

STATEMENT FROM THE DEPARTMENT OF BASIC EDUCATION STRENGTHENING CURRICULUM IMPLEMENTATION FROM 2010 AND BEYOND

The Department of Basic Education wishes to inform all parents, teachers, principals and other education stakeholders of the progress made on the review of the National Curriculum Statement as announced by the Minister of Basic Education, Mrs Angie Motshekga, MP, on 06 July 2010.

- *The National Curriculum Statement is being strengthened in order to improve the quality of teaching and learning in our schools.*
- *The National Curriculum will focus on the content that must be taught per term and the required number and type of assessment tasks each term for each subject. This will ensure that all teachers and learners have a clear understanding of the topics that must be covered in each subject.*

The following changes have been/will be made as part of the review of the National Curriculum Statement:

Current	Change	Timeline for implementation
A heavy administrative workload for teachers	Reduction of recording and reporting Reduction of the number of projects for learners Removed the requirement for portfolio files of learner assessments Discontinuation of the Common Tasks for Assessment (CTAs) for Grade 9 learners	With effect from January 2010
Learners are introduced to the First Additional Language in Grade 2	The language chosen by the learner as a Language of Learning and Teaching shall be taught as a subject at least as a First Additional Language, from Grade One (1). English will not replace the mother tongue or home language in the early grades.	This will be introduced in 2011.
In the General Education and Training Band, subjects have been called Learning areas and programmes and subjects in the Further Education and Training Band.	All learning areas and programmes will be known as subjects	This will take effect from 2011.
In the Intermediate Phase (Grades 4-6) learners have to do eight (8) learning areas	The number of subjects in Grades 4-6 will be reduced from eight (8) to six (6).	These changes will be introduced in 2012, after the necessary teacher orientation and development of appropriate textbooks in 2011.
The place of textbooks as crucial to quality learning and teaching has been de-emphasised. Teachers were encouraged to prepare their own content, lesson plans and forms of assessment	The importance of the place of textbooks in the achievement of quality learning and teaching has been re-emphasised.	Workbooks for all learners in Grades 1-6 will be distributed in 2011. A national catalogue of learning and teaching support materials from which schools can select textbooks is being developed for
The National Curriculum Statement learning areas designs learning areas in terms of outcomes and assessment standards.	The National Curriculum Statement is being repackaged so that it is more accessible to teachers. Every subject in each grade will have a single, comprehensive and concise Curriculum and Assessment Policy Statement (CAPS) that will provide details on what content teachers ought to teach and assess on a grade-by-grade and subject –by subject basis. There will be clearly delineated topics for each subject and a recommended number and type of assessments per term.	The Curriculum and Assessment Policy Statement (CAPS) will be phased in the Foundation Phase (Grades R-3) in 2011. The Curriculum and Assessment Policy Statement (CAPS) will be phased into Grades 4-12 from 2012.
Assessment of learners' performance in the GET Band (Grades 1- 9) has been done entirely at school level	From 2010, there will be externally-set annual national assessments for Grade 3 and 6 learners. A pilot will be conducted this year for Grade 9 and there will be full scale implementation in 2011.	Full scale implementation for Grades 3 and 6 this year (03-04 November 2010). Annual National Assessment for all Grade 9 learners will be fully implemented from 2011.



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Department:
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