</b> 75%	<b>Practical Lessons</b> 75%	<b>Practical Lessons</b> 75%	<b>SBA: Term 1-3</b> $100 + 100 + 100$ $= 300 \div 3 = 100$ $= 100 \div 4 = 25$
	<b>March Test</b> 25%	<b>June Examination</b> 25%	<b>September Test</b> 25%	
<b>SBA</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>25%</b>
<b>PAT 1</b>	<b>Skills Test 1</b> 25%	<b>Skills Test 2</b> 25%	<b>Skills Test 3</b> 25%	<b>PAT :</b> <b>PAT 1: Skills Tests 1-3</b> $25+25+25 = 75$ <b>PAT 2: Project based Learning</b> Term 4 Task = 25 = 100
<b>PAT 1</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>50%</b>
				<b>November Examination</b> $75 \div 3$
				<b>25%</b>

Table 1 b Formal School-Based Assessment Grade 9				Final End-of-Year Promotion Mark
	Term 1	Term 2	Term 3	Term 4
<b>SBA</b>	<b>Practical Lessons</b> 75%	<b>Practical Lessons</b> 75%	<b>Practical Lessons</b> 75%	<b>SBA: Term 1-3</b> $100 + 100 + 100$ $= 300 \div 3 = 100$ $= 100 \div 4 = 25$
	<b>March Test</b> 25%	<b>June Examination</b> 25%	<b>September Test</b> 25%	
<b>SBA</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>25%</b>
<b>PAT 1</b>	<b>Skills Test 1</b> 25%	<b>Skills Test 2</b> 25%	<b>Skills Test 3</b> 25%	<b>External PAT :</b> <b>PAT 1: Skills Tests 1-3</b> $25+25+25 = 75$ <b>PAT 2: Project based Learning</b> Term 4 Task = 25 = 100
<b>PAT 1</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>50%</b>
				<b>External</b> <b>November Examination</b> $75 \div 3$
				<b>25%</b>

**Clarification and breakdown of the Programme of Assessment in Grades 8 & 9 for the theory and practical components.**

**Grade 8**

Term	Programme of Assessment: Theory	Weighting
Term 1	<b>Theoretical assessment for SBA</b> to consist of Term 1 content only. <b>March Test</b> - Term 1 content = (Total = 50 marks)	25%
Term 2	<b>Theoretical assessment for SBA</b> to consist of work done in Terms 1 and 2. <b>June Examination</b> – Terms 1 and 2 content = (Total = 75 marks) ( <i>Term 1 work=30% (Was already assessed in Term 1) and Term 2 new work =70%</i> )	25%
Term 3	<b>Theoretical assessment for SBA</b> to consist of Term 3 content only: <b>September Test</b> – Term 3 content = (Total = 50 marks)	25%
Term 4	<b>Final promotion mark</b> November Examination – Term 1-4 content (75 marks)	25%

**Grade 9**

Term	Programme of Assessment: Theory	Weighting
Term 1	<b>Theoretical assessment for SBA</b> to consist of Term 1 content only. <b>March Test</b> - Term 1 content = (Total = 50 marks)	25%
Term 2	<b>Theoretical assessment for SBA</b> to consist of work done in Terms 1 and 2. <b>June Examination</b> – Terms 1 and 2 content = (Total = 75 marks) ( <i>Term 1 work =30% (Was already assessed in Term 1) and (Term 2 new work =70%)</i> )	25%
Term 3	<b>Theoretical assessment for SBA</b> to consist of Terms 1, 2 and 3 content:  <b>Internal Preparatory Examination</b> – Term 1,2 and-3 content <b>Total: 75 marks</b>  <i>Set according to the demarcation in the Examination Guidelines from the Examination and Assessment Directorate.</i>	25%
Term 4	<b>Final promotion mark</b>  <i>Set according to the demarcation in the Examination Guidelines from the Examination and Assessment Directorate.</i>  <b>External GEC examination – Maximum total of 75 marks</b>	25%

## Grades 8 & 9

Programme of Assessment: Practical Lessons /Skills PAT/		Weighting
<b>SBA</b> <b>Term 1 -3</b>	<p><b>Practical Lessons</b></p> <p>Three practical lessons are completed per Term. Ensure that a variety of skills are built into and developed per lesson.</p>	<b>25%</b>
<b>PAT 1</b> <b>Term 1-3</b>	<p><b>Skills Test</b></p> <p>The Skills Test is an objective measure of the ability to perform a specific task.</p> <p>A Skills Test is implemented at the end of Terms 1-3.</p> <p>The skills applied in the three practical lessons in the term are assessed in a Skills Test.</p> <p>The mark for the Skills Test is carried over to Term 4 to consolidate the weighting for PAT 1.</p>	<b>75%</b>
<b>PAT 2</b> <b>Term 4</b>	<p><b>Project Based Learning</b></p> <p>A Task is included in Term 4 that reflects knowledge and skills applied to a scenario for:</p> <ul style="list-style-type: none"> <li>• Entrepreneurship</li> <li>• Career development / World of Work</li> </ul>	<b>25%</b>

The cognitive demand in assessment should be **appropriate for the age and developmental level** of a learners in the grade. Assessment in Ancillary Health Care Studies, must cater for a range of cognitive levels and learner abilities. The assessment tasks should be designed carefully to cover the content in the subject as well as the range of skills and cognitive levels, identified in the specific aims in Section 1 of this CAPS Policy Document.

The design of assessments should therefore ensure that a full range of content and skills are assessed in each grade. The specific aims, topics, content and range of skills in the subject should be used to inform the planning and development of assessment tasks.

Formal assessment must cater for a range of cognitive levels and abilities of learners, as shown below.

<b>SUGGESTED WEIGHTING FOR COGNITIVE LEVELS PROGRAMME OF ASSESSMENT: SBA TASKS</b>		
<b>Cognitive level</b>	<b>Grade 8</b>	<b>Grade 9</b>
<b>Lower order:</b> Remembering	60%	50%
<b>Middle order:</b> Understanding Applying	30%	40%
<b>Higher order:</b> Analysing / Evaluating and Creating	10%	10%

<b>SUGGESTED WEIGHTING FOR COGNITIVE LEVELS: PRACTICAL LESSONS AND PAT</b>		
<b>Cognitive level</b>	<b>Grade 8</b>	<b>Grade 9</b>
<b>Lower order:</b> Isolated single steps	60%	50%
<b>Middle order:</b> Multiple limited steps	30%	40%
<b>Higher order:</b> Several operations required, Creative production / design.	10%	10%

Examiners and moderators **in all subjects** are encouraged to think about the difficulty level of every question / skill that is implemented for assessment.

In judging the level of difficulty of each question skill, both the demands that each question makes on the cognitive ability of an average Grade 8 & 9 learner and the intrinsic difficulty of the question or task is considered. In making this judgement, the difficulty or ease of a particular question is identified. A four-category framework for thinking about question or item difficulty adapted from Leong (2006) has been used in this identification process.

**This framework comprises the following four general sources of difficulty:**

- **Content difficulty:** this indexes the difficulty of the subject matter, topic or conceptual knowledge; some content is inherently more difficult than other content.
- **Stimulus difficulty:** this relates to the linguistic features of the question and the challenge that candidates face in reading, interpreting and understanding the question.
- **Task difficulty:** this refers to the difficulty that candidates face when trying to formulate or produce an answer.
- **Expected response difficulty:** this refers to difficulties because of the mark scheme or memorandum, in other words how marks are allocated.

#### **4.4 Types of Formal Assessment Tasks**

##### **4.4.1 Tests**

- A test for formal assessment **may NOT** comprise of a series of smaller tests. This creates an overload of assessment by adding the additional layers of assessment.
- A substantial amount of content must be included for assessment and the duration should be 45 to 60 minutes.
- It is compulsory to include scenario / case study-based questions that require:
  - Longer reflective responses in a paragraph format.
  - Higher order thinking skills that require substantiating evidence/motivations /arguments.
- Each test must cater for a balanced range of cognitive levels as well as align to the prescribed range for levels of difficulty.

For tests in Ancillary Health Care Studies, the mark allocation and suggested weighting of topics according to the teaching time spent per topic is reflected in the table below:

TASK 1: MARCH TEST			Grade 8
Example (may be adapted)	Content	Marks (minimum)	Teaching time per topic
<b>Question 1</b> Short questions (all topics)	1.1 <b>Multiple Choice:</b> 9 marks Personal Care: (7 marks) Toddler Care: (2 marks)	15	
	1.2 <b>Matching items:</b> 6 marks Life Care (6 marks)		
Question 2	Personal Care	15	3 weeks
Question 3	Life Care	15	3 weeks
Question 4	Toddler Care	5	1 week
<b>TOTAL</b>		<b>50</b>	
<b>TIME</b>		1hour	

TASK 1: MARCH TEST			Grade 9
Example (may be adapted)	Content	Marks (minimum)	Teaching time per topic
<b>Question 1</b> Short questions (all topics)	1.1 <b>Multiple Choice:</b> 10 marks Personal Care: (7 marks) Toddler Care: (2 marks)	15	
	1.2 <b>Matching items:</b> 6 marks Life Care (6 marks)		
Question 2	Personal Care	10	2 weeks
Question 3	Life Care	10	2 weeks
Question 4	Toddler Care	15	3 week
<b>TOTAL</b>		<b>50</b>	
<b>TIME</b>		1hour	

TASK 1: MARCH TEST			Year 4
Example (may be adapted)	Content	Marks (minimum)	Teaching time per topic
<b>Question 1</b> Short questions (all topics)	1.1 <b>Multiple Choice:</b> 5 marks Personal Care (3 marks) Life Care: (2 marks)	10	
	1.2 <b>Matching items:</b> 5 marks Life Care (5 marks)		
<b>Question 2</b>	Personal Care	15	2 weeks
<b>Question 3</b>	Toddler Care	5	1 week
<b>Question 4</b>	Life Care	20	4 weeks
<b>TOTAL</b>		<b>50</b>	
<b>TIME</b>		1hour	



SEPTEMBER TEST			Year 2
Example (may be adapted)	Content	Marks (minimum)	Teaching time per topic
<b>Question 1</b> Short questions (all topics)	1.1 <b>Multiple Choice: 4 marks</b> Personal Care: (4 marks) 1.2 <b>Select a term from a list to complete a sentence/phrase: 6 marks</b> Life Care (3 marks) Toddler Care (3 marks)	10	
<b>Question 2</b>	Personal Care	20	4 weeks
<b>Question 3</b>	Life Care Toddler Care	20	3 weeks 1 week
<b>TOTAL</b>		<b>50</b>	
<b>TIME</b>		1-hour	

SEPTEMBER TEST			Year 3
Example (may be adapted)	Content	Marks (minimum)	Teaching time per topic
Question 1 Short questions (all topics)	1.1 <b>Multiple Choice: 5 marks</b> Personal Care: (2 marks) Toddler Care (2 marks) 1.2 <b>Select a term from a list to complete a sentence/phrase: 5 marks</b> Life Care (2 marks) Toddler Care (3 marks)	10	
<b>Question 2</b>	Personal Care	20	2 weeks
<b>Question 3</b>	Life Care	20	2 weeks
<b>Question 4</b>	Toddler Care	20	3 weeks
<b>TOTAL</b>		<b>50</b>	
<b>TIME</b>		1 hour	

SEPTEMBER TRIAL EXAM /NOVEMBER EXAMINATION			Year 4
Example (may be adapted)	Content	Marks (minimum)	Teaching time per topic
<b>Question 1</b>	1.1 <b>Multiple Choice: 10 marks</b> Personal Care (6 marks) Toddler Care (4 marks) 1.2 <b>Matching items:5 marks</b> Life Care (5 marks) 1.3 <b>Select a term from a list to complete a sentence/phrase: 5 marks</b> Life Care (5 marks)	20	
<b>Question 2</b>	Toddler Care	10	4 weeks
<b>Question 3</b>	Personal Care	20	7 weeks
<b>Question 4</b>	Life Care	25	10 weeks
<b>TOTAL</b>		<b>75</b>	
<b>TIME</b>		1.5 hours	

TASK 1: MARCH TEST		Year 1- 4	
	Content	Marks (minimum)	Teaching time per topic
<b>Question 1</b> <i>Short questions (all topics)</i>	1.1 <b>Multiple Choice: 6 marks</b> Personal Care: (4 marks) Toddler Care: (2 marks)	10	3 weeks 2 weeks
	1.2 <b>Matching items: 4 marks</b> Life Care		4 weeks
<b>Question 2</b>	Personal Care Toddler Care	20	3 weeks 2 weeks
<b>Question 3</b>	Life Care	20	4 weeks
<b>TOTAL</b>		<b>50</b>	
<b>TIME</b>		<i>1-hour</i>	

SEPTEMBER TEST		Year 1- 4	
	Content	Marks (minimum)	Teaching time per topic
<b>Question 1</b> <i>Short questions (all topics)</i>	1.1 <b>Multiple Choice: 4 marks</b> Personal Care: (4 marks)	10	4 weeks
	1.2 <b>Select a term from a list to complete a sentence/phrase: 6 marks</b> Life Care (3 marks) Toddler Care (3 marks)		2 weeks 2 weeks
<b>Question 2</b>	Personal Care	20	4 weeks
<b>Question 3</b>	Life Care Toddler Care	20	2 weeks 2 weeks
<b>TOTAL</b>		<b>50</b>	
<b>TIME</b>		<i>1-hour</i>	

#### 4.4.2 Examinations

- In Ancillary Health Care Studies a **75 mark** examination paper is written in June and November. 1.5 hours are allocated to write the paper that comprises 25% of learner's total mark for promotion.
- Each question paper must cater for a balanced range of cognitive levels as well as align to the prescribed range for levels of difficulty.
- The mark allocation to weight the content for June, Preparatory and November examination papers in Grades 8 & 9 are indicated in the tables that follow.

JUNE EXAMINATION		Year 1-4	
	Content	Marks (minimum)	Teaching time per topic
<b>Question 1</b> <i>Short questions (all topics)</i>	<b>1.1 Multiple Choice: 5 marks</b> Personal Care (5 marks)	15	6 weeks
	<b>1.2 Matching items: 4 marks</b> Toddler Care (4 marks)		4 weeks
	<b>1.3 Select a term from a list to complete a sentence/phrase: 6 marks</b> Life Care (6 marks)		7 weeks
<b>Question 2</b>	Toddler Care	15	4 weeks
<b>Question 3</b>	Personal Care	20	6 weeks
<b>Question 4</b>	Life Care	25	7 weeks
<b>TOTAL</b>		<b>75</b>	
<b>TIME</b>		<b>1.5 hours</b>	

NOVEMBER EXAMINATION		Year 1-4	
	Content	Marks (minimum)	Teaching time per topic
<b>Question 1</b>	<b>1.1 Multiple Choice: 6 marks</b> Life Care (3 marks) Personal Care (3 marks)	15	33 weeks 28 weeks
	<b>1.2 Matching items: 5 marks</b> Life Care (4 marks)		33 weeks
	<b>1.3 Select a term from a list to complete a sentence/phrase: 4 marks</b> Toddler Care (4 marks)		22 weeks
<b>Question 2</b>	Toddler Care	15	22 weeks
<b>Question 3</b>	Personal Care	20	28 weeks
<b>Question 4</b>	Life Care	25	33 weeks
<b>TOTAL</b>		<b>75</b>	
<b>TIME</b>		<b>1.5 hours</b>	

## Guidelines for setting of Tests and Question papers in Ancillary Health Care Studies in Grades 8 & 9

- Adhere to the criteria for the weighting of content, allocation of marks and time as indicated in the table per task.
- The cover page to include the name of the school, the date, name of the subject, time allocation, mark total, name of the examiner and moderator.
- Page two of the paper should include instructions and a breakdown of time per question.
- All question/test papers must be neatly typed, using the grid for setting and layout of question papers.
- Numbering per question and sub-question must be accurate and reflect the correct format used.
- All graphics/illustrations/sketches must be *print clear* and placed in a frame.
- No spelling, language or translation errors are allowed.
- The format of the question paper should adhere to the latest Examination Guidelines for Ancillary Health Care Studies.

### Short Questions (*Question 1*)

- **Caution learners to:**
  - Write clearly printed letters in Question 1.
  - Not write one letter over the other.
  - Cross out a letter neatly to cancel it.
- Include different question types for short questions in class tests as well as Formal Assessment Tasks to prepare candidates for exam readiness.
- Ensure that learners are exposed to answering short questions based on illustrations; graphs; data and short case studies/scenarios where understanding, interpretation and application of knowledge is required.
- Use the same format and layout as reflected in Examination Guidelines.

### Long Questions (*Question 2 and questions that follow*)

#### It is compulsory to include:

- Questions that require a longer response.
- Question that requires a response in paragraph format (minimum 3 marks)
- Source based questions such as: Case studies; scenarios; extracts; pictures/flow charts /tables/graphs/cartoons/advertisements/menus for interpretation.

- An action verb to open the question. This gives a clear instruction for the question and expected response.

JUNE EXAMINATION		Year 2	
Example (may be adapted)	Content	Marks (minimum)	Teaching time per topic
<b>Question 1</b> <i>Short questions (all topics)</i>	<b>1.1 Multiple Choice: 10 marks</b> Personal Care (10 marks) <b>1.2 Matching items: 5 marks</b> Toddler Care (5 marks) <b>1.3 Select a term from a list to complete a sentence/phrase: 5 marks</b> Life Care (5 marks)	20	
<b>Question 2</b>	Toddler Care	15	4 weeks
<b>Question 3</b>	Personal Care	25	6 weeks
<b>Question 4</b>	Life Care	15	4 weeks
<b>TOTAL</b>		<b>75</b>	
<b>TIME</b>		1.5 hours	

JUNE EXAMINATION		Year 3	
Example (may be adapted)	Content	Marks (minimum)	Teaching time per topic
<b>Question 1</b> <i>Short questions (all topics)</i>	<b>1.1 Multiple Choice: 10 marks</b> Toddler Care (10 marks) <b>1.2 Matching items: 4 marks</b> Personal Care (4 marks) <b>1.3 Select a term from a list to complete a sentence/phrase: 6 marks</b> Life Care (6 marks)	20	
<b>Question 2</b>	Toddler Care	25	6 weeks
<b>Question 3</b>	Personal Care	10	3 weeks
<b>Question 4</b>	Life Care	15	5 weeks
<b>TOTAL</b>		<b>75</b>	
<b>TIME</b>		1.5 hours	

JUNE EXAMINATION			Year 4
Example (may be adapted)	Content	Marks (minimum)	Teaching time per topic
<b>Question 1</b> <i>Short questions (all topics)</i>	<b>1.1 Multiple Choice: 10 marks</b> Toddler Care (10 marks) <b>1.2 Matching items: 4 marks</b> Personal Care (4 marks) <b>1.3 Select a term from a list to complete a sentence/phrase: 6 marks</b> Life Care (6 marks)	20	
<b>Question 2</b>	Toddler Care	20	5 weeks
<b>Question 3</b>	Personal Care	15	4 weeks
<b>Question 4</b>	Life Care	20	5 weeks
<b>TOTAL</b>		<b>75</b>	
<b>TIME</b>		1.5 hours	

NOVEMBER EXAMINATION			Year 2
Example (may be adapted)	Content	Marks (minimum)	Teaching time per topic
<b>Question 1</b>	<b>1.1 Multiple Choice: 10 marks</b> Personal Care (10 marks) <b>1.2 Matching items: 6 marks</b> Life Care (6 marks) <b>1.3 Select a term from a list to complete a sentence/phrase: 4 marks</b> Toddler Care (4 marks)	20	
<b>Question 2</b>	Toddler Care	15	5 weeks
<b>Question 3</b>	Personal Care	25	10 weeks
<b>Question 4</b>	Life Care	20	7 weeks
<b>TOTAL</b>		<b>75</b>	
<b>TIME</b>		1.5 hours	

NOVEMBER EXAMINATION			Year 3
Example (may be adapted)	Content	Marks (minimum)	Teaching time per topic
<b>Question 1</b>	<b>1.1 Multiple Choice: 10 marks</b> Personal Care (4 marks) Toddler Care (6 marks) <b>1.2 Matching items: 6 marks</b> Life Care (6 marks) <b>1.3 Select a term from a list to complete a sentence/phrase: 4 marks</b> Toddler Care (4 marks)	20	
<b>Question 2</b>	Toddler Care	25	9 weeks
<b>Question 3</b>	Personal Care	10	5 weeks
<b>Question 4</b>	Life Care	20	7 weeks
<b>TOTAL</b>		<b>75</b>	
<b>TIME</b>		1.5 hours	

NOVEMBER EXAMINATION			Year 4
Example ( <i>may be adapted</i> )	Content	Marks ( <i>minimum</i> )	Teaching time per topic
Question 1	1.1 <b>Multiple Choice: 10 marks</b> <i>Personal Care (6 marks)</i> <i>Toddler Care (4 marks)</i> 1.2 <b>Matching items:5 marks</b> <i>Life Care (5 marks)</i> 1.3 Select a term from a list to complete a sentence/phrase: <b>5 marks</b> <i>Life Care (5 marks)</i>	20	
Question 2	Toddler Care	10	4 weeks
Question 3	Personal Care	20	7 weeks
Question 4	Life Care	25	10 weeks
<b>TOTAL</b>		<b>75</b>	
<b>TIME</b>		1.5 hours	

### Marking Guidelines

- Cover page: Must contain name of the school, date, subject, marks, name of the examiner and moderator on the first page.
- All marking guidelines must be neatly typed.
- No spelling, language or translation errors are allowed.
- Numbering must correlate accurately with the question paper.
- The mark allocation for each fact must be indicated by a tick (✓)
- Reflect all alternative responses that are considered and marked as correct answers.

### 4.4.3 Practical Lessons; Skills Tests and Practical Assessment Tasks

#### (a) Practical lessons

- Each learner must do a minimum of **three (3) assessed practical lessons** per term in Term 1-3.
- It is important to prioritise and include a variety of skills in the different lessons.
- Examples for the assessed practical lessons are reflected in the Teaching plans per term.

**(a) Practical Assessment Task (PAT)**

**(i) PAT 1: (Practical Skills Test)**

**A Practical Skills Test:**

- Provides an objective measure of a candidate's ability to perform a specific task.
- Measures skills or knowledge accurately.
- Assists to determine the level of achievement.
- Prescribes specific criteria for efficient performance of a skill.
- Includes the benefit of having learner feedback to encourage personal growth and development.
- Assesses soft skills to encourage personal growth and development.  
Examples of soft skills that are important for promotion: Communication, listening, observation, manipulation, planning, interpretation, analysing, creative design, self-discipline and time-management. These skills are addressed in the Practical Lessons.

**(ii) PAT 2: Project based Learning**

- The teacher sets the task to assess the skills that were developed in the theory for practical and practical lessons.

**The skills** include:

- i. Subject specific practical skills according to the Annual Teaching Plan
  - ii. Soft skills
  - iii. Entrepreneurial skills
  - iv. Create a small micro-enterprise
  - v. A career focus
- It is recommended that PAT Task 2 is taken up in the school's timetable.
  - The school has the responsibility to provide resources for the Practical Assessment Task (PAT).



## 4.5 Recording and Reporting

**Recording** is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a Year and her/his readiness to progress or promote to the subsequent Year. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

**Reporting** is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers in all grades report in percentages against the subject. Seven levels of competence have been described for each subject listed for Grades R - 12. The various achievement levels and their corresponding percentage bands are as shown in the Table below.

### Codes and Percentages for Recording and Reporting

Rating code	Description of competence	Percentage
7	Outstanding achievement	80 - 100
6	Meritorious achievement	70 - 79
5	Substantial achievement	60 - 69
4	Adequate achievement	50 - 59
3	Moderate achievement	40 - 49
2	Elementary achievement	30 - 39
1	Not achieved	0 - 29

Note: The seven-point scale should have clear descriptors that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

## 4.6 Moderation of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments for SBA and PAT.

### 4.6.1 Formal assessment (SBA)

Moderation at the school will be carried out at least once each school term by the Head of Department responsible for the subject. This moderation needs to take place before cluster, district, regional or provincial moderation. Teachers' portfolios and evidence of learner performance must be moderated to ensure that a variety of assessment tasks have been used to address various topics and that assessment covered a range of cognitive levels. It further needs to verify the accuracy of correlation and alignment of Teacher and Learner evidence

### 4.6.2 Practical Assessment Task (PAT)

The PAT is internally set and marked in Grade 8 and externally set and internally marked in Grade 9. Teacher and learner portfolios of evidence must be moderated to ensure that the correct number of lessons in preparation of the Skills Test and PAT are implemented and that the tasks are implemented at the correct standard.

#### **Moderation further serves to ensure that:**

- Teacher evidence reflects the required planning and preparation for the implementation of the Practical Lessons, Skills Tests and PATs.
- Evidence in Learner and Teacher portfolios align and correlate.
- Learner evidence includes a consolidation sheet that aligns with Teacher and SASAMS recorded marks.

## 4.7 General

#### **This document should be read in conjunction with:**

- 4.7.1 *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*
- 4.7.2 *National Protocol for Assessment Grades R-12;*
- 4.7.3 *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);*

- 4.7.4 *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011);*
- 4.7.5 *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013);*
- 4.7.6 *Policy on Screening, Identification, Assessment and Support (2014);*
- 4.7.7 *Guidelines for Full-service/Inclusive Schools (2010); and*
- 4.7.8 *Standard Operating Procedures for Assessment of Learners who Experience Barriers to Assessment (2016).*

PUBLIC COMMENTS