



Education and Sport Development

Department of Education and Sport Development
Departement van Onderwys en Sport Ontwikkeling
Lefapha la Thuto le Tlhabololo ya Metshameko
NORTH WEST PROVINCE

LIFE ORIENTATION

EXAMINATION GUIDELINES

GRADE 10, 11 and 12

This guideline consists of 7 pages

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1. INTRODUCTION

1.1. The purpose of this examination guideline is to:

- Align common provincial assessment task 2 and task 4 with the national Common Assessment Task (CAT) that is written by grade 12 learners at the end of term 3.
- Provide clarity on the scope and depth of the content to be assessed in grade 10, 11 and 12.
- Assist teachers to adequately prepare learners in grade 10, 11 and 12 for task 2 (midyear examination) and grade 10 and 11 for task 4 (final examination).

1.2. This guideline only deals with the common provincial task 2 and task 4 for grade 10 and 11 and common provincial task 2 for grade 12.

This document does not replace the grade 12 DBE Examination Guideline for the common assessment task 4 (CAT).

1.3. The following policy documents should be read in conjunction with this examination guideline:

- National Curriculum Statement (NCS)
- Curriculum and Assessment Policy Statement (CAPS)
- National Protocol on Assessment
- National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement (NPPPPR)
- Department of Basic Education Grade 12 Examination Guideline

2. ASSESSMENT IN GRADE 10, 11 AND 12

2.1. FORMAT OF TASK 2 (MIDYEAR EXAMINATION): GRADE 10, 11 AND 12

Task 2 will consist of a two-hour question paper of 80 marks. All six topics and sub-topics in the CAPS (including Physical Education) for **term 1 and 2** will be assessed. More than one type of question will be incorporated and will focus on the application of knowledge in an integrated manner.

The question paper consists of three sections:

- Sections A consist of multiple-choice questions and questions requiring short responses. This section is compulsory.
- Section B consists of two 15-mark source based questions to which learners must provide direct responses. This section is compulsory.
- Section C consists of three 15-mark questions of which the learners must choose and answer only two.

2.2. FORMAT OF TASK 4 (FINAL EXAMINATION): GRADE 10 AND 11

Task 4 will consist of a two-hour question paper of 80 marks. All six topics and sub-topics in the CAPS (including Physical Education) for **term 1, 2, 3 and 4** will be assessed. More than one type of question will be incorporated and will focus on the application of knowledge in an integrated manner.

The question paper consists of three sections:

- Section A consist of multiple-choice questions and questions requiring short responses. This section is compulsory.
- Section B consists of two 15-mark source based questions to which learners must provide direct responses. This section is compulsory.
- Section C consists of three 15-mark questions of which the learners must choose and answer only two.

The following outline from the CAPS (page 30) will be followed for task 2 and task 4:

SECTION A: 20 MARKS	SECTION B: 30 MARKS	SECTION C: 30 MARKS
<ul style="list-style-type: none"> • All questions are compulsory. • A source or case study may be used to contextualise some of the questions • The questions have to be a combination of two or more types of questions ranging from what, why, list, describe, explain, multiple choice and true or false with a justification • Test understanding and factual knowledge • Responses should be short and direct and range from one word to a phrase or a full sentence/s (in point form) 	<ul style="list-style-type: none"> • All questions are compulsory. • Short open-ended, scenario-based, source-based and case study questions • Questions should be knowledge-based, from information learners have acquired from the Life Orientation content • Learners should display, present and apply knowledge and skills gained and display an understanding of real-life issues affecting the youth and society at large and give advice or possible solutions: demonstrate goal-setting and decision-making skills • Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs 	<ul style="list-style-type: none"> • Three 15-mark or four 10-mark questions will be set, of which learners will be expected to answer two or three respectively. • Questions will predominantly focus on the application of knowledge and skills • Learners will solve problems, make decisions and give advice, ranging from a few direct responses to extended writing of descriptive paragraphs or short essays that state, evaluate or examine an issue • Each question will focus on the specific topic or the integration of content • A short text/ diagram/data/graphs/ cartoons can be provided as a stimulus
<p>Note. Information provided in the texts have to be current, up-to-date, age-appropriate and learner-friendly. Each section will include questions at lower, middle and higher cognitive levels.</p>		

3. COGNITIVE LEVELS

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

Weighting	Cognitive level
30% (24 marks)	Lower order
40% (32 marks)	Middle order
30% (24 marks)	Higher order

- It must be further noted that the degree of challenge is not necessarily tied to specific cognitive levels – they merely reflect thinking processes. For example, although 'name' is at the lowest level of Bloom's taxonomy, many learners find recall of knowledge more difficult than evaluation, which is at the highest level of the taxonomy. Some learners are able to think creatively and synthesise material easily, while others may find it difficult.

4. CONTENT GUIDELINES

- The annual teaching plan for grade 10, 11 and 12 must be completed each term as per the CAPS. Teachers should make use of DBE screened and approved textbooks that comply with the requirements of the CAPS.
- Grade 10, 11 and 12 task 2 (midyear examination): All the content for term 1 and term 2 will be assessed in the task.
- Grade 10 and 11 task 4 (final examination): All the content for term 1-4 will be assessed in the task.

5. MARKING GUIDELINES

- The marker should read the question paper carefully and underline/circle key instructions in questions before marking.
- Use the memorandum as a marking guide and give credit to learners who provide well-reasoned, qualified arguments and statements as expected from the questions.
- When awarding marks in SECTIONS B and C, learners must answer in full sentences.

- A tick (✓) must be placed at the fact that it is being credited.
- A tick (✓) equals **ONE** mark.
- **NO** ½ marks should be awarded.
- Markers should **refrain from global marking**, where one big tick (✓) is placed across a paragraph and a general mark is awarded.
- Marks for **sub-sections** must be totalled on the **right-hand side** of the answer sheet.
- Marks for each **section** must be totalled on the **left-hand side** of the answer sheet and circled.
- The **total mark for each section** must be transferred to the **end of the learner's script and totalled**, example:

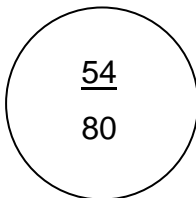
A: 16

B: 23

C: 15

Total = 54

- The **final total** for the question paper must be **transferred to the front of the cover page**. The **teacher** must **sign and date** each script marked.



$$\frac{54}{80}$$

- At least 10% of all answer scripts should be re-marked by the HOD/senior teacher as part of the post-moderation process. The HOD/senior teacher should refrain from shadow-marking.
- Marks should be recorded on the consolidated mark sheet.

6. CONCLUSION

This Examination Guideline document is meant to assist the teacher in preparing learners for assessment task 2 and 4 as outlined in the CAPS.

Qualitative curriculum coverage cannot be over-emphasised.

[Source: Curriculum and Assessment Policy Statement 2011 and DBE Examination Guideline 2014.]