

A THREE YEAR CURRICULUM RECOVERY GUIDELINE

Mediation of the National Recovery ATP

Technical Mathematics **Grades 10 - 12**

Implementation date : January 2021



Presentation Outline

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Purpose

The Three Year Curriculum Recovery Guideline outlines the development of the three year recovery ATPs to manage learning loss over a period of three years **2021 Recovery ATPs as stipulated in Circular S11 of 2020.**

Introduction



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

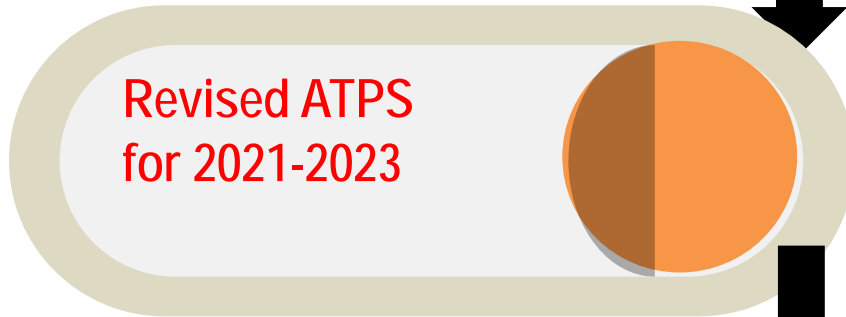
- the lockdown period and **phased reopening** of schools,
- Alternating time tabling models and
- the related health and safety **protocols**.

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

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

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

Vision 2024

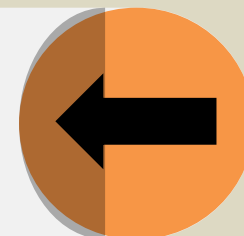


- Conceptualisation of a Curriculum Strengthening process that encompasses Competencies required for the Changing World;
- Develop Revised Modernised Curriculum Policy Statements in alignment with amended CAPS Section 4 and 2020 Assessment Circulars;
- Develop an Assessment for Learning pedagogical strategy, and
- Develop Educator Mediation Programmes.

Rationale for the Guideline

To outline the process to develop **the Three-year Recovery Plan** in managing the learning losses over a period of three years

**RATIONALE FOR
THIS GUIDELINE**



LEARNING LOSSES

the purpose of this exercise
are defined as:



Learning Outcomes (*content, skills & competencies, values & attitudes*) as stated in the revised ATPs not achieved during the 2020 school year.

Principles

1

Use of the 2020 Curriculum Recovery Framework as the base document

2

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

3

Management of the learning losses and the School Based Recovery Plans

4

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

5

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



Principles

6

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

7

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

8

Fundamental and core topics were retained in the Recovery ATPs

9

To guide and support effective teaching and learning



Underpinning Assumptions



1

1

ASSUMPTION 1

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

2

2

ASSUMPTION 2

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

3

3

ASSUMPTION 3

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

Underpinning Assumptions



4

4

ASSUMPTION 4

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

5

5

ASSUMPTION 5

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

6

6

ASSUMPTION 6

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

The Development of the 2021 Recovery ATPs

The Recovery ATPs are aligned to the:

- 2021 School calendar
- Section 4 of CAPS
- Curriculum and assessment principles as prescribed in the CAPS policy for Technical Mathematics.

**Amendments to the Content
Map for Grades 10-12 Technical
Mathematics**

Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
<p style="text-align: center;"> *Trimmed * Reorganised *No amendment </p>		
<p>Finance</p>	<p>Finance</p>	<p>Finance</p>
<p>Use simple and compound growth formulae and to solve problems (including interest, hire purchase, inflation, population growth and other real life problems).</p> <p>The implications of fluctuating foreign exchange rates.</p>	<p>Use simple and compound decay formulae and to solve problems (including straight line depreciation and depreciation on a reducing balance). Link to work on functions.</p> <p>The effect of different periods of compounding growth and decay (including effective and nominal interest rates).</p>	<p>Strengthen the Grade 11 work.</p> <p>Critically analyse different loan options.</p>

Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
<p style="text-align: center;"> *Trimmed * Reorganised *No amendment </p>		
<p style="text-align: center; color: red;">Circles, Angles and angular movement</p>	<p style="text-align: center; color: red;">Circles, Angles and angular movement</p>	<p style="text-align: center; color: red;">Circles, Angles and angular movement</p>
<p>Define a radian. Converting degrees to radians and vice versa.</p>	<p>Angles and arcs Degrees and radians Sectors and segments Angular and circumferential velocity.</p>	

Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
<p style="text-align: center;"> *Trimmed * Reorganised *No amendment </p>		
Statistics	Statistics	Statistics
<p>(a) Collect, organise and interpret univariate numerical data in order to determine</p> <ul style="list-style-type: none"> • measures of central tendency (mean, median, mode) of grouped and ungrouped data and represent these by five number summary (maximum, minimum quartiles) and box and whisker diagrams, and know which is the most appropriate under given conditions 	<p>(a) Represent data effectively, choosing appropriately from :</p> <ul style="list-style-type: none"> • bar and compound bar graphs; • histograms (grouped data); • frequency polygons; • pie charts; • line and broken line graphs. 	<p>Represent bivariate numerical data as a scatter plot and suggest intuitively and by simple investigation whether a linear, quadratic or exponential function would best fit the data. Use of available technology to calculate the linear regression line which best fits a given set of bivariate numerical data.</p>

Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
<p style="text-align: center;">*Trimmed * Reorganised *No amendment</p>		
Mensuration	Mensuration	Mensuration
<p>Conversion of units, square units and cubic units.</p>	<p>Solve problems involving volume and surface area of solids studied in earlier grades and combinations of those objects to form more complex shaped solids. Determine the area of an irregular figure using Mid-ordinate Rule.</p>	<p>Revise work studied in earlier Grades.</p>

2021 -2023 National Recovery Teaching Plan Grades 10 and 11

2021-2023 Amendment Summary

- Grade 12 curriculum should be covered in full.
- There is no June examination, hence the number of tasks had been reduced from 7 to 6 in grade 12.
- The number of assessment has not changed in grades 10 and 11

4. Amendments School Based Assessment (SBA)

Summary: Amendment to the weighting of tasks

- **SBA Weighting of tasks:** Amended
- **Section 4** aligned to the 2021 School Calendar

2021-2023 Revised Programme of Assessment grades 10-11

Term 1	Term 2	Term 3	Term 4
Task 1 Investigation / Project (15%)	Task 3 Assignment (15%)	Task 5 Test (10%)	Task 7 Test (10%)
Task 2 Test (10%)	Task 4 Test (10%)	Task 6 Test (10%)	Final Examination
PAT	PAT	PAT	

2021-2023 Revised Programme of Assessment grade 12

Term 1	Term 2	Term 3	Term 4
Task 1 Assignment (15%)	Task 4 Test (10%)	Task 5 Test (10%)	Final Examination
Task 2 Investigation / Project (15%)		Task 6 Test (25%)	
Task 3 Test (10%)			
PAT	PAT	PAT	



4. Conclusion

Conclusion

SBA

- A uniform, standardised approach is used across Grades 10-12 in Technical Mathematics.
- No important aspect in Mathematics curriculum is compromised.
- The foundational principles of the National Curriculum Statement (NCS) as stated for Mathematics are included.
- The Recovery ATP exposes learners to a variety of forms of assessment.
- The amended **School Based Assessment** (SBA) aligns to the content and time available.
- **Informal assessment** focuses on the principles of assessment for learning.
- Informal activities are compulsory in preparation of the formal assessment.

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