APPENDIX

LANGUAGE, LITERACY

AND

COMMUNICATION

FOUNDATION PHASE

2. SPECIFIC OUTCOMES

The outcomes for this learning area are:

Outcome 1: Learners make and negotiate meaning and understanding.

Outcome 2: Learners show critical awareness of language usage.

Outcome 3: Learners respond to the aesthetic, affective, cultural and social values in texts.

Outcome 4: Learners access, process and use information from a variety of sources and situations.

Outcome 5: Learners understand, know and apply language structures and conventions in context.

Outcome 6: Learners use language for learning.

Outcome 7: Learners use appropriate communication strategies for specific purposes and situations.

3. EXPLANATORY NOTES

3.1 Background

The outcomes for this learning area should be seen in relation to the Constitution of the Republic of South Africa (1996), the South African Schools Act (1996) and all related language policy and guideline documents. The Constitution advocates a policy of multi-lingualism. The proposed Language in Education Policy subscribes to the additive multi-lingualism model.

Visual texts include posters, cartoons, advertisements, environmental print (e.g. road signs, signs on electronic equipment, icons), maps, diagrams, and charts, etc.

Texts should always be interpreted within a context or contexts. Contexts could include:

- *linguistic context:* the words or sentences surrounding any piece of written (or spoken) text;
- *extralinguistic context (context of situation):* the whole situation in which an utterance is made, taking into consideration, for example, the backgrounds of speakers, writers, listeners, and readers.

3.3 Literacy and literacies

Literacy: Initially "literacy" was seen as a cognitive process that enables reading, writing, and numeracy.

Literacies: Currently the use of the term "literacy" has expanded to include several kinds of literacies. "Literacies" stresses the issue of access to the world and to knowledge through development of multiple capacities within all of us to make sense of our worlds through whatever means we have, not only texts and books.

Examples of kinds of literacies:

- Cultural literacy - Cultural, social and ideological values that shape our "reading" of texts.
- Critical literacy - The ability to respond critically to the intentions, contents and possible effects of messages and texts on the reader.
- Visual literacy - The interpretation of images, signs, pictures and non-verbal (body) language, etc.
- Media literacy - The "reading" of e.g. TV and film as cultural messages.
- Numerical literacy - The ability to use and interpret numbers.
- Computer literacy - The ability to use and access information from computers.

3.6 Outcomes and Skills

The seven outcomes are achieved through the integrated use of listening, observing, speaking, signing, reading and writing skills.

3.7 The Development of Differentiated Learning Programmes

The next step in curriculum development will be the development of learning programmes from:

A. Specific Outcomes
B. Assessment Criteria related to Specific Outcomes
C. Range Statements
D. Listening,Observing, Speaking, Signing, Reading and Writing Skills underpinning all outcomes
E. Performance Indicators.

A, B, C and D apply equally to all learning programmes, whereas E creates a basis for differentiation. A variety of learning programmes will be developed to cater for learners' different needs. Differentiation between main and additional language learning programmes, for example, is achieved through the performance indicators. Therefore, while all specific outcomes are achieved by all learners, the nature of achievement in main language learning programmes will differ from that in additional language learning programmes.

Different skills could be assessed to provide evidence of the achievement of outcomes. Learners with special education needs (LSEN) should be afforded the opportunity to demonstrate evidence through appropriate alternative skills or methods of communication where and when necessary.

H. Procedures such as

1. Literature studies/research
2. Time-table implications
3. Preparing for assessment
4. Participation of and informing stakeholders

I. Carrying out the assessment

J. Selecting assessment procedures

3. TYPES OF ASSESSMENT:

The following types of assessment are listed as possible strategies for the Learning Programme. Change strategies whenever necessary.

Achievement Assessment

Criterion-referencing

Mastery learning	**Continuum**
Continuous Assessment	**Fixed Assessment Points**
Formative Assessment	**Summative Assessment**
Direct Assessment	**Indirect Assessment**

Performance Assessment

Subjective Assessment	**Objective Assessment**

Checklist Rating

Impression	**Guided Judgement**
Holistic Assessment	**Analytic Assessment**
Series Assessment	**Category Assessment**
Assessment by Others	**Self Assessment**

*1. Achievement at these levels is established
2. The learner is now working from these levels
3. The learner is not as yet working at these levels

- *The process above should be intensely collaborative. The assessment of cross-curricular assessment criteria would necessitate regular formal consultation.*
- *The process above should be engaged in as regularly as is practical in a given context.*

5.2 Reporting

A form should be developed on site by means of which parents and learners are fully informed of the development of the learner in his/her progress towards the eventual achievement of outcomes. This form should be anecdotal and diagnostic in nature. The following information could, for example, be considered: Name, Phase , Group, Skills, Knowledge, Participation, Project Work. Group Involvement. etc.

1. Original meaning is created through personal texts. **PI** Will be evident when learners can: • create a personal text and communicate it orally and visually	• Tell/illustrate personal experiences	• Tell ideas and feelings	• Share opinions and decisions • use emergent writing
• engage with different hand writing/ production skills in order to develop a personal strategy for recording communication	• Recognise that symbols convey meaning, including the sense of the appropriate use of capital letters • Develop directionality and orientation • Develop and refine the ability to form letters/symbols • Clusters/spaces letters/symbols to form meaningful words and patterns • Experiment with phonetic spelling	• Refine hand writing/production, giving attention to ⇒ size ⇒ shape ⇒ formation ⇒ legibility	• Further refine hand writing/production, giving attention to ⇒ speed ⇒ personal style
• communicate a creative range of personal texts in writing	• Write phrases and sentences which are familiar	• Write sentences using a wider vocabulary and logical structure	• Write for different purposes and audiences, e.g. letters, newspaper reports, poetry

4-8.Ways in which construction of meaning varies according to cultural, social and personal differences are identified. **Ways in which context affects meaning and understanding are identified and responded to.** **Writer's/speaker's/signer's point of view is reflected on and responded to.** **Interpretation and meaning are discussed.** **Discourse is sustained.** **PI** • interact with other language users in order to interpret a range of texts (visual, oral and written) • maintain a conversation	• Present and explain their point of view • Converse within peer group	• Identify the writer's/ speaker's point of view • Converse within immediate and familiar contexts	• Understanding the views of others • Converse within a wide range of unfamiliar contexts

1-5. Purpose, audience, and source of texts are identified. Visual and other non-verbal features of texts are identified and analysed. **PI** • Learners should identify and interpret verbal and non-verbal features in order to understand that texts are produced for a particular purpose and audience	**Activities** • Learners discuss ⇒ TV advertisements ⇒ photographs ⇒ letters ⇒ stories ⇒ songs ⇒ signs • identify and interpret ⇒ features (for whom it is written) ⇒ audience ⇒ purpose (why it is written)	**Activities** • Learners compose their own texts • poster, e.g. to advertise school concert ⇒ greeting card ⇒ letters ⇒ advertisements • identify ⇒ features ⇒ audience ⇒ purpose	**Activities** • Learners can identify the features, purpose and audience of a range of texts ⇒ advertisements ⇒ songs ⇒ films ⇒ stories ⇒ photographs ⇒ poems • identify/ analyse ⇒ features ⇒ audience ⇒ purpose
2. Ways in which language is used to transmit and shape socio-cultural ideas and values are explained. **PI** • Learners demonstrate an understanding of ways in which language is used to transmit and shape socio-cultural ideas and values	• Demonstrate an understanding and respect for the language and cultural traditions of those in their environment, e.g. name, school • Awareness of body		

6-7. Language reflecting bias is identified and responded to effectively. **Biased attitudes towards languages and language varieties are explored, responded to and challenged.** PI • Learners should identify and respond to biased attitudes in regard to a range of visual and written texts in languages and language varieties	• Identify and respond to biased attitudes towards ⇒ characters ⇒ animals ⇒ languages ⇒ fairy stories ⇒ fables ⇒ nursery rhymes ⇒ games	• Identify and respond to biased attitudes and stereotypes found in ⇒ a range of stories ⇒ newspapers ⇒ posters ⇒ slogans	• Identify and respond to biased attitudes and stereotypes found in ⇒ school life ⇒ community

1. Responses to the artistic effects of texts are demonstrated. PI • This will be evident when learners can listen actively and attentively to a variety of texts **1+4. Responses to the artistic effects of texts are demonstrated** **Opinions on texts are given** PI • This will be evident when learners can engage in and respond to artistic effects of various texts (including social and cultural), relating them to personal life **2. Literary effects of texts are recognised** PI • This will be evident when learners can recognise and appreciate the literary effects of texts	• Listen to and understand stories, rhymes and songs • Can express opinions and preferences (including emotional response) • Identify effect of stylistic devices, e.g. rhyme, repetition in simple stories, songs and poems	• Learners are exposed to plays and stories with a greater degree of complexity • Relate texts perceptively to own experiences • Relate to personal life • Identify individual features of the author's technique and explain their effects

SO4 Learners access, process and use information from a variety of sources and situations

This specific outcome aims to develop the capacity of learners to function fully in modern society by finding, evaluating and using information.

The development of information skills is indispensable for the attainment of quality lifelong learning.

RANGE STATEMENT

At this level learners are assisted to obtain information from a variety of sources: e.g. factual articles, reports, magazines, manuals, cartoons, books, the media, reference material (e.g. content pages, atlases, dictionaries), Internet, and graphic material. Information can also be accessed from others, for example through interviews.

The information obtained is presented in accordance with the requirements of the different formats of presentation (e.g. paragraph, poster, drawing, speech, electronic message, model).

The emphasis is on the production of integrated projects. The skills of selection, assimilation and comparison of information are developed in learners.

Evidence of the use of resource centres, libraries or resource boxes should also be shown.

ASSESSMENT CRITERIA AND PERFORMANCE INDICATORS	**LEVELS OF COMPLEXITY (EXTENSION STEPS)** **The columns below indicate levels of complexity of language performance. Activities in column 1 below indicate the basic level of language learning in all contexts. For main language learning the columns to the right should be addressed as well. These columns also indicate extension in the use of additional languages. Further extension in main language learning is also possible.**

3. Information is located, accessed and selected PI • This will be evident when learners can locate, access and select information	• Know how to handle a book and turn the pages carefully • Know the location of information sources in the classroom / school/ outside the school (e.g. junior section in public library) • Choose from available fiction • Understand that illustrations supplement the text	• Know something about various media sources	• Choose theme-related material from non-fiction media • Decide whether a source is suitable/ meets the needs (e.g. illustrations / vocabulary suitable)

8+9. Reasoned arguments are developed in the course of applying information. **The results of the information search and processing are presented.** **PI** • This will be evident when learners can discuss, formulate an opinion and present the information obtained	• Participate in discussions on characters /events / facts • Repeat in own words or dramatise events of a story • Make their own stories • Portray objects, characters or events (e.g. drawings, language, clay)	• Use pictures / illustrations to supplement verbal presentation • Write a few words on characters/ objects/ events/ topics

SO5 Learners understand, know and apply language structures and conventions in context

This specific outcome aims to develop a language user's understanding and knowledge of grammar. The development of this grammatical competence empowers the learner to communicate clearly and confidently by using grammatical structures (e.g. word order) correctly. Clarity of communication is improved through the development of a learner's editing skills, which includes a conscious awareness of the learner's own language usage.

RANGE STATEMENT

At this level learners study and apply grammatical structures and conventions in a range of texts.

A variety of texts are studied and generated. An activity for this outcome could be the logical construction of sentences introducing connectors and conjunctions.

Similar grammatical structures and conventions are recognised across languages and applied in interpretation and code switching.

ASSESSMENT CRITERIA AND PERFORMANCE INDICATORS	LEVELS OF COMPLEXITY (EXTENSION STEPS) **The columns below indicate levels of complexity of language performance. Activities in column 1 below indicate the basic level of language learning in all contexts. For main language learning the columns to the right should be addressed as well. These columns also indicate extension in the use of additional languages. Further extension in main language learning is also possible.**
In the Foundation Phase no grammatical terminology is used. Activities should be undertaken <u>in context</u> and not in formal grammar lessons.	

	⇒ capital letters ⇒ full stop • word order in simple sentences • nouns - diminutives, plurals • prepositions	⇒ commas ⇒ question marks • ability to join sentences • use of adjectives • use of qualificatives	⇒ exclamation marks ⇒ inverted commas • vary length of sentences • use of variety of adjectives • use of a variety of qualificatives
2. Incorrect and/or inappropriate language usage by self and others is edited. PI • This will be evident when learners can apply the language structures and conventions in the following tables to their editing work:	• Engage with texts (own and others) showing the ability to recognise and correct the following errors: ⇒ basic tense errors ⇒ simple spelling errors ⇒ lack of punctuation (capital letters, full stops) ⇒ incomplete sentences	• Engage with texts (own and others) showing the ability to recognise and correct the following errors: ⇒ inappropriate vocabulary ⇒ more difficult spelling errors ⇒ lack of punctuation (commas, question marks) ⇒ over use of connecting words ⇒	• Engage with texts (own and others) showing the ability to recognise and correct the following errors: ⇒ difficult spelling errors ⇒ incorrect/ inappropriate punctuation exclamation marks, inverted commas) ⇒ sentences faultily connected ⇒ sentences incorrectly sequenced

SO6 Learners use language for learning

This specific outcome aims to develop the learner's ability to use language as a tool for learning in all learning areas. Learning is mediated through language as the learner interacts with new knowledge, materials, peers, teachers and other people. The intrinsic value of language as a tool for problem-solving, decision-making, and creative, critical and evaluative thinking should be developed across the curriculum. The role of language in cognitive and conceptual development should furthermore be reflected in and promoted by the total school environment.

RANGE STATEMENT

At this level learning strategies include selecting, memorisation, underlining key words, asking questions, etc.

At this level learners understand and use terminology about learning such as explain, describe, etc.

ASSESSMENT CRITERIA AND PERFORMANCE INDICATORS	LEVELS OF COMPLEXITY (EXTENSION STEPS) **The columns below indicate levels of complexity of language performance. Activities in column 1 below indicate the basic level of language learning in all contexts. For main language learning the columns to the right should be addressed as well. These columns also indicate extension in the use of additional languages. Further extension in main language learning is also possible.**

This outcome will need to be met in the Foundation Phase also through integration with other learning area outcomes

SO7 Learners use appropriate communication strategies for specific purposes and situations

This specific outcome aims at the development of the learner's ability to apply communication skills and strategies appropriately to a specific purpose and a defined situation.

RANGE STATEMENT

At this level situations are given. Learners experiment in applying a relevant communication strategy to the given situations.

ASSESSMENT CRITERIA AND PERFORMANCE INDICATORS	LEVELS OF COMPLEXITY (EXTENSION STEPS) **The columns below indicate levels of complexity of language performance. Activities in column 1 below indicate the basic level of language learning in all contexts. For main language learning the columns to the right should be addressed as well. These columns also indicate extension in the use of additional languages. Further extension in main language learning is also possible.**

PI • apply appropriate oral and visual communication strategies to a variety of specific purposes and situations, adjusting his/her response according to the nature of the audience, purpose and situation	**To engage in activities such as** • dramatisation and mime • dialogue **To engage in** activities such as • individual and group dramatisation • interaction in group work • debate **To illustrate a variety of speaking, listening and communication strategies such as:** • pronunciation/ enunciation (NB Different accents are to be respected) • body language/ eye contact • quality of presentation • pausing and pacing • idiom/ expression
PI • respond in writing to specific purposes and situations familiar to the learner	• reporting news • illustration with phrases or short sentences • thank you letters • letters of request • instructions and directions • support ideas with details • reports to the newspaper for articles

RATIONALE FOR HUMAN AND SOCIAL SCIENCES

Human and Social Sciences contribute to developing responsible citizens in a culturally diverse, democratic society within an interdependent world. They will equip learners to make sound judgements and take appropriate actions that will contribute to sustainable development of human society and the physical environment.

Human and Social Sciences comprise the study of relationships between people, and between people and their environment. These interactions are contextualised in space and time and have social, political, economic, environmental and spiritual dimensions.

They develop distinctive skills and a critical awareness of social and environmental patterns, processes and events, based on appropriate investigations and reflection within and across related focuses.

SPECIFIC OUTCOMES

1. Demonstrate a critical understanding of how South African society has changed and developed.
2. Demonstrate a critical understanding of patterns of social development.
3. Participate actively in promoting a just, democratic and equitable society.
4. Make sound judgements about the development, utilisation and management of resources.
5. Critically understand the role of technology in social development.
6. Demonstrate an understanding of interrelationships between society and the natural environment.
7. Address social and environmental issues in order to promote development and social justice.
8. Analyse forms and processes of organisations.
9. Use a range of skills and techniques in the Human and Social Sciences context.

ORGANISING PRINCIPLES

The diagram below represents the way the learning area committee conceptualised the balance which needed to be achieved between the different aspects of Human and Social Sciences, in the context of General Education and Training.

HUMAN AND SOCIAL SCIENCES
FOUNDATION PHASE

NOTE: SO9 IS INTENDED AS A SERVICE OUTCOME FOR ALL THE OTHERS, AND AS SUCH DOES NOT REQUIRE ITS OWN PIS.

SO1 Demonstrate a critical understanding of how South African society has changed and developed

ASSESSMENT CRITERIA	RANGE STATEMENT	PERFORMANCE INDICATORS
1. The sources from which a knowledge of the South African society is constructed are identified	Source • Oral tradition, especially to redress its past neglect in schools (e.g. accounts passed from generation to generation; praise songs, poetry, songs; accounts of myths, legends and natural events; interviews recorded; dance forms) • Contemporary oral sources (e.g. interviews of old people; interviews of people who lived during important events; oral testimony in courts and the Truth and Reconciliation Commission) • Archaeological sources (e.g. fossils; skeletal remains; rock paintings and engravings) • Sources of material culture (e.g. pottery remains; beadwork; iron tools) • Documentary sources (e.g. letters and diaries; government records; newspapers) • Cartographic sources (e.g. maps; aerial photographs; land use surveys; meteorological charts) • Statistical sources (e.g. population census; financial records; opinion surveys) **FOUNDATION** **One focus is developing awareness of the**	*This will be evident when learners:* NOTE: SOURCES = SOURCES OF EVIDENCE • Differentiate between types of sources of evidence about places, processes and events, such as oral, written, observation, physical evidence • Relate an account of an event, place or process to a source in order to say where the evidence came from. (Sample question: How do we know that ...?) • Identify the location of sources in the school, community or wider contexts • Give an account of an event, place or process and identify the source or sources being used

	• co-operation and trade • colonialism • conflict over resources • exploitation of resources (including human resources), especially in relation to minerals and farming • imperialism • nationalism (including African and Afrikaner) • different relations of production (e.g. unfair labour, wage labour, etc.) • formation of states and change in forms of states	
3. The interrelationships between South Africa, Africa and the rest of the world are explored	**FOUNDATION** **In this phase the main focus should be on exploring change processes in a variety of contexts, both familiar and unfamiliar** GENERAL FRAMEWORK Particular attention to be paid to Southern Africa Periods could include: • to include pre-colonial, colonial, post-colonial, Apartheid, post-Apartheid Aspects could include: • trade and markets • technology (e.g. spread of new technologies such as iron-making) • slavery, imperialism, colonialism, decolonisation, neo-colonialism • ideologies, philosophies and religions • diplomatic and international agreements and organisations (e.g. UNO, SADC, OAU)	• Describe the links between communities and places • Identify relationships of interdependence between South Africa and neighbouring countries • Explain the significance of international organisations such as the OAU and UNO in the context of concrete events such as observing international days ,

	Learners should be able to identify essential features of the Apartheid system and its impact on the lives of people past and present	
5. Patterns of continuity and change in post-Apartheid South Africa are analysed	Patterns of redress and development, related to at least four of the following, or any other significant area of development: • education • housing • health • infrastructure, including electricity, water and transport • employment and careers • the legal system • strategies for redress and development (e.g. RDP) • trade, aid and investment in Southern Africa **The learner, through activities such as role-play, should develop an awareness of the need for redress and development**	• Identify processes of redress and development as they impact on communities, women and individuals • Debate and discuss problems and progress related to the above developments
6. Relations within and between communities are critically understood	Note: In at least two phases biographies (family and national or community figures) should be used to explore relationships within and between communities Main focuses, to include • Issues of unity, diversity and nation building • Policies, practices and attitudes which build identity, community and society, e.g. tolerance, equity, legislation, reconstruction, rehabilitation, positive perceptions of	• Identify and describe how the people of South Africa have become one nation, having developed from diverse origins and communities

	• belief system • work • interests • gender • families and clans • age and disability **<u>FOUNDATION</u>** **Learners must be able to identify commonalities and differences. In addition they should explore key relationships, within and between a number of communities. A major focus must be on the contribution of each community to national life**	
7. Relations between people and key features of the environment are critically examined by: acquiring knowledge identifying and analysing relationships	<u>Scope</u> • local/community to South Africa to Southern Africa and Africa • Periods should include from pre-colonial times to present, and on to predict the future. <u>Key features</u>, to include • the natural environment (e.g. topography, climate, river and other eco-systems) • the built environment (e.g. infrastructure including transport systems, water and electricity services, rural and urban settlements) <u>Context</u>, to include • exploitation of resources • settlement (e.g. urbanisation) • migration • co-operation and trade • transport	• Identify the key features of the natural and built environment • Identify key links between the local and broader environments

SO2 Demonstrate a critical understanding of patterns of social development

ASSESSMENT CRITERIA	RANGE STATEMENT	PERFORMANCE INDICATORS
1. Key features of a social system are identified by: • acquiring information, • defining characteristics, • explaining significance	Note: For this Specific Outcome, contemporary as well as past societies, should be studied. Too often learners have been taught as if societies in the past do not exist in the present: e.g., as if the San still depend on hunting and gathering Key features, to include: • Socio-economic relationships (e.g. feudalism, wage labour) • Forms of state and power relations (e.g. slavery, wage labour, self-employment) • Ideologies and belief systems (e.g. colonial state, feudal state, democratic state) • Forms of social organisation (e.g. families, clans) • Levels of inequality (e.g. social classes, individual circumstances) • Division of labour • Production of a surplus **FOUNDATION** **The main focus is on being able to identify key features of a range of societies, familiar and unfamiliar; and explain their importance in the lives of people** Learners should be aware that the categories used are socially constructed. Types of society, to include: • developed / less developed	*This will be evident when learners:* • Describe how the ways in which people make a living impact on other aspects of their lives • Identify and compare kinds of work (division of labour) in their own society and at least one other society: e.g., kinds of work done by different people

4. Strategies of change and development in society are evaluated by: • identification of strategies and processes, • consideration of theories of development where appropriate • analysis of strategies and processes	<u>Change and development strategies</u> e.g. Green revolution, urban planning, empowering women <u>Types of impact</u>, at different scales: personal, community and global Learners should be able to demonstrate knowledge of the existence of development strategies and their impact on peoples lives: e.g., electrification schemes	• Demonstrate a basic knowledge of strategies for change and development, both local and international • Discuss the importance of development strategies in the lives of individuals and communities

common needs, in, e.g., schools, clubs, local organisations and other constitutions	Learners discuss the above by drawing parallels with the 'constitutions' of the school, local clubs, etc	rights etc • Identify broadly what the Constitution is • Describe the 3 different levels of government, national, provincial and local • Identify the heads of government at all levels
4. Informed judgments about issues are made in relation to the constitution by: • identifying the issues, • analysing the issues, • relating the issues to the Constitution • arriving at a judgement	Scope, to include: Past, present, and future perspective Judgements, might include: • the significance of the issues in relation to the Constitution • relationship to other issues • links with legislation and relevant organisations (e.g. labour law and trade unions) Issues, might relate to: • human rights • disability • gender • cultural issues • fairness and justice • racism, prejudice and forms of bias • distribution and ownership of resources • environmental management **FOUNDATION** **Nature of constitutions in general appreciated through engaging in activities designed to illustrate the need for a Constitution, e.g., suggesting rules for the school or a club**	• Explain how aspects of the constitution effect individuals and communities
5. Projects to develop democratic practices are undertaken	Projects conducted through: individual and group activities Contexts might include:	• Apply the principles of equity and justice in relation to an actual democratic practice

SO4 Make sound judgments about the development, utilisation and management of resources

ASSESSMENT CRITERIA	RANGE STATEMENT	PERFORMANCE INDICATORS
1. Resources are defined and identified	Exploration of the concept of resources, to include: • consideration of how 'gifts of nature' become resources • the notion that what is considered a resource depends on social and historical contexts (examples to include historical and cultural contexts around the world) Categories of resources, to include: • human / natural • renewable / non-renewable • viable / non-viable, etc. **In this phase learners should be able to identify and explore a resource and to place it in a category**	*This will be evident when learners:* • Define the concept of resources • Identify and broadly classify resources
2. Relationship between human development and resources is explored by: showing how resources are accessed by integrating knowledge, skill and technology	Factors influencing the relationship between resources and human development, to include: • access to education and training • location and distribution • ownership and control • available technology • exploitation Processes for accessing resources, to include: • extraction • utilisation • development • management Effects of resource development on individuals, communities and societies, to include: • benefits / advantages	• Describe the inter-dependence between people and particular resources • Explain the location of particular resources and their ownership and control

	• conservation (etc.) **<u>FOUNDATION</u>** **In this phase learners will be able to make links between the distribution of resources and power relations, and will understand how resources relate to at least two of the environmental issues**	
4. Strategies to address issues are designed and evaluated	<u>Designing strategies</u>, to include: • gathering information • analysing contexts • identifying strategies • taking action where appropriate • documenting what they have done <u>Evaluating strategies</u>, to include: • recognition of different perspectives on an issue • evaluating the merits of different perspectives **In this phase learners should undertake small practical projects with assistance**	• Participate in the formulation of a strategy to address an environmental issue arising out of the poor utilisation or management of a natural resource

	Development and use, to include: • impact of technology in certain social contexts (e.g. home; community; workplace) • appropriate management of resources for future generations Differences and similarities, to include: • identification of differences and similarities • identification of contexts • assessment of the reasons for them **FOUNDATION** **In this phase learners will be able to make links between technological use and social development, in the context of home, school and community**	develop self or immediate environment
3. Interrelationships between technology and human activity in various contexts are evaluated by: • analysis of interrelationships between technology and social change • exploration of social barriers to use of technology and action to overcome them • assessment of impact of technology on access to information and resources • critical evaluation of application of technology in different contexts	Interrelationships, to include: • organisation of production (land, labour, capital) • resistance to technology • social barriers to the use of technology Impact of technology on human activity, to include: • agriculture • industry • transport • information / communication • organisation Application of technology in different contexts: • e.g. agriculture, energy, manufacturing Evaluation of the interrelationships, to include: • assessing advantages / benefits • assessing disadvantages • for different interest groups **FOUNDATION** **The focus should be on understanding:**	• Explain how technology influences human relations and activities over time and space • Explain how technology can produce small and large social changes

SO6 Demonstrate an understanding of the interrelationships between society and the natural environment

ASSESSMENT CRITERIA	RANGE STATEMENT	PERFORMANCE INDICATORS
1. Understanding of the earth as a life-sustaining system in the universe is demonstrated	<u>Conceptualisation of links between people and the universe</u>, to include: • appreciation of the contribution of astronomers and philosophers, from diverse cultures at different times and places (from at least South America, Africa and Asia) • myths, legends, theories and perceptions from a variety of perspectives (time and place) • the spiritual bond between people and the Earth at different times and in different places. <u>Factors which contribute to the earth being a life-sustaining system</u>, to include: • the earth's position and orientation in space, its size and composition • the distinctive ability of earth to sustain people • the earth as providing resources (e.g. water, air and soil) to meet people's basic needs for survival <u>FOUNDATION</u> **Learners must be able to demonstrate that they appreciate attempts made by different peoples to make sense of the universe. Demonstrations could include the production of artistic representations and role play.** **Learners are able to show, through activities that they appreciate how we depend on the Earth for our survival, e.g., by collecting examples of different kind of resources and explaining their importance**	*This will be evident when learners:* • Identify and describe the main bodies in the solar system: sun, planets and moons • Describe the main features of the Earth: oceans, continents, atmosphere, etc. and the main differences between Earth and other planets • Identify own place and position in relation to the Earth • Demonstrate an appreciation of the Earth as a home for all living things
2. Knowledge of the nature of	<u>Characteristics of ecosystems</u>	• Identify different local ecosystems:

	Impacts, to include • pollution • deforestation • species extinction, etc Accessing information, from • field observations • measurements • written and oral accounts • statistics • photographs, etc Ascertaining impact, to include • positive/negative • on the natural environment and thus on people linked to it • scale and scope Key causal factors and relationships contributing to impact: • social, economic, political and physical (e.g. soil erosion due to the homelands policy, not population pressure per se) Critique of decision making and motives, from perspectives of • equity • power relations • tenets of the SA Constitution **FOUNDATION** **An investigation is conducted which allows the learner to identify connections between changes in the environment and human activity**	
4. The impact of natural events and phenomena on people is investigated by: • accessing information • ascertaining impact	Context • local, South African, global • in the present and past Identification of events and phenomena • (e.g. floods, desertification, cyclones, volcanic	• Describe the impact of natural events and phenomena on people

	• (e.g. access to decision making power; wealth; available technology, perceived needs) **FOUNDATION** **Role play and other activities are used to show how people have interacted with a range of natural features**	
6. Attitudes, values and perceptions regarding the environment are examined by: • identifying the attitude and perceptions • considering factors that influence attitudes and perceptions • reflecting on its origins and development	Range of attitudes and perceptions, to include • conservation of natural, cultural and historical heritages (e.g. game parks, museums, archeological sites) • appreciation of natural environments (e.g. silence/ aesthetics / back-to-nature possibilities) • personal evaluations of places and environments (e.g. as unsafe / inferior) Factors impacting, to include • context • historical and individual experience • collective memory • education • interest groups Significance of attitudes and values • in conflict situations regarding the environment • in personal decision-making **FOUNDATION** **The learner accesses the values and attitudes of others about environmental issues: e.g., through conducting interviews and surveys. Simple graphic techniques could be used to display the results and these could form the basis of debates and discussions around factors influencing people's attitudes and values**	• Describe examples which show that people have different values, attitudes and perceptions regarding the environment • Explain the impact of some of these differing values, attitudes and perceptions on the environment

	Contributing factors, to include: • environmental • economic and social (e.g. actions of groups; attitudes; power relations) • interconnections between these factors • actions of different groups • the RDP and the Constitution Different perspectives on issues, to include • political ideology • religious beliefs • culture • different contexts • different times **FOUNDATION** **Learners must be able to identify and explore links between issues and factors**	
3. Strategies to address issues are developed and evaluated	Strategies, of which to take account of : • changing attitudes • using available resources • analysing causes and situations • power relations • impact of the issue • relevant theory • consultation • the RDP • the Constitution. Evaluation in terms of : • feasibility • likely benefits and negative responses • costs • conformity to principles of the Constitution and human rights	• Identify a relevant social or environmental issue in a local context • Identify examples of strategies for addressing issues which promote sustainable living practices and social justice • Create and implement a simple strategy to address the issue identified

SO8 Analyse forms and processes of organisations

ASSESSMENT CRITERIA	RANGE STATEMENT	PERFORMANCE INDICATORS
1. The different forms and purposes of organisations are identified by: • acquiring information • identifying forms and purposes • explaining their significance	Discussions to include finding similarities and differences between large and small, formal and informal, organisations Forms, to include: • schools, groups, gangs, associations, clubs, congregations, companies, unions, parties, non-governmental organisations Purposes, to include: • protection and security, provision, production, trade and commerce, recreation, information, mutual benefit, service to others, class/group rights, political interest Scale: • local, provincial, South African, and Southern African • in the present and the past • large and small organisations • formal and informal organisations **In this phase the nature of organisations should be explored and discussed through activities such as describing processes and routines learners can observe in their school or community**	*This will be evident when learners:* • Describe the different forms and purposes of an organisation, such as religious, environmental, political and economic • Explain the importance of organisations
2. Characteristics of organisations are analysed by: • accessing information • determining characteristics • explaining significance of characteristics	Discussions to include finding similarities and differences between large and small, formal and informal organisations Characteristics: • formal and informal rules • hierarchy and management • division of functions • structure (e.g., departments) • membership (open or closed)	• Describe key characteristics of organisations • Participate in drawing up classrooms and playground rules • Identify the characteristics of the school as an organisation

	in their school or community	
4. Information which can address personal and community needs is obtained by: • knowledge of relevant organisations • accessing information required • processing information • getting advice and assistance	<u>Needs might include:</u> • health • education • careers and employment • sport • community development • school development <u>**FOUNDATION**</u> **In this phase the information must relate to concrete needs, such as finding out about the organisation of the school; but information about issues and community needs must also be obtained from other organisations.**	• Access information about relevant organisations which can address identified personal and community needs • Describe how information can be obtained about a range of organisations

2. Ability to make informed judgements is demonstrated	The ability includes: • clarification of attitudes and values (e.g. recognition of different perspectives on an issue) • distinguishing between conflicting values • empathising, i.e. understanding people's behaviour in the context of their circumstances, both past and present (e.g. suspending premature and uninformed judgements of other people's behaviour; appreciating the opportunities and constraints facing people in different situations) • evaluating the merits of different perspectives
3. Competence in the application of graphic techniques is demonstrated by: • accessing and interpreting graphically represented data • representing data graphically • translating data from one form of graphic representation to another • analysing graphically represented data • considering the problems of relevance and bias in graphically represented data • using graphically represented data	Types of graphic representation, to include: • graphs (e.g. pie, line, bar); flow diagrams, illustrations (annotated and other); cartoons and other drawings; photographs (vertical, oblique and orthophoto); time lines; maps (e.g. of different scales, areas, subject matter, times/dates, areas, showing contours, sketch and accurate) etc. Interpretation, to include: • decoding of symbols and signs • recognising shapes and features from different perspectives • using a key • reading maps (e.g. using scale to measure distance; finding direction and fixing position; using contours to identify landforms and features) Analysis, to include • relationships and patterns (over time and space) • rates of change Uses: Making • inferences • decisions • recommendations • evaluations Explanation, to include • proposed routes and other developments

• recording the problem-solving process and its outcomes, reporting and disseminating the results 6. Effective communication in social environments is demonstrated by: • using communication to participate in local, regional and global activities • critically understanding the role of communication in shaping society • applying outcomes from Language learning in the context of the Human and Social Sciences where applicable	<u>Examples include:</u> • accessing media to publicise issues, lobbying, protesting, petitioning, debating • the manipulative power of communication and the devices which make this possible; the role of mass media in society

DEFINITION: Technology is the use of knowledge, skills and resources to meet human needs and wants, and to recognise and solve problems by investigating, designing, developing and evaluating products, processes and systems.

RATIONALE

THE TECHNOLOGY LEARNING AREA SEEKS TO DEVELOP:

- an ability to solve technological problems by investigating, designing, developing, evaluating as well as communicating effectively in their own and other languages and by using different modes;
- a fundamental understanding of and ability to apply technological knowledge, skills and values, working as individuals and as group members, in a range of technological contexts;
- a critical understanding of the interrelationship between technology, society, the economy and the environment.

THIS UNDERSTANDING OF TECHNOLOGY SHOULD CONTRIBUTE TO:

- the development of learners' ability to perform effectively in their changing environment and to stimulate them to contribute towards its improvement;
- the effective use of technological products and systems;
- the ability to evaluate technological products, processes and systems from functional, economic, ethical, social and aesthetic points of view;
- the designing and development of appropriate products, processes or systems to functional, aesthetic and other specifications set either by the learner or by others;
- the delivery of quality education and access and redress through
    - relevance to the ever-changing modern world
    - integration of theory and practice;
- the development of citizens who are innovative, critical, responsible and effective;
- the demystification of technology;
- the recognition of and respect for diverse technological solutions and biases that exist; and
- creating more positive attitudes, perceptions and aspirations towards technology-based careers.

TECHNOLOGY
FOUNDATION PHASE

SO 1 Understand and apply the Technological Process to solve problems and to satisfy needs and wants

The Technological Process refers to the cycle of investigating problems, needs and wants and the designing, developing and evaluating of solutions in the form of products and systems. The technological process is the basis of all technological endeavour. An understanding of the process is fundamental to the acquisition of technological literacy. The Technological Process is an integrated and indivisible one and therefore assessment should apply to the whole process.

ASSESSMENT CRITERIA	RANGE STATEMENT	PERFORMANCE INDICATORS
Learners should indicate an understanding and application of the technological process by presenting work in which: • problems, needs and wants are **identified** and **explained**	Learners should show detailed, logical and articulate work indicating understanding of the integrated nature of the Technological Process. Learners should engage in processes of: • investigating (research, ...) • planning and designing • developing (constructing, making, modelling, etc.) • evaluation (measuring, testing, deciding, etc.) Learners should apply the Technological Process in respect of the following **South African and global themes:** housing, clothing, water, transport, food, energy, health, agriculture, sport and recreation; and in the following **Learning Contexts:** Perspective: local, national, international Modes: individual, pair and group work	*This will be evident when learners:* • ask questions about a given situation and suggest answers to these questions • discuss the brief

SO 2 Apply a range of Technological knowledge and skills ethically and responsibly

Technological knowledge and skills form the backbone of this learning area as it increases the learner's capability to engage confidently with the technological process and within a technological world. This outcome further seeks to develop the learner's ability to apply this acquired knowledge and skills in an ethical and responsible manner.

In this outcome evidence of achievement should show the acquisition of knowledge and skills in respect of the nature, functions and applications of:

- safety
- information
- materials
- energy

in

- Systems and Control
- Communication
- Structures
- Processing

In practice learners will engage the above in an integrated way

ASSESSMENT CRITERIA	RANGE STATEMENTS	PERFORMANCE INDICATORS
Learners will present work in which: • knowledge and understanding of **Systems and Control** is reflected	**SYSTEMS AND CONTROL; COMMUNICATION; STRUCTURES AND PROCESSING** At this level learners will practise and develop: • investigation skills which include researching, recording, investigating, etc. • design skills which include planning, communicating, graphics, etc. • manipulation skills which include creating and modification according to specifications • evaluation skills including testing, drawing conclusions etc.	*This will be evident when learners:*

	• the effect of forces on simple structures • context: Shelter, transport, storage	protects and contains, can be stable or unstable; are subject to forces which pull, push, twist and shear • differentiate between made or natural structures • develop simple structures which can bear loads and resist forces
Knowledge and understanding of Processing **is reflected**	**<u>Processing</u>** These skills will be applied within an understanding of activities of processing raw materials into refined materials and finished products, by-products and waste using the following processes: • conversion • preservation • combination • Context: Local contexts such as home, school etc.	**Processing** • demonstrate an understanding that raw materials are processed in a variety of ways to enhance their value or produce new commodities. Demonstrate an understanding that these processes normally involve: ◦ separating (e.g. cutting) ◦ combining (e.g. mixing paper, water and flour to produce paper maché) ◦ extraction (e.g. cracking nuts to remove the kernel from the shell); ◦ preservation (e.g. keeping milk in the fridge to prevent if from going bad) ◦ conversion (e.g. log into plank) ◦ joining (e.g. gluing) ◦ processing commodities (e.g. extracting juice from oranges) • show evidence that attention is given to issues like hygiene, safety and efficiency when processing materials

	Information • Information Technology • Refer to specific outcome 3 **Safety** • Adherence to safety regulations e.g. NOSA (National Occupational Safety Association) • Housekeeping, organisation and management • Occupational safety • Appropriate behaviour, dress and procedures • Safe use of tools, equipment and materials • First aid	**Information** • see performance indicators for Specific Outcome #3 **Safety** • recognise, handle and use a range of tools safely • know how simple tools function and how to look after them
• **a range of** hand and power tools **and equipment is used**	**Tools and equipment** • Use and maintenance of tools and equipment: • simple hand and power tools • simple electric, electronic, mechanical • applications (cutting, cooking, etc.) • Learners should apply the Technological Process in respect of the following **South African and global themes:** • housing, clothing, water, transport, food, health, agriculture, sport and recreation.	**Tools** • work efficiently and safely using simple hand and power tools (e.g. hand drills, hand mixers, glue guns) and equipment (e.g. scissors, craft knives)
• **sensitivity to possible** ethical issues **and dilemmas is demonstrated** • responsible behaviour **is demonstrated**		**Ethical issues** • **show a sensitivity to ethical issues (e.g. copying)** **Responsible behaviour** • demonstrate responsible behaviour

SO4 Select and evaluate products and systems

All learners are exposed to a wide variety of products and systems. They, therefore, need to acquire the critical skills necessary to operate as confidently as discerning consumers and users of technology.

ASSESSMENT CRITERIA	RANGE STATEMENTS	PERFORMANCE INDICATORS
Learners will be able to present work in which. • products and systems are effectively selected • Products and systems are effectively evaluated	Learners at this level should show simple and reasoned work indicating evidence of the selection and evaluation of products and systems **Selection and Evaluation** • understand the need • prioritise the given constraints that may influence the choice • compare the characteristics and function of a range of similar products in respect of the given constraints • test and evaluate products and systems **Products and Systems** • simple designs • simple applications • mechanical, electrical and electronic • services (e.g. postal service) **Constraints and factors** • in drawing comparisons learners should consider factors such as: • costs and value • aesthetics and ergonomics • social • environmental	*This will be evident when learners:* • select and evaluate products and systems using the following constraints and factors (refer to range statement) • draw comparisons between simple products and systems

particular problems

Technology is interwoven with the economic, social and cultural fabric of societies. These and other factors have influenced the way technology has evolved in different places and at different times. Learners need to understand the complex and diverse ways in which technology evolves.

ASSESSMENT CRITERIA	RANGE STATEMENTS	PERFORMANCE INDICATOR
Learners should produce work in which: • various factors are considered • inter-relationships between given/main factors influencing technological development are reflected upon • different technological solutions are compared • new solutions are predicted	Learners at this level should show simple and reasoned work which reflects: **Content** • historical • geographical • cultural • economic **Process** • research • observation **Context** • Perspective: local, national, international • Mode: individuals, pairs, groups • Presentation: oral, written, graphic, modelling and simulation • **Resources: texts, interviews, observation, experimentation**	*This will be evident when learners:* • demonstrate an understanding of how specific historical, geographical, cultural and economic factors influence technological solutions (e.g. wooden vs. plastic utensils now and long ago, solar cooking) • identify and explain the inter-relationships between two factors that influence technological development • investigate and discuss at least one indigenous technology

SO6 Demonstrate an understanding of the impact of Technology

Human values and other factors influence technology. Technology in turn shapes and influences the nature and well being of society, the economy and the natural environment, in both intended and unintended ways. Learners need to appreciate the ways in which technology effects all aspects of life.

Outcomes 6 and 7 should preferably be achieved by integrating them with tasks and activities designed to achieve outcomes 1 to 5

ASSESSMENT CRITERIA	RANGE STATEMENT	PERFORMANCE INDICATORS
Learners should produce work in which: • technological impact in a variety of contexts is reviewed	At this level learners should be able to investigate, discuss and record the positive and/or negative impact of technology in the following: **Contexts** • home • school and • environment **Perspective** • local and • global	*This will be evident when learners:* • investigate the positive and/or negative impact of technology in the home • discuss the positive and/or negative impact of technology in the school • record the positive and/or negative impact of technology in the environment • investigate how technology, or the lack thereof, influences/ influenced the quality of human life in different societies • discuss how technology or the lack thereof influenced/ influences the quality of human life in different societies • record how technology or the lack thereof influences/ influenced the quality of human life in different societies • demonstrate an understanding of the nature of uses and misuses of information

MATHEMATICAL LITERACY, MATHEMATICS AND MATHEMATICAL SCIENCES
FOUNDATION PHASE

SO1 Demonstrate understanding about ways of working with numbers

The development of number concept is an integral part of mathematics. All learners have an intuitive understanding of the number concept. This outcome intends to extend that understanding. Its aim is to enable learners to know the history of the development of numbers, number systems and use numbers as part of their tool kits when working with other outcomes. Solving problems, handling information, attitudes and awareness may depend crucially on a confident understanding and use of number.

ASSESSMENT CRITERIA	RANGE STATEMENT	KEY PERFORMANCE INDICATORS
1. Evidence of use of heuristics to understand number concept	1.1. Use personal experiences to show the significance of number	*This will be evident when learners:* • identify situations in their environment where numbers are used • count a collection of objects, maintaining order in numbers • write number symbols and number names
	1.2. Express numbers in words and symbols	• skip-count forwards and backwards from a given number • use number knowledge to develop strategies to solve problems involving number
2. Evidence of knowledge of number history	2.1. Understand counting as an historical activity 2.2. Show knowledge of the history of counting in their own communities, history of Roman numerals and the history of Arabic numerals 2.3. Understand importance of place value	• represent numbers in different cultures, in different epochs • tell stories about the development of counting practices in their own communities • recognise, write and read Roman numerals • perform operations where place value is used

Mathematical Literacy, Mathematics and Mathematical Sciences

Definition:

Mathematics is the construction of knowledge that deals with qualitative and quantitative relationships of space and time. It is a human activity that deals with patterns, problem-solving, logical thinking etc., in an attempt to understand the world and make use of that understanding. This understanding is expressed, developed and contested through language, symbols and social interaction.

Rationale:

Mathematical literacy, mathematics and the mathematical sciences as domains of knowledge are significant cultural achievements of humanity. They have both utilitarian and intrinsic value. All people have a right of access to these domains and their benefits. These domains provide powerful numeric, spatial, temporal, symbolic, communicative and other conceptual tools, skills knowledge, attitudes and values to:

- analyse;
- make and justify critical decisions; and
- take transformative action,

thereby empowering people to:

- work towards the reconstruction and development of South African society;
- develop equal opportunities and choice;
- contribute towards the widest development of the society's cultures;
- participate in their communities and in the South African society as a whole in a democratic, non-racist and non-sexist manner;
- act responsibly in protecting the total environment;
- interact in a rapidly-changing technological global context;
- derive pleasure and satisfaction through the pursuit of rigour, elegance and the analysis of patterns and relationships;
- understand the contested nature of mathematical knowledge; and
- engage with political organisational systems and socio-economic relations.

• biases limiting access to and the application of technology are identified		• investigate and identify instances of how access to and the benefits of technology have been denied to various groups in South Africa • demonstrate an understanding of how this bias in technology has impacted on particular groups • discuss how the use of technology reflects priorities and biases
• strategies to address biases are developed		• strategies are developed to address biases as they relate to technology

SO5 Measure with competence and confidence in a variety of contexts

Measurement in mathematics is a skill for universal communication. People measure physical attributes, estimate and develop familiarity with time. The aim is to familiarise learners with appropriate skills of measurement, relevant units used, and issues of accuracy.

ASSESSMENT CRITERIA	RANGE STATEMENT	PERFORMANCE INDICATORS
		This will be evident when learners:
1. Evidence of knowledge of the importance of measurements	1.1. Show knowledge of measurements from experience	• describe situations in which measurement is used at home • give examples of measured goods from shops • measure different objects by comparison
2. Evidence of knowledge of standards	2.1. Show some knowledge of non-standard forms of measurement 2.1. Demonstrate understanding of reasons for standardisation 2.2. Demonstrate knowledge of SI Units	• show knowledge of the use of non-standard forms of measurement • give and explain examples where different non-standard units of measurement give different results according to the size of the unit of measurement • show knowledge of the approximate sizes of cm, m, ml, l, g, kg, km, • measure with SI units • select a suitable unit of management for a given situation, to know the different forms of units and their applications
3. Evidence of knowledge of the concepts used in measurement	3.1. Understand concepts used in the measurement of space in 2-D and 3-D	• compare areas of different sizes and volumes of different sizes

SO3 Demonstrate an understanding of the historical development of mathematics in various social and cultural contexts

Mathematics is a human activity. All peoples of the world have contributed to the development of mathematics. The view that mathematics is a European product must be challenged. Learners must be able to understand the historical background of their communities' use of mathematics.

ASSESSMENT CRITERIA	RANGE STATEMENT	PERFORMANCE INDICATORS
1. Evidence that mathematics is understood as a human activity	1.1. Demonstrate counting and measurement in everyday life 1.2. Illustrate at least two mathematical activities at home 1.3. Show the link between mathematics and technology	*This will be evident when learners:* • give examples about counting and measuring at home • give examples about counting and measuring from other environments • give examples that show the use of mathematics in technology • give examples that show the use of technology in mathematics

SO2 Manipulate numbers and number patterns in different ways

Mathematics involves observing, representing and investigating patterns in social and physical phenomena and within mathematical relationships. Learners have a natural interest in investigating relationships and making connections between phenomena., Mathematics offers ways of thinking, structuring, organising and making sense of the world.

ASSESSMENT CRITERIA	RANGE STATEMENT	PERFORMANCE INDICATORS
1. Identification of the use of numbers for various purposes	1.1. Give own understanding of number manipulation from personal experiences	*This will be evident when learners:* • give examples of the use of numbers in everyday activities
	1.2. Show link between patterning and repetition	• give the purposes for the use of numbers in examples given above • give examples of the use of numbers in the media and information
	1.3. Identify, repeat and continue patterns of sounds, body movements, body positions, art, music and stories	• give examples of repetitions in life • identify common patterns from the immediate environment • repeat given patterns
2. Evidence that number patterns and geometric patterns are recognised and identified using a variety of media	2.1. Identify and/or copy simple number patterns in rows, columns and diagonals	• copy patterns in the order given • identify simple number patterns in rows, columns and diagonals
	2.2. Show a knowledge of skip-counting starting at any number	• show a knowledge of skip counting starting at any number
	2.3. Identify and/or copy linear patterns using two- and three-dimensional shapes	• identify linear patterns using 2-D and 3D shapes
	2.4. Identify artistic patterns in South African cultures	• identify artistic patterns in artefacts produced within South Africa

SO6 Use data from various contexts to make informed judgements

In this technological age of rapid information expansion, the ability to manage data and information is an indispensable skill for every citizen. An ever-increasing need exists to understand how information is processed and translated into usable knowledge. Learners should acquire these skills for critical encounter with information and make informed decisions.

ASSESSMENT CRITERIA	RANGE STATEMENT	PERFORMANCE INDICATORS
		This will be evident when learners:
1. Identification of situations for investigation	1.1. Identify situations for data collection	• identify situations and their characteristics for data collection
2. Collection of data	2.1. Choose methods of data collection 2.2. Use interviews and sampling 2.3. Use technology	• ask the appropriate questions to gather data/formulates questionnaires to collect data • show logical sequence in questions asked • name sources and media where information can be kept
3. Organisation of data	3.1. List and arrange data in a logical order 3.2. Sort relevant data 3.3. Group data	• record data correctly on paper • can read relevant information from a variety of sources • interpret and extract relevant information from simple tables
4. Application of statistical tools	4.1. Choose relevant method 4.2. Show understanding of averages, variance, frequency	• arrange data in a particular order • can identify the most common element (mode) • calculate averages of a small number of measurements • calculate deviation from the mean for at least one of the elements • comment on how often do we have an occurrence

SO7 Describe and represent experiences with shape, space, time and motion, using all available senses

Mathematics enhances and helps to formalise the ability to grasp, visualise and represent the space in which we live. In the real world, space and shape do not exist in isolation from motion and time. Learners should be able to display an understanding of spatial sense and motion in time.

ASSESSMENT CRITERIA	RANGE STATEMENT	PERFORMANCE INDICATORS
1. Description of the position of an object in space	1.1. Represent objects in various forms of Geometry 1.2. Show links between Algebra and Geometry	*This will be evident when learners:* • explain position of objects in space • use own understanding of position to state in words the "co-ordinates of a point"
2. Descriptions of changes in shape of an object	2.1. Demonstrate movement of points with time as an independent variable 2.2. Transform and tessellate shapes	• describe geometrical positions formed by movement of shapes • identify different types of movements of shapes • represent these transformations in various ways • recognise changes that occur when objects move
3. Descriptions of orientation of an object	3.1. Show understanding of the concept of point of reference in 2-D and 3-D 3.2. Show understanding of perceptions by an observer from different reference points 3.3. Work with projections 3.4. Use available technologies in simulations	• describe a set of objects from different points of view and different distances • identify different projections in their environment • describe the effect of distance from the light source on the size of the projection • describe the effects of changing points of reference on the "co-ordinates" • describe distortions of projections taken from different reference points

SO8 Analyse natural forms, cultural products and processes as representations of shape, space, and time

Mathematical forms, relationships and processes embedded in the natural world and in cultural representations are often unrecognised or suppressed. Learners should be able to unravel, critically analyse and make sense of these forms, relationships and processes.

ASSESSMENT CRITERIA	RANGE STATEMENT	PERFOMANCE INDICATORS
		This will be evident when learners:
1. Recognition of natural forms, cultural products and processes and their value	1.1. Observe nature, cultural products and processes 1.2. Explain use and value of cultural products and processes 1.3. Analyse different cultural products and processes at different epochs	• identify 2-D and 3-D shapes and their patterns in nature • identify cultural products and cultural processes • explain the use or need of at least one of the products or processes • identify at least one artefact that has changed over time
2. Representation of natural forms, cultural products and processes in a mathematical form	2.1. Represent cultural products and processes in various mathematical forms - 2D and 3D 2.2. Represent nature in mathematical form	• describe cultural products informally • draw, where suitable, 2-D and 3-D representations of these artefacts • identify shapes in nature • represent shapes identified in nature
3. Generation of ideas through natural forms, cultural products and processes	3.1. Use representations to generate new ideas	• show some knowledge of why certain shapes and patterns are used in particular situations
4. Extensions of natural forms, cultural products and processes in the economy	4.1. Critically analyse the misuse of nature and cultural products and processes	• show some knowledge of minimum space required for natural life processes

SO10 Use various logical processes to formulate, test and justify conjectures

Reasoning is fundamental to mathematical activity. Active learners question, examine, conjecture and experiment. Mathematics programmes should provide opportunities for learners to develop and employ their reasoning skills. Learners need varied experiences to construct convincing arguments in problem settings and to evaluate the arguments of others.

ASSESSMENT CRITERIA	RANGE STATEMENT	PERFORMANCE INDICATORS
		This will be evident when learners:
1. Evidence of logical reasoning in addressing problems	1.1. Demonstrate reasoning processes of association comparison, classification and categorisation 1.2. Report mathematical reasoning processes verbally and visually	• demonstrate reasoning processes of association, classification and categorisation used to solve a problem • report mathematical reasoning process used to solve a problem verbally and visually
2. Ability to justify familiar and unfamiliar hypotheses	2.1. Recognise familiar or unfamiliar situations 2.2. Infer from known experiences 2.3. Demonstrate respect for different reasoning approaches	• explain how a problem was solved • demonstrate willingness to listen to other learners' reasoning approaches • ask questions or make statements that show that they listened attentively
3. Evidence of use of empirical or theoretical rationale in justifying conjectures	3.1. Choose relevant data as a basis for prediction 3.2. Construct logical steps in an understandable order 3.3. Test validity of judgement	• make a conjecture based on logically relevant existing knowledge • test the conjecture in a suitable way, justify the conjecture • alter the conjecture on the basis of conflicting evidence

PREAMBLE

In order to make an effective contribution to education in South Africa, the Natural Sciences Learning Area is committed to:

- **broaden access to material, resources, knowledge acquisition and conceptual development;**
- **redress past imbalances;**
- **contribute towards socio-economic development and a better life for all; and**
- **challenging the perception that Science is predominantly a European discipline.**

To the reader...

This Natural Sciences document includes a number of information blocks, each of which plays a different and significant role in the framework for science education in South Africa. To develop an understanding of the Natural Sciences document, a brief explanation of each of these information blocks might be useful.

This document intends to set standards while allowing for maximum flexibility in the development of Learning Programmes.

On The Rationale:
The "Rationale" sets the scene for the kind of science education that is envisaged in outcomes-based education in South Africa. It describes the nature of science, the need for science education and the approach to science education. The Rationale also informs the set of Specific Outcomes.

On The Specific Outcomes:
The "Specific Outcomes" have been derived from the Critical Outcomes that were decided upon by the South African Qualifications Authority. Their aim is to define the essential competencies, attitudes and values which learners in the Natural Sciences should acquire and develop. They also set a national standard for education in the Natural Sciences. The provinces use the set of Specific Outcomes - and the Assessment Criteria and Range Statements - to develop Learning Programmes that are appropriate to their situations and contexts.

Learning Programme developers should take cognisance of the need to reduce content so that time will rather be used to develop the Specific Outcomes and their implied competencies, attitudes and values.

THE SPECIFIC OUTCOMES

FOR THE

NATURAL SCIENCES

1. Use process skills to investigate phenomena related to the Natural Sciences.
2. Demonstrate an understanding of concepts and principles, and acquired knowledge in the Natural Sciences.
3. Apply scientific knowledge and skills to problems in innovative ways.
4. Demonstrate an understanding of how scientific knowledge and skills contribute to the management, development and utilisation of natural and other resources.
5. Use scientific knowledge and skills to support responsible decision-making.
6. Demonstrate knowledge and understanding of the relationship between science and culture.
7. Demonstrate an understanding of the changing and contested nature of knowledge in the Natural Sciences.
8. Demonstrate knowledge and understanding of ethical issues, bias and inequities related to the Natural Sciences.
9. Demonstrate an understanding of the interaction between the Natural Sciences and socio-economic development.

A CONCEPTUALISATION OF THE NATURAL SCIENCES

The ***conceptualisation*** outlines the broad interests of the Natural Sciences. The Natural Sciences have been organised around four ***Themes. Scope statements*** for the respective Themes suggest more particular interests as well as contexts and concept areas; imply links to other learning areas; and imply cross - curricular issues. The conceptualisation is intended as a new perspective on Natural Sciences, highlighting the integrated nature of the Learning Area. An integral part of this perspective is the need for practical activities and skills. Knowledge cannot

THEME: ***Energy and Change***

SCOPE STATEMENT

The concept of energy is fundamental to understanding both processes of change and life processes. Learners must understand, at an appropriate level, how energy is transferred in biological and physical systems; the resultant changes - including movement as change - in those systems; and that successive energy transfers make less energy available for useful work. Learners must appreciate human needs and aspirations that affect the choice of energy sources and the implications of those choices for the environment. Within this theme, learning contexts should be drawn from *sources of energy; uses of energy; transfer of energy;* and *forces and movement as change*.

THEME: ***Matter and materials***

SCOPE STATEMENT

The nature of matter and its properties - both physical and chemical - are fundamental to the physical universe and phenomena that occur in it. Products of human enterprise such as agriculture and mining may be enhanced using technologies and may result in materials useful to and even essential for learners' daily lives. Procuring and processing natural materials and the manufacture of synthetics are commercially important activities whose potential to impact the environment must be appreciated. Within this theme, learning contexts should be drawn from *the nature and properties of matter*; *change in matter and materials*; *production of natural and synthetic materials*; and *properties and uses of materials.*

Learners conduct a focused investigation in which: 7. Phenomena are identified and questions are posed 8. Situations are analysed and investigative questions are formulated 9. Observations are made 10. Hypotheses are formulated 11. Predictions are made 12. Investigative plans of action are formulated 13. Evidence is collected and recorded 14. Evidence is analysed, evaluated and interpreted 15. Conclusions are communicated	and specify methods for the collection and recording of data or evidence • Evaluate and analyse data in terms of validity and appropriateness of methods and techniques used (fair testing) • Communicate their findings in a variety of ways, each of which show logic, coherence and consistency of methods and reasoning *Learners will conduct investigations in each of the four Themes - taking either separate Themes or a combination - and do at least one explorative and one focused investigation:* • Phenomena selected should be relevant to learners and appropriate to their life experience. Investigations of the selected phenomena should lend themselves to the use of as many aspects of investigations as possible ◊ Earth and Beyond: phenomena such as planetary motion and time; geological time-scale; mining; weather ... ◊ Life and Living: phenomena such as ecosystems; the human body; plant and/or animal populations, plant physiology; relationships between structure and function... ◊ Energy and Change: phenomena such as force and movement; energy sources: renewability, availability and pollution ... ◊ Matter and Material: phenomena such as solubility, density, magnetism; electrical properties ...	• they assign roles for the members to carry out the plan • show acceptance of the different roles in the scientific task • collect data on objects/things initially with teacher assistance using direct observations which include the use of all available senses • organise data through comparing, sorting, labeling, classifying collected data • discuss the classification of their collection • communicate findings on phenomena from the bio-physical environment verbally and/or visually using models, pictures, text, tables and graphs

	◊ Energy and Change: key concepts such as force, movement, energy ... ◊ Matter and Materials: key concepts such as heaviness, strength, flexibility ...	

	of energy ... ◊ Matter and Materials: Infrastructure in the community such as availability and use of different building materials ...	make the problem clear, e.g. picture sequence, posters, graphs. etc. • Make recommendations to solve the problem.

renewable resources are explored 8. Findings and conclusions are communicated	◊ Energy and Change: Energy sources used in South Africa such as firewood, coal, paraffin ... ◊ Matter and Materials: Resources used in building, manufacturing and processing such as wood, minerals, natural fibres ...	renewable resources by classification • identify, collect and classify recyclable resources • communicate findings verbally, visually (exhibitions, projects, posters) and/or in writing

	school ... ◊ Life and Living: Decide on life forms and their possible benefit to people such as what to plant, where to plant, when to plant, what animals to keep ... ◊ Energy and Change: Decide on what energy sources to use for specific purposes such as cooking, heating the house, lighting ... ◊ Matter and Materials: Decide on what materials are most appropriate for a specific purpose such as school bag, clothes, table ...	• discuss reasons for alternative options • communicate decisions and possible consequences

SO7 Demonstrate an understanding of the changing and contested nature of knowledge in the natural sciences

Specific outcome 7 aims at developing an understanding of some essential features of science, its methods and products. Too easily can science be seen as a body of immutable truths and therefore as absolute and without change. Learners need to know that science is a human activity, dependent on assumptions which change over time and over different social settings. By realising the changing nature of scientific knowledge, both learner and teacher will be supported in their aim of linking everyday knowledge with scientific interpretations, and so create a better understanding of the world.

ASSESSMENT CRITERIA	RANGE STATEMENTS	PERFORMANCE INDICATORS
Learners show work in which: 1. People's contributions to science through the ages are identified 2. Scientific theories are seen in their social and historical context 3. Contributions to a scientific theory by scientists from different backgrounds are acknowledged 4. Scientific explanations of phenomena are acknowledged as open to change	*In developing their work, learners:* • Identify any one person who has made contributions to the Natural Sciences • Access information made available at school to explore the historical context in which the person made the contribution • Discuss how the contribution of this person has changed the thinking of scientists *Learners will look at a person who worked in one of the four Themes:* • The person identified should have developed and changed some scientific thinking significantly over time as a result of the contribution made; the people identified by teams, should be from different ethnic groups, cultures or genders and not necessarily be known as 'scientists' but as contributors to scientific thinking ◊ Earth and Beyond: Someone who has contributed to fields such as geology, geography, astronomy ... ◊ Life and Living: Someone who has contributed	*This will be evident when learners:* • discuss the contributions that people from the community have made, e.g. towards health, agriculture, electricity, communications, etc. • indicate an awareness (tell, discuss, represent visually), that at different times and at different places, people applied different approaches, e.g. in the field of medicine, agriculture, etc. • discuss the contributions of different cultures to the identified approaches

	to fields such as health science, botany, zoology ... ◊ Energy and Change: Someone who has contributed to fields such as physics, engineering ... ◊ Matter and Materials: Someone who has contributed to fields such as chemistry, technology, engineering...	

SO9 Demonstrate an understanding of the interaction between the natural sciences and socio-economic development

Specific outcome 9 concerns the development of an holistic understanding that the Natural Sciences contribute towards socio-economic development and improvements to the lives of people. The contribution of science is through the activities of people and often through technological developments. Learners should understand how, in contributing to socio-economic development, the Natural Sciences are often linked to technologies. An important way in which education in the Natural Sciences can contribute to socio-economic development is through the development of a scientifically literate nation. Scientific literacy involves the ability to apply scientific concepts and principles to everyday life and being able to recognise their use or non-use in a variety of contexts. Further, an ability to communicate effectively is essential in the Natural Sciences and scientific literacy is enhanced when it is accessible to learners. Therefore language development is crucial for both science education and scientific literacy .

ASSESSMENT CRITERIA	RANGE STATEMENTS	PERFORMANCE INDICATORS
Learners show work in which: **1.** Evidence is provided of how science and technology are used **2.** The way in which scientific and technological developments have changed the lives of people is analysed **3.** The impact of technological innovations on scientific work is explored **4.** The link between scientific ideas and technological devices is explored **5.** Scientific literacy is related to the accessibility, application and communication of science	*In developing their work, learners:* • Make or dismantle a device and share ideas of how the different parts work • Explore and suggest what simple items of technology can do • Investigate the accessibility and uses of familiar technology in the home or school • Gather information by talking to older people or a visit to a museum to find out how inventions have changed people's lives • Explore and discuss the different technologies that benefit their community *Learners will explore scientific ideas that are used in processes or devices of at least one example in each of the four Themes, separately or in combination:* ◊ Earth and Beyond: technological uses such as thermometer, weather vane, rain gauge, spirit level ...	*This will be evident when learners:* • discuss how household devices / implements / tools save time and effort. • collect visual examples to illustrate scientific contributions towards socio-economic development • discus the consequences of the collected examples • offer explanations as to how simple instruments / toys etc. work

... component of developing our human resources. This will help in unlocking the creativity of our people, allowing for cultural diversity within the process of developing a unifying national culture, rediscovering our historical heritage, and assuring that adequate resources are allocated." RDP 1994, p9

PRINCIPLES OF ARTS AND CULTURE EDUCATION AND TRAINING:

Arts and Culture Education and Training is underpinned by the broad principles of:

- non-racism, non-sexism
- democratic practice
- nurturing and protection of freedom of expression
- the affirmation of all cultural expressions
- equal access to resources and redress of imbalances
- quality provision relevant to the lives of learners and
- the promotion of inter-cultural exchange.

Arts and Culture Education and Training invests in creative growth and development related to the needs of learners and the communities in which they live. It facilitates access to the world of work and Arts related industries, as well as for the social and political participation in a dynamic and rapidly changing global society.

- effective expression, communication and interaction between individuals and groups;
- a healthy sense of self, exploring individual and collective identities;
- understanding and acknowledgement of our rich and diverse culture;
- a deepened understanding of our social and physical environment, and our place within that environment;
- practical skills and different modes of thinking, within the various forms of art and diverse cultures;
- career skills and income-generating opportunities that lead to enhanced social, economic and cultural life;
- respect for human value and dignity;
- insight into the aspirations and values of our nation, and effective participation in the construction of a democratic society.

2. PREAMBLE TO SPECIFIC OUTCOMES FOR ARTS AND CULTURE

The Arts and Culture Learning Area affirms the *integrity* and importance of *the various art forms* which include, but are not limited to Dance, Drama, Music, Visual Arts, Media and Communication, Arts Technology, Design and Literature. Each of these forms offers a unique way of learning in this area. ***Culture*** in this learning area refers to the broader framework of human endeavour, including behaviour patterns, heritage, language, knowledge and belief, as well as forms of societal organisation and power relations. Culture includes expression through the arts.

Embedded in all of the specific outcomes is the element of ***redress*** of past inequities in Arts and Culture Education and Training. This is seen as an integral part of the development of Arts and Culture in South Africa. One such example of redress is possible in Design Education. ***Design Education*** encompasses both professional activity (industrial, interior, textile, graphic, information and advertising design) and the practice of craft production for both local and international consumption. Recognition of the importance of innovative design in meeting practical developmental needs has largely been ignored in South Africa. Yet design holds a key to nurturing our cultural identity and economic growth.

curriculum. In the GETC band it is expected that an Arts-across-the-curriculum approach will be implemented i.e. learning *in* the Arts and learning *through* the Arts. The Specific Outcomes in this Learning Area are, therefore, relevant for all levels of learning from ECD to ABET, in both formal and non-formal contexts.

Assessment is part of an on-going and continuous developmental process, particularly in the area of social skills and personal growth. The safe, supportive and non-judgmental environment which the Arts can offer encourages learners to grow in confidence and build a positive self image. The focus, therefore, is on the experience of the process rather than merely on the creation of a product.

Throughout this Learning Area, work takes place within a broad ***context***, ranging from individual explorations to group experiences, and covering a range of Arts and Culture experiences from the local, regional and national to the global.

3. RECLAIMING INDIGENOUS PRACTICES

In recent years, with rapid advances in industrial technology and communication the process of cultural levelling has speeded up, pointing in the direction of a 'world culture'. The loss of original content among South Africa's indigenous cultures has assumed dramatic proportions. This Learning Area seeks to mediate the acculturative process and affirm, honour, respect, acknowledge and salvage elements of indigenous culture which are constitutionally aligned and therefore worthy of preservation for posterity. Considering that cultural change is a worldwide process affecting all societies, comparisons between reconstructed indigenous and acculturated settings become centrally important and invite learners to ask basic questions about the future of humankind. This learning area provides a forum for social enquiry with the learner as a mediating narrator yet one who intelligently and sensitively surrenders to a cultural situation while allowing the situation to surrender its meanings to the learner and others.

ARTS AND CULTURE

SPECIFIC OUTCOMES

1. Apply knowledge, techniques and skills to create and be critically involved in arts and culture processes and products

2. Use the creative processes of arts and culture to develop and apply social and interactive skills

3. Reflect on and engage critically with arts experience and work

4. Demonstrate an understanding of the origins, functions and dynamic nature of culture

5. Experience and analyse the use of multiple forms of communication and expression

6. Use art skills and cultural expressions to make an economic contribution to self and society

7. Demonstrate an ability to access creative arts and cultural processes to develop self esteem and promote healing

8. Acknowledge, understand and promote historically marginalised arts and cultural forms and practices

	activities) • demonstrate memory of simple instructions and combinations as used in dance, drama, music, and oral traditions • apply skills to themes	• respond to an instruction which displays an ability to listen • present and perform with growing confidence in individual and group activities • demonstrate an ability to explore and improvise around ideas • use skills learnt to explore themes • explore and use available and found resources with creativity and innovation • demonstrate an awareness of their bodies' capabilities • make sound combinations with voice and body • participate with commitment, enthusiasm and enjoyment
2. Involvement, commitment, participation and enjoyment is demonstrated	• practise and perform in a safe and supportive environment • use resources - personal, human, spiritual, physical, technological, found and natural materials	

		• describe various customs and cultural conventions • discuss and reflect on what, how and why customs and cultural conventions affect social interaction

SO4 Demonstrate an understanding of the origins, functions and dynamic nature of culture

"Culture" refers to the broader framework of human endeavour, including behaviour patterns, heritage, language, knowledge and belief, and forms of societal organisation and power relations; this includes expression through the Arts. Cultural practices have similar intentions, but are expressed in unique and diverse forms.
This study of culture will extend from a knowledge of the culture of the learner's immediate community and environment, to the diverse cultures of Southern Africa and global cultural changes.

ASSESSMENT CRITERIA	RANGE STATEMENT	PERFORMANCE INDICATORS
The learner will demonstrate:	*At this level learners will explore:*	*This is evident when learners,(for example):*
1. Awareness of diverse culture	• own experiences of culture	• identify and share own cultural traditions, practices and beliefs
2. An understanding of functions and origins of culture	• source of own cultural experiences • material base of culture *including physical materials, technology, environment* • power relations • traditions, customs, behaviour patterns, roles	• interact with persons of other cultures, religions and belief systems • identify commonalities and describes how they feel about the diversity within SA society • identify various art forms and symbols of the various cultures within the broader SA community and the global community • talk about how other cultures have influenced own culture
3. An awareness of individual, group and cultural identity	• inter-cultural influences • individual and group identity *who am I? what am I?* • role of family, community, group association *e.g. religion, school, nation, etc.* • the role of language • the role of belief, knowledge, religion	• represent understanding of own identity in any ırm
4. An awareness of heritage conservation and preservation	• heritage of family, community	• talk about how culture and traditions are preserved

Material	expression to make an economic contribution to self and society

The meaning and provision of Arts and Culture Education and Training contributed to entrenched social divisions, promoting access to economic and skills and career opportunities for a select minority. Presently the vast majority of South African learners remain deprived of the meaningful experiences and opportunities afforded by Arts and Culture Education and Training. This outcome seeks to redress the imbalance in this situation.

ASSESSMENT CRITERIA	RANGE STATEMENT	PERFORMANCE INDICATORS
Learners will be able to demonstrate:	*Work should be exploratory, descriptive and productive:*	*This will be evident when learners (for example):*
1. The ability to take initiative and to be innovative	• make creative use of resources - personal, human, found and natural materials to produce artefacts	• use resources in an innovative way • report on arts careers investigated during field trips • identify occupations in the arts that affect their own lives e.g. toy designers, illustrators, musicians, dancers, actors, landscapers, dress designers • identify knowledge and skills necessary to create and produce art works for public consumption e.g. clear speech, confident movement
2. An awareness of career opportunities in arts and culture fields	• explore arts and culture processes, products, industries, organisations and enterprises through field trips • explore career opportunities	
Relevant technical skills	• explore techniques in various art and cultural forms including media and communication • undertake field trips	

SO8 Acknowledge, understand and promote historically marginalised arts and cultural forms and practices

The historic domination of Western/European arts and culture has impacted adversely upon cultural development and provisioning. This institutionalised bias influenced which arts and culture forms and processes were acknowledged and promoted, and which were relegated to a lesser status. This outcome seeks to redress the problem.

ASSESSMENT CRITERIA	RANGE STATEMENT	PERFORMANCE INDICATORS
Learners will be able to demonstrate:	*Learners should:*	*This will be evident when learners (for example):*
1. Arts and Culture forms and processes and objects not usually seen and experienced 2. Documented field studies around neglected/ marginalised/disappearing Arts and Culture forms	• investigate human rights issues as enshrined in the constitution including - cultural rights - culture fairness and anti-bias; - freedom of expression; - freedom of association; - human dignity and equality; - non-discriminatory practices e.g. against race, class, gender, disability • identify various practices, meanings and symbols in neglected/marginalised Arts and Culture forms used for similar purposes across a variety of cultures • engage with and analyse various examples of oral • traditions and processes that represent and reflect previously neglected/marginalised cultures • identify common and diverse aspects of: style, conventions, processes, design, materials, in works of Art and Culture practices from neglected/	• show awareness of children's rights and the right to their own culture • describe cultural practices of a marginalised culture • identify the common purpose/function shared by cultural practices

	marginalised/ vanishing cultures • identify and describe contributions made to South Africa's cultural heritage • affirming diverse arts and cultural practices through group activities drawing on the multiple forms of communication • explore and experience: genres, characteristics, textual studies, socio-cultural factors, Verbal art/ Spoken art/ Oral art, folklore, folk art and other forms of 'orally transmitted tradition'	

- commitment to life-long learning;
- pleasure in the expression and co-ordination of their intellectual, physical, spiritual, emotional and moral powers.

- Encourages a healthy lifestyle, characterised by

  specific and contextualised application of the actions and values expressed in this rationale; celebration of, care for and responsibility towards the self and the social, natural and material environments.

SPECIFIC OUTCOMES

1. Understand and accept themselves as unique and worthwhile human beings

2. Use skills and display attitudes and values that improve relationships in family, group and community

3. Respect the rights of people to hold personal beliefs and values

4. Demonstrate value and respect for human rights as reflected in *Ubuntu* and other similar philosophies

5. Practise acquired life and decision making skills

6. Assess career and other opportunities and set goals that will enable them to make the best use of their potential and talents

7. Demonstrate the values and attitudes necessary for a healthy and balanced lifestyle

- **Practise acquired life and decision making skills (Specific Outcome 5)**

The development and acquisition of life skills form the essence of life orientation. Learners have to be equipped with, understand and be able to apply life skills. The development of information-gathering strategies should form part of this facet. Life skills *per se* are taught and learned, although it is expected from the learner that he/she will apply on a wider basis, especially in coping with real-life situations. The acquisition of knowledge and skills that can balance risk and safety in the individual's experiences, environment and social relationships is crucial to this facet.

- **Assess career and other opportunities and set goals that will enable them to make the best use of their potential and talents (Specific Outcome 6)**

It has become imperative for education and the world of work to forge close co-operation in order to adequately prepare the learners for their future working lives and life-long learning prospects. The world of work changes from time to time. Our economy needs to grow and change in order to meet the needs of all in the country and to be able to compete internationally. We need to develop our human resources to meet these demands. This specific outcome intends to play a crucial role in linking the needs of the country with the aspirations, abilities and skills of our learners. The development of an effective career guidance programme is therefore essential.

- **Demonstrate the values and attitudes necessary for a healthy and balanced lifestyle (Specific Outcome 7)**
- **Evaluate and participate in activities that demonstrate effective human movement and development (Specific Outcome 8)**

There can be no doubt that South Africa's prosperity is dependent upon the health and welfare of its population. There is, however, ample evidence to indicate that significant social and health-related problems exist among our people. Many of these problems can be associated with the lifestyles adopted by individuals, particularly with respect to diet, physical activity, alcohol and substance abuse, sexual activity and a

LIFE ORIENTATION

FOUNDATION PHASE

SO1 Understand and accept themselves as unique and worthwhile human beings

Life Orientation is instrumental in promoting a meaningful lifestyle for each learner. This specific outcome aims to develop respect for self which includes (a) a positive self-concept and (b) self actualisation. This will be attained by:

- promoting the individual's own worth, dignity and rights as a unique individual;
- examining how the physical and social environment affects personal development and growth;
- exploring the role of social, cultural and national perspectives in shaping personal attitudes and values; and
- understanding the integrated nature of the whole person.

ASSESSMENT CRITERIA	RANGE STATEMENTS	PERFORMANCE INDICATORS
		This will be evident when learners:
1. Knowledge of appropriate vocabulary for expressing feelings is demonstrated	• Self esteem, confidence, own uniqueness	• recognise their own moods and feelings
2. Knowledge of themselves as unique individuals is demonstrated		• express themselves as unique individuals • identify their own values and attitudes which make them unique • explore things which are important to them • express positive thoughts about themselves, their abilities and talents • show positive attitudes about themselves and their cultural backgrounds
3. Positive thoughts about themselves and their abilities are expressed		• express understanding of their own strengths and weaknesses

SO 2 Use skills and display attitudes and values that improve relationships in family, group and community

This specific outcome is based on the conviction that a strong human rights culture should form the basis of South African society in general and the educational environment in particular. Thus this specific outcome seeks to develop an understanding of the principles of a respect for human rights and its relevance to life. It aims to develop in learners the values, consciousness and competencies that are required for effective participation as responsible citizens of a democratic society.

ASSESSMENT CRITERIA	RANGE STATEMENTS	PERFORMANCE INDICATORS
1. The nature of various relationships, families, friends, groups, qualities of relationships and communication is expressed	• Care for and co-operate with others in family, group and community • EXAMPLE: making and valuing friends, caring and sharing	*This will be evident when learners:* • display knowledge of different kinds of relationships • share information with others • support others • are aware that each person has a number of roles • communicate and interact with known persons • express feelings and moods appropriately. • identify those values and attitudes which are important to the home, school and community

SO4 Demonstrate value and respect for human rights as reflected in ubuntu and other similar philosophies

This specific outcome is based on the conviction that a strong human rights culture should form the basis of South African society in general and the educational environment in particular. Thus this specific outcome seeks to develop an understanding of the principles of a respect for human rights and its relevance to life. It aims to develop in learners the values, consciousness and competencies that are required for effective participation as responsible citizens of a democratic society.

ASSESSMENT CRITERIA	RANGE STATEMENTS	PERFORMANCE INDICATORS
		This will be evident when learner:
1. An awareness of own humanity and self worth is displayed	• Discovery and expression of own strengths, weaknesses and needs	• identify elements of humanity and self worth • explain how the knowledge of humanity develops self worth
2. An understanding of basic human rights concepts is displayed	• Anti-discriminatory behaviour and empathy	• express knowledge about Human Rights concepts • identify discriminatory behaviour. • display respect and value for human life
3. An understanding of what is meant by Ubuntu is demonstrated	• Comprehension of values and behaviour related to Ubuntu	• explain the implications of Ubuntu • reflect basic aspects and characteristics of Ubuntu by showing kindness, concern and care for others
4. Issues and problems are identified	• Human Rights issues and problems EXAMPLE: equality, poverty, harm, discrimination, justice	• provide examples of Human Rights issues • state Human Rights problems which they have experienced in their communities

SO5 Practise acquired life and decision making skills

The development and acquisition of life skills form the essence of life orientation. Learners have to be equipped with, understand and be able to apply life skills. The development of information-gathering strategies should form part of this facet. Life skills *per se* are taught and learned, although it is expected from the learner that he/she will apply it on a wider basis, especially in coping with real-life situations. The acquisition of knowledge and skills that can balance risk and safety in the individual's experiences, environment and social relationships is crucial to this facet.

ASSESSMENT CRITERIA	RANGE STATEMENTS	PERFORMANCE INDICATORS
		This will be evident when learner
1. Skills in decision making, problem solving and planning are displayed	• Influences on and reasons for choices • How to plan • Ability to identify problems	• describe what a problem is • identify a problem • identify strategies to solve problems • identify factors that could influence their decision making • choose and apply a strategy to solve a problem.
2. Knowledge of safety, how to handle stressful situations and to be assertive is expressed	• Differentiate between safe and unsafe situations • Cope with hazards inside and outside the home, at school and the environment in general • Ways of preventing personal, physical safety related to sexuality • Handle conflict with friends	• show an understanding of the knowledge of personal, home, school and road safety • identify safe and unsafe situations • identify factors in a situation that make them feel unsafe, frightened (*yes* and *no* feelings) • apply strategies to deal with unsafe situations • identify potential hazards (e.g. storms, fire, floods, etc.) • identify ways of protecting themselves • show an understanding of different safety support services • explain how to access these support

SO6 Assess career and other opportunities and set goals that will enable them to make best use of their potential and talents

It has become imperative for education and the world of work to forge close co-operation in order to adequately prepare the learners for their future working lives and life-long learning prospects. The world of work changes from time to time. Our economy needs to grow and change in order to meet the needs of all in the country and to be able to compete internationally. We need to develop our human resources to meet these demands. This specific outcome intends to play a crucial role in linking the needs of the country with the aspirations, abilities and skills of our learners. The development of an effective career guidance programme is therefore essential.

ASSESSMENT CRITERIA	RANGE STATEMENTS	PERFORMANCE INDICATORS
		This will be evident when learners:
1. Likes and dislikes are described	• Activity-related likes and dislikes	• identify and describe their likes and dislikes
2. Occupations are identified	• Local community	• identify various occupations in their school and the outside world • identify people in occupations that affect their own lives and those of others
3. The nature and value of work are expressed	• As expressed by a variety of people	• describe the difference between work and play • identify the reasons why people work
4. The use of talents and abilities is expressed	• Family, school and community members	• identify their talents and abilities in relation to what they would like to become in the future

environment to promote own health, are explained		not cared for, can lead to unhealthy situations (parks, school grounds, homes, beaches, railway stations, rural areas, markets, industrial areas) • identify aspects of the above which are important to people and their health (e.g. saving water) • list environmental care providers in the local community and describe their work
4. Knowledge of and participation in various leisure activities are demonstrated	• A range of individual and group activities	• identify the various forms of their recreational activities and experiences • express the need to watch and participate in physical, recreational and outdoor activities (school sports day, television shows, picnics, walking, community sport, fishing, swimming) • gather information from friends and family members on recreational activities they prefer and reasons for their preferences • communicate about and illustrate their involvement in activities and games
5. Patterns that influence their daily life are identified	• Time management	• describe their daily routine and give reasons for its importance (meals, play, rest, work, sleep)
6. The influence of media on values and attitudes regarding healthy living is identified	• Printed and electronic media	• identify print and electric media that promote healthy living • discuss the information on the labels of different products with regard to healthy

SO8 Evaluate and participate in activities that demonstrate effective human movement and development

There can be no doubt that South Africa's prosperity is dependent upon the health and welfare of its population. There is, however, ample evidence to indicate that significant social and health-related problems exist among our people. Many of these problems can be associated with the lifestyles adopted by individuals, particularly with respect to diet, physical activity, alcohol and substance abuse, sexual activity and a number of other high risk behaviours. All learners should be provided with a sound knowledge of the benefits of healthy living and a safe way of living. As education is a life-long process, sound health and human movement practices can contribute to the prevention of health-related problems and can improve the quality of life of learners.

ASSESSMENT CRITERIA	RANGE STATEMENTS	PERFORMANCE INDICATORS
1. Knowledge of the benefits of regular human movement activities is expressed	• A range of benefits EXAMPLE: Improved health	*This will be evident when learners:* • identify changes to their bodies during physical exercises e.g. body temperatures, heart rate, breathing, etc • perform activities which promote perceptual motor activities e.g. crossing the midline, laterality, hand-eye , hand-foot, eye-foot co-ordination, balance • describe ways to care for the body when sitting, standing, walking and lifting objects
2. Different ways of moving to gain confidence in simple movement patterns are demonstrated	• A wide range of creative and challenging activities	• perform various movement patterns (e.g. running, clapping, waving, jumping, crawling, etc.) • perform movement patterns, with and without objects, using different parts of the body (on, over, through, under, into, onto, along objects, etc.) • perform confidence-building activities • make different shapes with different parts of the body, changing size, direction, speed and use of space

SO6 Use art skills and cultural expression to make an economic contribution to self and society

Unequal resourcing and provision of Arts and Culture Education and Training contributed to entrenched social divisions, promoting access to knowledge and skills and career opportunities for a select minority. Presently the vast majority of South African learners remain deprived of the meaningful experiences and opportunities afforded by Arts and Culture Education and Training. This outcome seeks to redress the imbalance in this situation.

ASSESSMENT CRITERIA	RANGE STATEMENT	PERFORMANCE INDICATORS
Learners will be able to demonstrate:	*Work should be exploratory, descriptive and productive:*	*This will be evident when learners (for example):*
1. The ability to take initiative and to be innovative	• make creative use of resources - personal, human, found and natural materials to produce artefacts	• use resources in an innovative way • report on arts careers investigated during field trips • identify occupations in the arts that affect their own lives e.g. toy designers, illustrators, musicians, dancers, actors, landscapers, dress designers • identify knowledge and skills necessary to create and produce art works for public consumption e.g. clear speech, confident movement
2. An awareness of career opportunities in arts and culture fields	• explore arts and culture processes, products, industries, organisations and enterprises through field trips • explore career opportunities	
3. Relevant technical skills	• explore techniques in various art and cultural forms including media and communication • undertake field trips	