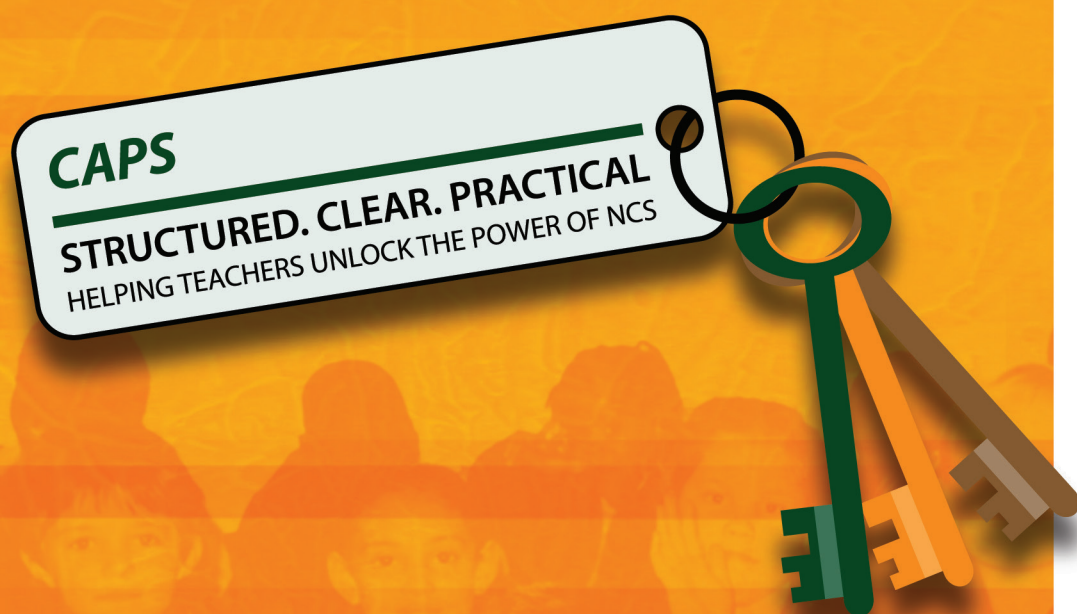


GET CAPS AMENDMENTS

National Curriculum Statement (NCS)

Curriculum and Assessment Policy Statement



INTERMEDIATE PHASE GRADES 4 – 6



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



GET CAPS AMENDMENTS

A Generic Introduction

THE ABRIDGED CAPS SECTION 4 AMENDMENTS

1. Introduction

The National Curriculum Statement, Grades R – 12 was approved as National Policy and published in the Government Gazette 34600, Notices 722 and 723 of 12 September 2011.

The National Curriculum Statement, Grades R-12 comprises:

- Curriculum and Assessment Policy Statements for all approved subjects for Grades R-12;
- The National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12; and
- The National Protocol for Assessment.

A number of concerns were received from teachers, subject specialists, parents and education stakeholders about the challenges in the implementation of the Curriculum and Assessment Policy Statements (CAPS) in many subjects across the grades with regards to:

- Curriculum/ assessment overload and poor curriculum coverage;
- Poor quality of formal assessment tasks;
- Lack of guidance on the use of cognitive levels;
- Omissions on the forms of assessment and weighting of assessment with regards to time and marks;
- The need to create more time for teaching and formative assessment;
- The number of tasks based on the need to make valid and reliable judgements about learning outcomes;
- Shift from disconnected ‘tagged on’ assessments to credible assessment tasks;
- The nature of the subject and grade used to determine the required number of assessment tasks; and
- To reduce dominance by any single type or mode, e.g. tests, projects, assignments, case studies, simulations, etc.

The Department of Basic Education has considered the concerns and has agreed to undertake a holistic review of the CAPS documents to enhance the effectiveness of the curriculum. However, the curriculum review process is lengthy and includes strict policy processes. In order to provide interim relief to teachers whilst supporting effective curriculum implementation, the DBE developed an abridged version of Section 4 of the CAPS, focusing mainly on the reduction of formal assessment tasks across most subjects. Due to the urgency of the teachers’ requests, the DBE aims to provide provisional relief whilst allowing the rigorous process of reviewing the CAPS to take place.

2. Purpose

This document presents an abridged version of Section 4 of the CAPS document. It specifically provides the interim changes made to the programme of assessment for subjects in Grades

R-9. The changes were made to relieve teachers from the burden of overload regarding the number of assessment tasks, thus improve the focus on teaching and learning. The revisions in some subjects include guidance regarding cognitive demands and types of assessment. The reduction of tasks varies from subject to subject. There was no reduction of tasks in Creative Arts, Languages, Life Orientation and Social Sciences. In all other subjects, the reduction varies from 1-4 formal assessment tasks per year. For some subjects like Creative Arts and Social Sciences, more clarity and guidance has been provided on mark allocation, percentages and or weighting, type/ form of assessment and examination guidelines.

3. Outline

The following subjects are included in this document and grouped according to Phases:

FOUNDATION PHASE SUBJECTS
Home Language First Additional Language Mathematics Life Skills
INTERMEDIATE PHASE SUBJECTS
Home Language First Additional Language Mathematics Life Skills Natural Sciences and Technology Social Sciences
SENIOR PHASE SUBJECTS
Home Language First Additional Language Mathematics Life Orientation Natural Sciences Social Sciences Economic Management Sciences Creative Arts Technology

Languages

SECTION 4
ASSESSMENT
GRADES 4-6 HOME LANGUAGE AND FIRST ADDITIONAL LANGUAGE

4.1 Introduction

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

Assessment is a process that measures individual learners' attainment of knowledge (content, concepts and skills) in a subject by collecting, analysing and interpreting the data and information obtained from this process to:

- Enable the teacher to judge a learners' progress in a reliable way;
- Inform learners of their strengths, weaknesses and progress; and
- Assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of learners.

Assessment should be mapped out against the content (concepts and skills) of Languages. In both informal and formal assessments; it is important to ensure that in the course of a school year:

- all of the subject content is covered;
- the full range of major skills is included; and
- a variety of different forms of assessment is used.

4.2 Types of assessment

The following types of assessment are very useful in mathematics; as a result, teachers are encouraged to use them to serve the purpose associated with each.

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

Types of Assessment	Description and uses
Baseline Assessment	Baseline assessment is assessment usually used at the beginning of a phase, grade or learning experience to establish what learners already know. It assists educators with the planning of learning programmes and learning activities.
Formative Assessment	Formative assessment is developmental and is used to inform teachers and learners about their progress. Thus it improves teaching and learning by giving teachers direction and enables them to adapt to learners' needs. Formative assessment or 'assessment for learning' involves both teacher and learner in a process of continual reflection and self-assessment. Formative assessment is interactive in that the teacher uses thought provoking questions to stimulate learner thinking and discussion.
Summative Assessment	Summative assessment gives an overall picture of learners' progress at a given time, for example, at the end of a term. It usually results in judgements about learner performance and can involve high stakes for learners.
Diagnostic Assessment	Diagnostic assessment is similar to formative assessment, but its application will always lead to some form of intervention or remedial action or programme. It shows up either learners' strengths and weaknesses or inappropriate teaching methodology. When it is used to find out about the nature and cause of medical barriers to learning it should be administered by specialists and is followed by expert guidance, support and intervention strategies.
Systemic Assessment	Systemic assessment is an external way of monitoring the education system by comparing learners' performance to national

	indicators of learner achievement. It involves monitoring of learner attainment at regular intervals, using nationally or provincially defined measuring instruments. This form of evaluation compares and aggregates information about learner achievements so that it can be used to assist in curriculum development and evaluation of teaching and learning. For the General Education and Training Band systemic evaluation usually targets Grade 3, Grade 6 and Grade 9 Languages and Mathematics.
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4.3 Assessment in Languages

Assessment in Languages is ongoing and supports the growth and development of learners. It is an integral part of teaching and learning as it provides feedback for teaching and learning. It should be incorporated in teaching and learning instead of being dealt with as a separate entity. Furthermore, integrated assessment of various language aspects should be practiced. For example, we could start off with a reading aloud of a given text and use the very text for reading comprehension. Language Structure and Conventions activities could also be dealt with based on the same text. Post-reading the text learners could be asked to respond to the text by, for example, writing a letter about the issues raised in the text or to write some creative response to the content of the text. To wrap up this activity, discussions could be held about the topic and in this way we address all of the language skills in one fluent, integrated activity.

Assessing the different language skills should not be seen as separate activities but one integrated activity. Assessment rubrics should thus address the different language skills in the task.

Learners' *listening skills, oral competence, ability to answer questions, participation in discussions* and *written recording skills* where necessary should be observed daily.

It is important, too, that learners' *understanding of* what they are *reading* is assessed and not just their ability to recognise or decode words. Assessment of reading should therefore also take place regularly and not just be a once-off assessment. Formal

reading assessment should focus on reading aloud as well as activities which help you to determine how much the learner has understood, for example, retelling a story or answering questions (listening comprehension).

Assessment of written work will focus primarily on the learner's ability to convey meaning, as well as how correctly they have written, for example, correct language structures and use, spelling and punctuation. All assessment should recognise that language learning is a process and that learners will not produce a completely correct piece of work the first time round. Therefore the various stages in the writing process should also be assessed.

When giving a formal assessment task, there will be a focus on a particular skill, for example, Listening and Speaking or Reading or Writing. However, because language learning is an integrated process, more than one skill will be used. The Language Structures and Conventions should be assessed in context. It must be ensured that assessment is not only done as written work, but allows for practical and oral work too. It is important to assess what learners understand and not what they can just memorise, so assess skills in context as much as possible, e.g. learners may spell all their words correctly during a test on Friday, but are they able to use those same words correctly spelt when writing or recording their personal news or a story?

Teaching and assessment of languages should make provision for inclusion of all learners, and strategies should be found to assist all learners to access or produce language texts. Some students experiencing barriers may not be able to attain some of the aims as they are presented in the Curriculum and Assessment Policy Statement. Special attention should be given to learners who are experiencing dyslexic condition.

The programme of assessment allows for summative assessment, which could take the form of a test or examination, at the end of every term. The work on which assessment is conducted must have been covered during the term. The assessment items must be pitched at different cognitive levels to ensure validity.

It is further recommended that what learners are assessed in Home Language should be assessed in the First Additional Language within that period. For example, if

learners are assessed on reading comprehension in their Home Language in Week 7-8; the same concept should be assessed within the same period in their First Additional Language. Home Language and First Additional Language teachers should plan their assessment programme together.

4.4 Informal or Daily Assessment or Assessment for Learning or Formative Assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning.

Informal assessment or assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. Informal assessment should be used to provide feedback to learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from the learning activities taking place in the classroom.

Only informal assessment activities completed by a learner should be considered as evidence. This can be done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing.

Assessment of language competence will be in the form of observation, written exercises, oral activities and presentations, written tests, reading aloud and other forms of assessment. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom and you may use many of your learning activities to assess learners' performance informally. In some cases, you might want to set specific assessment type of activities to motivate your learners to learn, such as regular spelling texts. Learners or teachers can mark these assessment tasks.

It is suggested that you use the first two-weeks of the term to do a baseline assessment of learners. You should use the activities given in the first two-weeks of the teaching plans to do this assessment. This will enable you to establish the kind of attention your learners will need as you proceed.

Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. Teachers may however wish to keep their own informal records of how individual learners are progressing in the different aspects of the subject to assist with planning and ensuring that individual learners develop the required skills and understanding. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

4.5 Formal Assessment Task

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and *formally recorded* by the teacher for progression purposes. All Formal Assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment tasks provide teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations (such as retelling a story, matching), performances (such as acting out), essays, participation in oral tasks (such as dialogues, conversations, discussions), written tasks (such as completing a worksheet, writing paragraphs or other types of texts), etc.

The purpose of designing a Programme of Assessment (POA) is to ensure validity, reliability, fairness and sufficiency of assessment by giving explicit guidance on the types of activities and the percentage allocated to each language skill within a task. It also addresses the focus of assessment, i.e. the way tasks should be addressed.

In formal assessment, use memoranda, rubrics, checklists and rating scales as well as other appropriate assessment tools to observe, assess and record learners' levels of understanding and skill. Choose an assessment tool that is most appropriate for the type of activity. For example, a rubric is more suitable than a memorandum for a creative writing piece. A memorandum is better suited to a spelling test or a reading comprehension activity.

4.5.1 Formal Assessment Tasks requirements for Home Language

All assessment in the Intermediate Phase is internal. The formal Programme of Assessment for Grades 4-6 comprises thirteen formal assessment tasks:

- Twelve (12) formal assessment tasks that make up 75% of the promotion mark; and
- One end-of-the-year examination for the final 25%.

The June examination is part of the 75%.

Formal assessment tasks must assess a range of aspects of the language skills so that key aspects will be assessed over the course of the term and the year. Each formal assessment task should be made up of activities that assess Listening and Speaking, Reading and Viewing, Writing and Presenting, and Language Structures and Conventions, and should take place over a period of days.

- Ensure that these activities (reading aloud, summary, essay, etc.) have been informally assessed and feedback given to the learner before they are formally assessed.
- The forms of assessment used should be age and developmental level appropriate.
- The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.
- It should be based on the knowledge and skills done during that term.

- Use the term plans for each grade to select the kind of activities and the set of skills required for each part of the formal assessment task. For example, if you set a creative writing piece in Grade 4, Term 1 and want learners to write a poem, you can only expect them to 'write sentences of the same length that rhyme', as that is what you would have taught.
- If you set an information text in the first term, they will have to write using an appropriate frame. Similarly for Listening and Speaking, you will not ask learners to give a short talk in Grade 4, Term 1, as that is only taught later on.

4.5.2 Programme of Assessment

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. A programme for assessment must be drawn up by the school indicating the dates on which tasks will be done.

Requirements for the compilation of a task is given in marks and percentages. In Writing and Presenting, parts of the planning process or the whole process should be assessed. The lengths of texts for writing as indicated in Section 3.3 should be strictly adhered to.

The following tables provide the formal assessment requirements for Home Language and First Additional Language, Grades 4-6:

Home Language

**SUMMARY OF PROGRAMME OF ASSESSMENT
HOME LANGUAGE
GRADES 4-6**

Table 1: Number of formal assessment tasks

Number of Formal Assessment Tasks					
Grade	Term 1	Term 2	Term 3	Term 4	Total
Grade 4	5	3	2	3	13
Grade 5	5	3	2	3	13
Grade 6	5	3	2	3	13

Table 2: Nature of formal assessment

Tasks	Nature of the tasks	Form of Assessment	Marking Tool
Oral	- Oral task comprises Reading Aloud and Listening and Speaking. - Total of 4 oral tasks per annum. 1 oral task per Term. - Term 1 Reading Aloud comprises (un) prepared reading. - Terms 2 and 4 oral tasks are used as Paper 1 for the Mid-year and the Year-end examinations and comprise: (Un)Prepared reading / (Un)Prepared speech / Listening Comprehension / Conversation / Presentation / Role Play / Interview / Dialogue - Term 3 oral task is an oral presentation on the project.	Reading Speaking	Rubric Grid Memorandum
Reading Comprehension	- Total of 3 Reading Comprehension per annum. - Term 1 Reading Comprehension task comprises the following: - Literary / non-literary text - Visual text - Reading Comprehension in Term 2 and 4 is Paper 2 for the Mid-year and Year-end examination and comprises: - Question 1: Literary / Non Literary text - Question 2: Visual text - Question 3: Summary - Question 4: Language Structures and Conventions in context	Test	Memorandum Rubric
Language Structures and Conventions	1 Language Structures and Conventions in context in Term 1	Test	Memorandum

	Language Structures and Conventions in context in Term 2 and 4 are included in Paper 2 as Question 4		
Writing	- Writing comprises two tasks in Term 1 - Transactional text - Essay 1 Writing task in Term 2 and 4 as Paper 3 for the Mid-year and Year-end examination - Transactional texts: letters (formal & informal), instructional text, poster, sms, e-mail, twitter, information text, advertisement, completing a simple form, newspaper report Essays: Narrative and Descriptive	Project Assignment Test	Rubric
	Creative Writing 1 project per annum - Project based on any one of the literature genres studied: poems / folktales /short stories / drama - To be done over a period of time in Term 3 - Oral presentation of the project marks will be used for Term 3 oral task	Project / Assignment	Rubric
Note on tests and examinations	Tests and examinations should cover a substantial amount of content. Tests and examinations must be completed under strictly controlled and supervised conditions. Each test and examination must cater for a range of cognitive levels.		
Note on project	Projects are tasks in which learners illustrate or apply knowledge that they have gained in class. There is one creative writing project per year per Grade in Term 3. Projects may involve aspects of investigation and/or research. Learners can do projects individually or in groups, but with some support and guidance from the teacher. The teacher directs the choice of the project, usually by providing the learners with a topic or brief for the investigation. Teachers can assess different stages of projects separately, or the entire project. Assessment of projects should be based on the understanding of content, application of skills and values applicable in a relevant context and may vary in extent. Projects may be done over a period of time. Issues of inclusivity should be factored in. Assessment tools of projects could be a combination of rubric, memorandum, checklist, etc.		

Table 3: Marks allocation for each task per grade

Grade	SBA				Examination	Total Grade Mark
	Term 1	Term 2	Term 3	SBA Total Marks	Term 4	
Grade 4	90	90	60	240	90	330
Grade 5	90	90	60	240	90	330
Grade 6	100	100	70	270	100	370

Table 4: Marks and Percentage Breakdown per task in Grades 4-6 for Home Language

			Marks per Grade			
			GRADE 4- 5		Grade 6	
Term	Task		Mark	%	Mark	%
1	1	Oral	20	7.6%	20	7%
	2	Transactional Writing	10	3.6%	10	4.4%
	3	Essay Writing	20	3.6%	20	4.4%
	4	Reading Comprehension	25	10%	30	9.5%
	5	Language Structures and Conventions	15	7%	20	6.5%
2	6	Oral Paper 1	20	7.7%	20	7%
	7	Writing Paper 3	30	7.2%	30	8.8%
	8	Comprehension & Language: Paper 2	40	17%	50	16%
3	9	Oral	20	7.7%	20	7%
	10	Project	40	3.6%	50	4.4%
TOTAL SBA			240	75%	270	75%
4	11	Oral Paper 1	20	8%	20	7%
	12	Writing Paper 3	30	7%	30	8%
	13	Comprehension & Language: Paper 2	40	10%	50	10%
TOTAL EXAM MARK			90	25%	100	25%

Table 5: Format of examination papers for Grades 4-6

The suggested outline for the mid-year and the end-of-the-year examination papers is as follows:

GRADES 4-5		
PAPER	Description	Marks
1 Completed during the term	Oral • Reading / Listening and Speaking	20
2 2 Hours	Reading Comprehension • Question 1– Literary / non-literary text • Question 2 – Visual text • Question 3 – Summary • Question 4 – Language Structures and Conventions in context	40
3 1 Hour 30 min	Writing • Transactional text • Essay	30
Total		90
GRADE 6		
PAPER	Description	Marks
1 Completed during the term	Oral • Reading /-Listening and Speaking	20
2 2 Hours	Reading Comprehension • Question 1– Literary / non-literary text • Question 2 – Visual text • Question 3 – Summary	50

	Question 4 – Language Structures and Conventions in context	
3 1 Hour 30 min	Writing - Transactional text - Essay	30
Total		100

Table 6: Cognitive Levels

Both formal and informal assessments must cater for a range of cognitive levels and abilities of learners. The cognitive demands of assessment used should be appropriate to the age and developmental level of the learners in the grade. Assessment activities in Languages must cater for a range of cognitive levels and abilities of learners within this context. The assessment activities should be carefully designed to cater for a range of cognitive levels as shown in the table below. Assessment tasks should include low, middle and high order questions. A variety of types of questions such as multiple choice, cloze, comparison and direct questions should be used.

Cognitive levels	Activity	Percentage of task
Literal (Level 1)	Questions that deal with information explicitly stated in the text. - Name the things/people/places/elements ... - State the facts/reasons/points/ideas ... - Identify the reasons/persons/causes ... - List the points/facts/names/reasons ... - Describe the place/person/character ... - Relate the incident/episode/experience ...	Levels 1: 20%
Reorganisation (Level 2)	Questions that require analysis, synthesis or organisation of information explicitly stated in the text. - Summarize the main points/ideas/pros/cons/ ... - Group the common elements/factors ... - State the similarities/differences ... - Give an outline of ...	Levels 2: 20%

Inference (Level 3)	Questions that require a candidate's engagement with information explicitly stated in the text in terms of his/her personal experience. • Explain the main idea ... • Compare the ideas/attitudes/actions ... • What is the writer's (or character's) intention /attitude/motivation/reason ... • Explain the cause/effect of ... • What does an action/comment/attitude (etc.) reveal about the narrator/ writer/character ... • How does the metaphor/simile/image affect your understanding ... • What, do you think, will be the outcome/effect (etc.) of an action/a situation ...	Level 3: 40%
Evaluation (Level 4)	These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values. • Do you think that what transpires is credible/realistic/ possible ...? • Is the writer's argument valid/logical/conclusive ... • Discuss/Comment critically on the action/ intention/ motive/ attitude/suggestion/implication ... • Do you agree with the view/statement/observation/ interpretation that... • In your view, is the writer/narrator/character justified in suggesting/ advocating that ... (Substantiate your response/Give reasons for your answer.)	Levels 4 and 5: 20%

Appreciation (Level 5)	• Is the character's attitude/ behavior /action justifiable or acceptable to you? Give a reason for your answer. • What does a character's actions/attitude(s)/motives ... show about him/her in the context of universal values? • Discuss critically/Comment on the value judgements made in the text. These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language (such as word choice and imagery). • Discuss your response to the text/incident/situation/ conflict/dilemma. • Do you empathise with the character? What action/decision would you have taken if you had been in the same situation? • Discuss/Comment on the writer's use of language ... • Discuss the effectiveness of the writer's style/ introduction/ conclusion/imagery/metaphors/use of poetic techniques/ literary devices ...	
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HOME LANGUAGE GRADE 4							
TERM 1	MARK%	TERM 2	MARK%	TERM 3	MARK%	TERM 4	MARK%
TASK 1 Oral Reading aloud	20	TASK 6 (PAPER 1) ORAL COMPRISES TERM 2 ORAL MARK ONLY (Un)prepared speech / Listening Comprehension / Conversation / Presentation / Role Play / Interview / dialogue	20	TASK 9 Oral Oral presentation of project	20	TASK 11 (PAPER 1) ORAL COMPRISES TERM 4 ORAL MARK ONLY (Un)prepared speech / Listening Comprehension / Conversation / Presentation / Role Play / Interview / dialogue	20
NB: There must be a variation of oral assessment tasks in terms 2 and 4.							
Task Marks	20		20		20		20
Weighting %	7.6%		7.7%		7.7%		8%
TASK 2 Writing Transactional text: • Instructional / poster / letter / sms TASK 3 Writing Essay: • Descriptive / narrative • 3 paragraphs	10 (3.6%) 20 (3.6%)	TASK 7 (PAPER 3) WRITING WRITTEN BEFORE EXAMS Question 1 • Transactional text (10 marks) Question 2 • Narrative / descriptive essay (20 marks) • 3 paragraphs	30	TASK 10 Creative Writing • Project based on any ONE of the literature genres studied: poems / folktales / short stories / drama Note: There must be a variation of genres across the grades.	40	TASK 12 (PAPER 3) WRITING WRITTEN BEFORE EXAMS Question 1 • Transactional text (10 marks) Question 2 • Narrative / descriptive essay (20 marks) • 3 paragraphs	
Tasks Marks	30		30				30
Weighting %	7.2%		7.2%				7%

TASK 4 Reading Comprehension			TASK 8 Mid-year examination PAPER 2 Response to Texts			TASK 13 Year-end examination PAPER 2 Response to Texts	
Question 1 • Literary / non-literary text (15 marks)	25 (10%)	40	Question 1 • Literary / non-literary text comprehension (15 marks)	40	40	Question 1 • Literary / non-literary text comprehension (15 marks)	40
Question 2 • Visual text (10 marks)			Question 2 • Visual text comprehension (10 marks)			Question 2 • Visual text comprehension (10 marks)	
TASK 5 • Language Structures and Conventions in context	15 (7%)		Question 3 • Summary writing (5 marks)			Question 3 • Summary writing (5 marks)	
			Question 4 • Language Structures and Conventions in context (10 marks)			Question 4 • Language Structures and Conventions in context (10 marks)	
Task Marks	40	40		40	40		40
Weighting %	15%	17%		17%	3.6%		10%
Term Marks	90	90		90	60		
SBA Marks (Term 1 - 3)		240		240		Examination Marks	90
SBA %		75%		75%		Examination %	25%
Total Grade Marks		330		330			

HOME LANGUAGE GRADE 5						
TERM 1	MARK%	TERM 2	MARK%	TERM 3	MARK%	TERM 4
TASK 1 Oral Reading aloud	20	TASK 6 (PAPER 1) ORAL COMPRISES TERM 2 ORAL MARK ONLY (Un)prepared speech / Listening Comprehension / Conversation / Presentation / Role Play / Interview / dialogue	20	TASK 9 Oral Oral presentation of Task 10 project	20	TASK 11 (PAPER 1) ORAL COMPRISES TERM 4 ORAL MARK ONLY (Un)prepared speech / Listening Comprehension / Conversation / Presentation / Role Play / Interview / dialogue
NB: There must be a variation of oral assessment tasks in terms 2 and 4.						
Task Marks	20		20		20	20
Weighting %	7.6%		7.7%		7.7%	8%
TASK 2 Writing Transactional text: • Information /advertisement / sms / e-mail TASK 3 Writing Essay: • Descriptive / narrative • 4 paragraphs	10 (3.6%) 20 (3.6%)	TASK 7 (PAPER 3) WRITING WRITTEN BEFORE EXAMS Question 1 • Transactional text (10 marks) Question 2 • Narrative / descriptive essay (20 marks) • 4 paragraphs		TASK 10 Creative Writing • Project based on any ONE of the literature genres studied: poems / folktales / short stories / drama Note: There must be a variation of genres across the grades.	40	TASK 12 (PAPER 3) WRITING WRITTEN BEFORE EXAMS Question 1 • Transactional text (10 marks) Question 2 • Narrative / descriptive essay (20 marks) • 4 paragraphs
Tasks Marks	30		30			30
Weighting %	7.2%		7.2%			7 %
TASK 4		TASK 8 Mid-year examination PAPER 2				TASK 13 Year-end examination PAPER 2

Reading Comprehension			Response to Texts		Response to Texts	
Question 1	25 (10%)	Literary / non-literary text (15 marks)	Question 1 • Literary / non-literary text comprehension (15 marks)	40	Question 1 • Literary / non-literary text comprehension (15 marks)	40
Question 2						
• Visual text (10 marks)						
TASK 5	15 (7%)	Language Structures and Conventions in context	Question 2 • Visual text comprehension (10 marks)	40	Question 2 • Visual text comprehension (10 marks)	40
• Language Structures and Conventions in context						
Task Marks	40			40		40
Weighting %	17%			17%		10%
Term Marks	90			90	60	
SBA Marks (Term 1 - 3)				240		90
SBA %				75%		25%
Total Grade Marks				330		

HOME LANGUAGE GRADE 6							
TERM 1	MARK %	TERM 2	MARK%	TERM 3	MARK %	TERM 4	MARK %
TASK 1 Oral Reading aloud	20	TASK 6 (PAPER 1) ORAL COMPRISES TERM 2 ORAL MARK ONLY (Un)prepared speech / Listening Comprehension / Conversation / Presentation / Role Play / Interview / dialogue	20	TASK 9 Oral Oral presentation of Task 10 project	20	TASK 11 (PAPER 1) ORAL COMPRISES TERM 4 ORAL MARK ONLY (Un)prepared speech / Listening Comprehension / Conversation / Presentation / Role Play / Interview / dialogue	20
NB: There must be a variation of oral assessment tasks in terms 2 and 4.							
Task Marks	20		20		20		20
Weighting %	7%		7%		7%		7%
TASK 2 Writing Transactional text; Complete a simple form / twitter / e-mail / newspaper report	10 (4.4%)	TASK 7 (PAPER 3) WRITING WRITTEN BEFORE EXAMS Question 1 - Transactional text (10 marks) Question 2 - Narrative / descriptive essay (20 marks) 5 paragraphs	30	TASK 10 Creative Writing Project based on any ONE of the literature genres studied: poems / folktales / short stories / drama / novel. Note: There must be a variation of genres across the grades.		TASK 12 (PAPER 3) WRITING WRITTEN BEFORE EXAMS Question 1 - Transactional text (10 marks) Question 2 - Narrative / descriptive essay (20 marks) 5 paragraphs	
TASK 3 Writing Essay: - Descriptive / narrative 5 paragraphs	20 (4.4%)						
Task Marks	30		30				30
Weighting %	8.8%		8.8%				8%
TASK 4 Reading Comprehension		TASK 8 Mid-year examination PAPER 2 Response to Texts				TASK 13 Year-end examination PAPER 2 Response to Texts	

Question 1 - Literary / non-literary text (20 marks) Question 2 - Visual text (10 marks) TASK 5 - Language Structures and Conventions in context	30 (9.5%) 20 (6.5%)	Question 1 - Literary / non-literary text comprehension (20 marks) Question 2 - Visual text comprehension (10 marks) Question 3 - Summary writing (5 marks) Question 4 - Language Structures and Conventions in context (15 marks)	50		Question 1 - Literary / non-literary text comprehension (20 marks) Question 2 - Visual text comprehension (10 marks) Question 3 - Summary writing (5 marks) Question 4 - Language Structures and Conventions in context (15 marks)	50
Task Marks	50		50			50
Weighting %	16%		16%			10%
Term Marks	100		100			
SBA Marks (Term 1 - 3)			270			100
SBA %			75%			25%
Total Grade Marks					370	

First Additional Language

**PROGRAMME OF ASSESSMENT
FIRST ADDITIONAL LANGUAGE
GRADES 4-6**

Table 1: Number of formal assessment tasks

Number of Formal Assessment Tasks					
Grade	Term 1	Term 2	Term 3	Term 4	Total
Grade 4	5	3	2	3	13
Grade 5	5	3	2	3	13
Grade 6	5	3	2	3	13

Table 2: Nature of formal assessment

Tasks	Nature of the tasks	Form of Assessment	Marking Tool
Oral	- Oral task comprises Reading Aloud and Listening and Speaking. - Total of 4 oral tasks per annum. 1 oral task per Term. - Term 1 Reading Aloud comprises (un) prepared reading. - Terms 2 and 4 oral tasks are used as Paper 1 for the Mid-year and the Year-end examinations and comprise: (Un)Prepared reading / (Un)Prepared speech / Listening Comprehension / Conversation / Presentation / Role Play / Interview / Dialogue - Term 3 oral task is an oral presentation on the project.	Reading Speaking	Rubric Grid Memorandum
Reading Comprehension	- Total of 3 Reading Comprehension per annum. - Term 1 Reading Comprehension task comprises the following: - Literary / non-literary text - Visual text - Reading Comprehension in Term 2 and 4 is Paper 2 for the Mid-year and Year-end examination and comprises: - Question 1: Literary / Non Literary text - Question 2: Visual text - Question 3: Summary - Question 4: Language Structures and Conventions in context	Test	Memorandum Rubric
Language Structures and Conventions	1 Language Structures and Conventions in context in Term 1 - Language Structures and Conventions in context in Term 2 and 4 are included in Paper 2 as Question 4	Test	Memorandum
Writing	- Writing comprises two tasks in Term 1 - Transactional text - Essay	Project Assignment	Rubric

	1 Writing task in Term 2 and 4 as Paper 3 for the Mid-year and Year-end examination - Transactional texts: letters (formal & informal), instructional text, poster, sms, e-mail, twitter, information text, advertisement, completing a simple form, newspaper report Essays: Narrative and Descriptive	Test	
	Creative Writing 1 project per annum - Project based on any one of the literature genres studied: poems / folktales / short stories / drama - To be done over a period of time in Term 3 - Oral presentation of the project marks will be used for Term 3 oral task	Project / Assignment	Rubric
Note on tests and examinations	Tests and examinations should cover a substantial amount of content. Tests and examinations must be completed under strictly controlled and supervised conditions. Each test and examination must cater for a range of cognitive levels.		
Note on project	Projects are tasks in which learners illustrate or apply knowledge that they have gained in class. There is one creative writing project per year per Grade in Term 3. Projects may involve aspects of investigation and/or research. Learners can do projects individually or in groups, but with some support and guidance from the teacher. The teacher directs the choice of the project, usually by providing the learners with a topic or brief for the investigation. Teachers can assess different stages of projects separately, or the entire project. Assessment of projects should be based on the understanding of content, application of skills and values applicable in a relevant context and may vary in extent. Projects may be done over a period of time. Issues of inclusivity should be factored in. Assessment tools of projects could be a combination of rubric, memorandum, checklist, etc.		

Table 3: Marks allocation for each task per grade

Grade	SBA				Examination	Total Grade Mark
	Term 1	Term 2	Term 3	SBA Total Marks	Term 4	
Grade 4	90	90	60	240	90	330
Grade 5	90	90	60	240	90	330
Grade 6	100	100	70	270	100	370

Table 4: Marks and Percentage Breakdown per task in Grades 4-6 for First Additional Language

Term	Task		Marks per Grade			
			GRADE 4- 5		Grade 6	
			Mark	%	Mark	%
1	1	Oral	20	7.6%	20	7%
	2	Transactional Writing	10	3.6%	10	4.4%
	3	Essay Writing	20	3.6%	20	4.4%
	4	Reading Comprehension	25	10%	30	9.5%
	5	Language Structures and Conventions	15	7%	20	6.5%

2	6	Oral Paper 1	20	7.7%	20	7%
	7	Writing Paper 3	30	7.2%	30	8.8%
	8	Comprehension & Language: Paper 2	40	17%	50	16%
3	9	Oral	20	7.7%	20	7%
	10	Project	40	3.6%	50	4.4%
TOTAL SBA			240	75%	270	75%
4	11	Oral Paper 1	20	8%	20	7%
	12	Writing Paper 3	30	7%	30	8%
	13	Comprehension & Language: Paper 2	40	10%	50	10%
TOTAL EXAM MARK			90	25%	100	25%

Table 5: Format of examination papers for Grades 4-6

The suggested outline for the mid-year and the end-of-the-year examination papers is as follows:

GRADES 4-5		
PAPER	Description	Marks
1 Completed during the term	Oral • Reading / Listening and Speaking	20
2 2 Hours	Reading Comprehension • Question 1– Literary / non-literary text • Question 2 – Visual text • Question 3 – Summary • Question 4 – Language Structures and Conventions in context	40
3 1 Hour 30 min	Writing • Transactional text • Essay	30
Total		90
GRADE 6		
PAPER	Description	Marks
1 Completed during the term	Oral • Reading /-Listening and Speaking	20
2 2 Hours	Reading Comprehension • Question 1– Literary / non-literary text • Question 2 – Visual text • Question 3 – Summary • Question 4 – Language Structures and Conventions in context	50
3 1 Hour 30 min	Writing • Transactional text • Essay	30
Total		100

Table 6: Cognitive Levels

Both formal and informal assessments must cater for a range of cognitive levels and abilities of learners. The cognitive demands of assessment used should be appropriate to the age and developmental level of the learners in the grade. Assessment activities in Languages must cater for a range of cognitive levels and abilities of learners within this context. The assessment activities should be carefully designed to cater for a range of cognitive levels as shown in the table below. Assessment tasks should include low, middle and high order questions. A variety of types of questions such as multiple choice, cloze, comparison and direct questions should be used.

Cognitive Levels table

Cognitive levels	Activity	Percentage of task
Literal (Level 1)	Questions that deal with information explicitly stated in the text. • Name the things/people/places/elements ... • State the facts/reasons/points/ideas ... • Identify the reasons/persons/causes ... • List the points/facts/names/reasons ... • Describe the place/person/character ... • Relate the incident/episode/experience ...	Levels 1: 20%
Reorganisation (Level 2)	Questions that require analysis, synthesis or organisation of information explicitly stated in the text. • Summarize the main points/ideas/pros/cons/ ... • Group the common elements/factors ... • State the similarities/differences ... • Give an outline of ...	Levels 2: 20%
Inference (Level 3)	Questions that require a candidate's engagement with information explicitly stated in the text in terms of his/her personal experience. • Explain the main idea ... • Compare the ideas/attitudes/actions ...	

	• Discuss critically/Comment on the value judgements made in the text. These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language (such as word choice and imagery). • Discuss your response to the text/incident/situation/ conflict/dilemma. • Do you empathise with the character? What action/decision would you have taken if you had been in the same situation? • Discuss/Comment on the writer's use of language ... • Discuss the effectiveness of the writer's style/ introduction/ conclusion/imagery/metaphors/use of poetic techniques/ literary devices ...	
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FIRST ADDITIONAL LANGUAGE GRADE 4							
TERM 1	MARK%	TERM 2	MARK%	TERM 3	MARK%	TERM 4	MARK%
TASK 1 Oral Reading aloud	20	TASK 6 (PAPER 1) ORAL COMPRISES TERM 2 ORAL MARK ONLY (Un)prepared speech / Listening Comprehension / Conversation / Presentation / Role Play / Interview / dialogue	20	TASK 9 Oral Oral presentation of project	20	TASK 11 (PAPER 1) ORAL COMPRISES TERM 4 ORAL MARK ONLY (Un)prepared speech / Listening Comprehension / Conversation / Presentation / Role Play / Interview / dialogue	20
NB: There must be a variation of oral assessment tasks in terms 2 and 4.							
Task Marks	20		20		20		20
Weighting %	7.6%		7.7%		7.7%		8%
TASK 2 Writing Transactional text: - Instructional / poster / letter / sms TASK 3 Writing Essay: - Descriptive / narrative 3 paragraphs	10 (3.6%) 20 (3.6%)	TASK 7 (PAPER 3) WRITING WRITTEN BEFORE EXAMS Question 1 - Transactional text (10 marks) Question 2 - Narrative / descriptive essay (20 marks) 3 paragraphs	30	TASK 10 Creative Writing Project based on any ONE of the literature genres studied: poems / folktales / short stories / drama Note: There must be a variation of genres across the grades.	40	TASK 12 (PAPER 3) WRITING WRITTEN BEFORE EXAMS Question 1 - Transactional text (10 marks) Question 2 - Narrative / descriptive essay (20 marks) 3 paragraphs	
Tasks Marks	30		30				30
Weighting %	7.2%		7.2%				7%

TASK 4 Reading Comprehension		TASK 8 Mid-year examination PAPER 2 Response to Texts		TASK 13 Year-end examination PAPER 2 Response to Texts	
Question 1 • Literary / non-literary text (15 marks)	25 (10%)	Question 1 • Literary / non-literary text comprehension (15 marks)	40	Question 1 • Literary / non-literary text comprehension (15 marks)	40
Question 2 • Visual text (10 marks)		Question 2 • Visual text comprehension (10 marks)		Question 2 • Visual text comprehension (10 marks)	
TASK 5 • Language Structures and Conventions in context	15 (7%)	Question 3 • Summary writing (5 marks)		Question 3 • Summary writing (5 marks)	
		Question 4 • Language Structures and Conventions in context (10 marks)		Question 4 • Language Structures and Conventions in context (10 marks)	
Task Marks	40		40		40
Weighting %	15%		17%		10%
Term Marks	90		90		
SBA Marks (Term 1 - 3)			240		90
SBA %			75%		25%
Total Grade Marks			330		

FIRST ADDITIONAL LANGUAGE GRADE 5						
TERM 1	MARK%	TERM 2	MARK%	TERM 3	MARK%	TERM 4
TASK 1 Oral Reading aloud	20	TASK 6 (PAPER 1) ORAL COMPRISES TERM 2 ORAL MARK ONLY (Un)prepared speech / Listening Comprehension / Conversation / Presentation / Role Play / Interview / dialogue	20	TASK 9 Oral Oral presentation of Task 10 project	20	TASK 11 (PAPER 1) ORAL COMPRISES TERM 4 ORAL MARK ONLY (Un)prepared speech / Listening Comprehension / Conversation / Presentation / Role Play / Interview / dialogue
NB: There must be a variation of oral assessment tasks in terms 2 and 4.						
Task Marks	20		20		20	20
Weighting %	7.6%		7.7%		7.7%	8%
TASK 2 Writing Transactional text: • Information /advertisement / sms / e-mail TASK 3 Writing Essay: • Descriptive / narrative • 4 paragraphs	10 (3.6%) 20 (3.6%)	TASK 7 (PAPER 3) WRITING WRITTEN BEFORE EXAMS Question 1 • Transactional text (10 marks) Question 2 • Narrative / descriptive essay (20 marks) • 4 paragraphs	30	TASK 10 Creative Writing • Project based on any ONE of the literature genres studied: poems / folktales / short stories / drama Note: There must be a variation of genres across the grades.	40	TASK 12 (PAPER 3) WRITING WRITTEN BEFORE EXAMS Question 1 • Transactional text (10 marks) Question 2 • Narrative / descriptive essay (20 marks) • 4 paragraphs
Tasks Marks	30		30			30
Weighting %	7.2%		7.2%			7 %
TASK 4		TASK 8 Mid-year examination PAPER 2				TASK 13 Year-end examination PAPER 2

Reading Comprehension		Response to Texts		Response to Texts	
Question 1 • Literary / non-literary text (15 marks)	25 (10%)	Question 1 • Literary / non-literary text comprehension (15 marks)	40	Question 1 • Literary / non-literary text comprehension (15 marks)	40
Question 2 • Visual text (10 marks)		Question 2 • Visual text comprehension (10 marks)		Question 2 • Visual text comprehension (10 marks)	
TASK 5 • Language Structures and Conventions in context	15 (7%)	Question 3 • Summary writing (5 marks)		Question 3 • Summary writing (5 marks)	
Task Marks	40	Question 4 • Language Structures and Conventions in context (10 marks)	40	Question 4 • Language Structures and Conventions in context (10 marks)	40
Weighting %	17%		17%		10%
Term Marks	90		90		
SBA Marks (Term 1 - 3)			240		90
SBA %			75%		25%
Total Grade Marks			330		

FIRST ADDITIONAL LANGUAGE GRADE 6							
TERM 1	MARK %	TERM 2	MARK%	TERM 3	MARK %	TERM 4	MARK %
TASK 1 Oral Reading aloud	20	TASK 6 (PAPER 1) ORAL COMPRISES TERM 2 ORAL MARK ONLY (Un)prepared speech / Listening Comprehension / Conversation / Presentation / Role Play / Interview / dialogue	20	TASK 9 Oral Oral presentation of Task 10 project	20	TASK 11 (PAPER 1) ORAL COMPRISES TERM 4 ORAL MARK ONLY (Un)prepared speech / Listening Comprehension / Conversation / Presentation / Role Play / Interview / dialogue	20
NB: There must be a variation of oral assessment tasks in terms 2 and 4.							
Task Marks	20		20		20		20
Weighting %	7%		7%		7%		7%
TASK 2 Writing Transactional text; Complete a simple form / twitter / e-mail / newspaper report	10 (4.4%)	TASK 7 (PAPER 3) WRITING WRITTEN BEFORE EXAMS Question 1 - Transactional text (10 marks) Question 2 - Narrative / descriptive essay (20 marks) 5 paragraphs	30	TASK 10 Creative Writing Project based on any ONE of the literature genres studied: poems / folktales / short stories / drama / novel. Note: There must be a variation of genres across the grades.		TASK 12 (PAPER 3) WRITING WRITTEN BEFORE EXAMS Question 1 - Transactional text (10 marks) Question 2 - Narrative / descriptive essay (20 marks) 5 paragraphs	
TASK 3 Writing Essay: - Descriptive / narrative 5 paragraphs	20 (4.4%)						
Task Marks	30		30				30
Weighting %	8.8%		8.8%				8%
TASK 4 Reading Comprehension		TASK 8 Mid-year examination PAPER 2 Response to Texts				TASK 13 Year-end examination PAPER 2 Response to Texts	

Question 1 Literary / non-literary text (20 marks)	30 (9.5%)	Question 1 Literary / non-literary text comprehension (20 marks)	50		Question 1 Literary / non-literary text comprehension (20 marks)	50
Question 2 Visual text (10 marks)		Question 2 Visual text comprehension (10 marks)			Question 2 Visual text comprehension (10 marks)	
TASK 5 Language Structures and Conventions in context	20 (6.5%)	Question 3 Summary writing (5 marks)			Question 3 Summary writing (5 marks)	
		Question 4 Language Structures and Conventions in context (15 marks)			Question 4 Language Structures and Conventions in context (15 marks)	
Task Marks	50		50			50
Weighting %	16%		16%			10%
Term Marks	100		100			
SBA Marks (Term 1 - 3)			270			100
SBA %			75%			25%
Total Grade Marks				370		

Life Skills

4.1 PROGRAMME OF ASSESSMENT

The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout the school year.

4.1.1 Assessment in Personal and Social Well-being

In the Personal and Social Well-being study area, learners are expected to complete a total of four formal assessment tasks per grade. The four formal tasks make up 30% of the total mark for the subject for each of Grades 4, 5 and 6.

The weighting of marks for the four internal formal assessment tasks for Personal and Social Well-being is as follows:

Task 1			Task 2	Task 3	Task 4	
Grade 4	Grade 5	Grade 6	Grade 4 – 6		Grades 4 and 5	Grade 6
Assignment/ Design and make: 30 marks	Assignment/ Case study/ Design and make: 30 marks	Assignment/ Case study: 30 marks	Test: 30 marks	Project: 30 marks	End-of-year examination: 30 marks	End-of-year examination: 60 marks

Note: For Grade 6, the examination will count 60 and divided by 2, that is, $60 / 2 = 30$ marks for recording.

4.1.2 Forms of Assessment

a. Project

The Personal and Social Well-being project will be any piece of work in which knowledge, skills and values which lead towards competence in specified content are demonstrated. The task will involve collecting, interpreting and presenting findings into a written product that may be reported or performed by the learners. Learners will collect data/resources/ information to perform the task outside of contact time. The completion of the project will be facilitated by the teacher in class time to ensure the authenticity of the product.

The nature of the project will be determined by the content covered according to the annual teaching plan. Learners should be given adequate guidance at the outset of the project and progress should be monitored throughout. All assessment criteria applicable to the project has to be discussed with the learners prior to the commencement of the project. Learners must be given enough time to complete the project, it should be given before the end of the second term for submission during the third term.

b. Assignment

This form of assessment will allow for a more holistic assessment of knowledge, skills and values and their application in different contexts. The assignment will be a problem-solving exercise with clear guidelines and of a specified length. The focus and nature of the task will be determined by the content covered according to the annual teaching plan for the Personal and Social Well-being study area. The teacher will provide learners with resources and information required to deliver the task.

c. Case study

The case study will involve a detailed description of a specific situation or phenomenon. The description can either be real or hypothetical and can be taken from a book, newspaper, magazine, video or the radio. The case study will enable the teacher to assess whether learners can apply the knowledge, skills and values to an unfamiliar context. The focus will be determined by the content covered according to the annual teaching plan for the Personal and Social Well-being study area. The teacher will provide learners with resources and information required to deliver the task.

d. Design and make

Design and making involves the production of the actual product using creative processes to achieve a certain competency. An object is the end product of a design. Learners will be required to design, make and write descriptive statements on the task and show an understanding of knowledge gained and the application of knowledge and skills. The focus will be determined by the content covered according to the annual teaching plan. The teacher will provide learners with resources and information required to deliver the task. All assessment criteria applicable to the task has to be discussed with the learners prior to the commencement of the task.

e. Test

Tests will be administered at the end of the second term during the Personal and Social Well-being period. This test will cover work done in term 1 and 2. They will consist of a range of questions that will assess knowledge recall, understanding and application of knowledge.

f. Examinations

Examinations of at least 45 minutes in Grades 4 and 5 and 75 minutes in Grade 6 will be administered at the end of the year as part of the internal examination timetable of the school/district/province. The examination will cover work done for the whole year. The examinations will address the knowledge and skills covered according to the annual teaching plan for the Personal and Social Well-being study area. They will incorporate more than one type of question and require the application of knowledge and skills.

4.1.3 Assessment Framework for Grade 4- 5

Key of abbreviations used

Q : Question
MCQ : Multiple Choice Questions
FIQ : Fill In Question
MTQ : Matching Type Question
CRQ : Constructed Response Question

Question number	What learners are expected to do	Skills or competencies assessed	Cognitive Levels	Type of questions	Score
SECTION A This section consists of five questions. All questions should be answered.					

Question number	What learners are expected to do	Skills or competencies assessed	Cognitive Levels	Type of questions	Score
Marks: 15					
1.1 - 1.3	Choose the correct answer from the four alternatives.	• Recall of knowledge and understanding of concepts	Low, middle and high order	MCQ	01 mark each
2.1 - 2.3	Give explanation of a concept	• Recall of knowledge and understanding of concepts		CRQ	01mark each
3.1- 3.3	Match the terms or statements in columns A and B	• Recall of knowledge and understanding of concepts		MTQ	01 mark each
4.1-4.3	Choose between True or false	• Recall of knowledge and understanding of concepts		MTQ	01 mark each
5.1-5.3	Answer questions based on the short text	• Recall of knowledge and understanding of concepts		CRQ	01 mark each
Section total marks					15
SECTION B This section consists of three compulsory questions. Marks:15					
6.	Describe features, characteristics/ phenomena	Recall of Knowledge and understanding of concepts	Low, middle and high order	CRQ	05 marks
7.	Organise and write ideas into a meaningful paragraph or essay. Graphs, data, cartoons can be provided as stimulus	Situation analysis, application of knowledge and skills, organization and logical presentation of ideas	All cognitive levels	Paragraph/ short essay	05 marks
8	Set goals and give advice to your peers.	Demonstrate goal setting and giving advice on challenging situations	Low, middle and high order	CRQ	05 marks

Outline for examinations and tests

The outline below will be followed when setting the Personal and Social Well-being examination and test papers. The Grades 4 and 5 examinations and tests will consist of two sections. Total for examination or test: **30 Marks**

Section A: 15 marks	Section B: 15 marks
All questions are compulsory. - The questions will be matching columns and/or fill in/ complete sentences and/or lists. - Questions will test understanding and factual knowledge.	All questions are compulsory. - Case study may be used. - The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe. - Questions will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Well-being class. - Learners will provide direct responses and full sentences in point form. - One question will focus on the application of knowledge and skills and responses will either be full sentences in point form or a short paragraph. - Learners will solve problems, make decisions and give advice. They will provide a few direct responses.
Note. Information provided in the case studies should be current, up-to-date, age-appropriate and learner-friendly.	

The Grade 6 test will follow the Grades 4 and 5 examination outline. The Grade 6 examination paper will consist of three sections. Total for examination: **60 Marks**

Section A: 25 marks	Section B: 20 marks	Section C: 15 marks
All questions are compulsory. - The questions will be matching columns, true or false, multiple choice or list. - Questions will test understanding and factual knowledge. - Response will be short and direct and may be one word, a phrase or a sentence.	All questions are compulsory. - Case study may be used. - The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe. - Questions will be short open-ended and knowledge-based and include information that learners have acquired from the Personal and Social Well-being class. - Learners will provide direct responses and full sentences in point form.	Learners will be expected to answer a 10-mark and a 5-mark question. - Questions will focus on the application of knowledge and skills. - Learners will make decisions and give advice. They will provide a few direct responses and a short paragraph that states, explains or describes an issue. - Each question will focus on the specific information or the integration of content. - A short text/ diagram/ data can be provided as a stimulus.
Note. Information provided in the texts must be current, up-to-date, age-appropriate and learner-friendly.		

NB. A marking memorandum or guideline suitable to each of the tasks above must be used to assess learner performance. The nature of the task and the knowledge, skills and values that are to be assessed will provide guidance on the type of the assessment tool. Provision must be made in the marking memorandum or guideline for the learner's own interpretation of the questions. Examples of assessment tools that are appropriate to assess learner performance in personal and Social Well-being are the marking memorandum or guideline, criteria checklist, observation sheet or rubric.

4.1.4 Assessment in Physical Education

The Physical Education Task (PET) is evaluated across all four school terms in Grades 4, 5 and 6. Learners are expected to participate in Physical Education periods every week which are timetabled to take place in

fixed periods, labelled Physical Education on the school timetable. All Physical Education periods will focus on practical physical and mass participation in movement activities for enjoyment and enrichment purposes.

Learner participation and movement performance in the PET will be assessed through class observation and reported at the end of each term. The mark allocation for the PET is 30% of the total mark for the subject. The subject advisor will moderate the PET during announced school visits by observing learners performing the actual assessment task.

The focus of assessment within the PET falls into two broad categories:

- Participation: exposes learners to an understanding of the value of regular participation in physical activity. Participation should encourage further development, enjoyment and the building of confidence.
- Movement performance: each learner will be assessed at the level at which they are capable of performing. Movement performance must not encourage a sense of competition.

The teacher will observe whether the performance of a movement has a desired outcome, focusing on the overall performance of the movement rather than the detailed mechanics of the movement. However, once a teacher has gained confidence and can break down a motor skill and movement sequence into different parts, additional criteria can be added to assess the performance in greater depth

Assessment Tool for Physical Education

The assessment tool to assess learner performance in the two criteria of the task:

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: Outcome of movement performance (5x2=10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

A class list will be used to generate a mark out of 20 for participation and a mark out of 10 for movement performance at the end of each term. This means, four lists for each of Grades 4, 5 and 6. The number of PE periods per term will depend on the Department of Basic Education school calendar for the year.

Example of the class list for participation and movement performance in Physical Education:

	TERM 1	1. Frequency of participation PE periods per term (P1= period 1)								2. Movement performance			TOTAL FOR TERM
	Learner Names	P1	P2	P3	P4	P5	P6	%	Marks 20	1 st Observation	2 nd Observation	Total marks 10	30
1.													
2.													
3.													
4.													
5.													

Note.

Criterion 1: frequency of participation

Each learner will be allocated a mark out of 20 at the end of each term based on his/her frequency of participation across the Physical Education periods. An 'a' will indicate that the learner was absent for that particular period and an 'x' that the learner was present in class, but did not participate. A learner who always participates when he/she is present in class should not be penalised when absent, but a learner who participates on and off when present should be penalised when absent.

Divide number of times a learner participated by number of PE periods per term and **multiply** by 100 to obtain a percentage and then convert to a mark out 20 according to the assessment tool above.

Criterion 2: movement performance

While a record will be kept of learner participation per week, each learner will not be assessed on movement performance in every Physical Education period, but will be formally observed at least twice across a school term for formal assessment purposes to determine the level of movement performance. Allocate a mark out of five (5) for each of the two observations to obtain a final mark out of ten (10) according to the assessment tool above.

Total for the term

The marks awarded for frequency of participation and movement performance respectively for the term are added up to arrive at a mark out of 30 per learner. The mark obtained out of 30 is the PET mark to be formally recorded on the record sheet for the term.

4.1.5 Assessment in Creative Arts

The most important aim of Creative Arts at this level is that learners should engage fully in experiential learning, to develop creativity, expressiveness, communicating in different ways and enjoyment of the arts. There should be feedback from the teacher (brief, meaningful, constructive comments appearing in each learner's report) for both Visual Arts and Performing Arts at the end of each term. The teacher will observe learners' participation and ability to respond to instructions, improvise with confidence, communicate through visual or performance arts' tools, work sensibly with others and be creative.

Formal Assessment Requirements:

The Creative Arts Task (CAT) is administered twice a year for each stream (Visual and Performing Arts) in Grades 4, 5 and 6. By mid-year, a CAT for each of Visual and Performing Arts should have been administered, and again by the end of the year. This means that a CAT assessment should be held in each term. Participation in both streams will be assessed informally through class observation and reported in each term. Ability for only one stream will be formally assessed per term. When assessing Performing Arts, it is important that the teacher choose a CAT that comprises of at least TWO of the three art forms.

The two Visual Arts CATs will add up to a total of 80 marks and similarly, the two Performing Arts CATs will add up to a total of 80 marks. The marks obtained give a total mark out of 160 for the CAT at the end of each grade. The mark allocation for the CAT is 40% of the total mark out of 400 for Life Skills, that is, 160 marks.

Visual Arts CATs can take the form of any creative task from the term, which takes a minimum of 3 periods to complete. Performing Arts CATs can be taken from any of the tasks in Topics 2 or 3 for the term, which combine use of atleast

TWO of three art forms.

Creative Arts Year Plan:

Term 1: CAT (Visual or Performing Arts)	40 marks
Term 2: CAT (Performing or Visual Arts)	40 marks
NOTE: By mid-year, both streams should have been assessed.	
Term 3: CAT (Visual or Performing Arts)	40 marks
Term 4: CAT (Performing or Visual Arts)	40 marks
NOTE: By end-year, both streams should have been assessed for the second time, to indicate progression.	
TOTAL CREATIVE ARTS MARKS FOR THE YEAR:	160 marks

In Creative Arts formal assessment is done through practical assessment tasks, not written examinations.

4.2 RECORDING AND REPORTING

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

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways which include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

When recording and reporting on learner performance in Life Skills, the following marks are applicable per

term:

Term	Grade 4 Tasks	Grade 5 Tasks	Grade 6 Tasks	Marks per term	
				For recording	For reporting
1	Assignment/ Design and make	Assignment/Case study/ Design and make	Assignment/ Case study	30	100
	PET	PET	PET	30	
	CAT	CAT	CAT	40	
2	PSW: Test	PSW: Test	PSW: Test	30	100
	PET	PET	PET	30	
	CAT	CAT	CAT	40	
3	PSW: Project	PSW: Project	PSW: Project	30	100
	PET	PET	PET	30	
	CAT	CAT	CAT	40	
4	PSW: Examination	PSW: Examination	PSW: Examination	30	100
	PET	PET	PET	30	
	CAT	CAT	CAT	40	
	Total			400	400

N.B. The assignment, design and make, case study, test, project and examination are formal assessment tasks for Personal and Social Well-being (PSW) for each of the Grades 4, 5 and 6.

The various achievement levels and their corresponding percentage bands are as follows:

Codes and percentages for recording and reporting

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

Mathematics

SECTION 4: MATHEMATICS ASSESSMENT GRADES 4-6

4.1. INTRODUCTION

Assessment is a continuous planned process of identifying, gathering and interpreting information regarding the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal and formal. In both cases, regular feedback should be provided to learners to enhance their learning experience.

4.2. TYPES OF ASSESSMENT

The following types of assessment are very useful in mathematics; as a result, teachers are encouraged to use them to serve the purpose associated with each.

Baseline assessment: Mathematics teachers who might want to establish whether their learners meet the basic skills and knowledge levels required to learn a specific Mathematics topic will use baseline assessment. Knowing learners' level of proficiency in a particular Mathematics topic enables the teacher to plan her/his Mathematics lesson appropriately and to pitch it at the appropriate level. Baseline assessment, as the name suggests, should therefore be administered prior to teaching a particular Mathematics topic. The results of the baseline assessment should not be used for promotion purposes.

Diagnostic assessment: It is not intended for promotion purposes but to inform the teacher about the learners' Mathematics problem areas that have the potential to hinder performance. Two broad areas form the basis of diagnostic assessment: content-related challenges where learners find certain difficulties to comprehend, and psycho - social factors such as negative attitudes, Mathematics anxiety, poor study habits, poor problem-solving behaviour, etc. Appropriate interventions should be implemented to assist learners in overcoming these challenges early in their school careers.

Formative assessment: Formative assessment is used to aid the teaching and learning processes, hence assessment for learning. It is the most commonly used type of assessment because it can be used in different forms at any time during a Mathematics lesson, e.g. short

class works during or at the end of each lesson, verbal questioning during the lesson. It is mainly informal and should not be used for promotion purposes. The fundamental distinguishing characteristic of formative assessment is constant feedback to learners, particularly with regard to learners' learning processes. The information provided by formative assessment can also be used by teachers to inform their methods of teaching.

Summative assessment: Contrary to the character of formative assessment, summative assessment is carried out after the completion of a Mathematics topic or a cluster of related topics. It is therefore referred to as assessment **of** learning since it is mainly focusing on the product of learning. The results of summative assessment are recorded and used for promotion purposes. The forms of assessment presented in Table 4.1 are examples of summative assessment.

4.3. INFORMAL OR DAILY ASSESSMENT

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

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

Self-assessment and peer assessment actively allow learners to assess themselves. This is important as it allows learners to learn from, and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion purposes.

4.4. FORMAL ASSESSMENT

Formal assessment comprises School-Based Assessment (SBA) and End of the Year Examination. Formal assessment tasks are marked and formally recorded by the teacher for promotion purposes. All Formal Assessment tasks are subject to moderation for the purpose

of quality assurance and to ensure that appropriate standards are maintained. The SBA component may take various forms. However, **tests, examinations, projects, assignments** and **investigations** are recommended for Mathematics. The Intermediate Phase Mathematics minimum formal programme of assessment tasks are outlined in Table 4.1.

Table 4.1: Requirements for Formal Assessment: Intermediate Phase Mathematics

		TERM 1		TERM 2		TERM 3		TERM 4
Number of assessment tasks		2		2		2		1
Form of assessment		Assignment	Test	Investigation	Examination	Project	Test	Examination
Marking guideline		Memo	Memo	Memo and/ Rubric	Memo	Rubric	Memo	Memo
Number of papers		1	1	1	2	1	1	2
Minimum marks: Grade 4		25	25	25	Paper 1: 25 Paper 2: 25	25	25	Paper 1: 25 Paper 2: 25
Minimum marks: Grade 5		25	25	25	Paper 1: 30 Paper 2: 30	25	25	Paper 1: 30 Paper 2: 30
Minimum marks: Grade 6		25	25	25	Paper 1: 40 Paper 2: 40	25	25	Paper 1: 40 Paper 2: 40
Maximum Time allocation			1 hour		1 hour /paper		1 hour	1 hour /paper
Term weighting (for reporting purpose)		50%	50%	50%	50%	50%	50%	(SBA+ End of the Year Exam) 100%
		100%		100%		100%		
SBA Weighting (75%)		15%	11,25%	11,25%	15%	11,25%	11,25%	
End of the year examination (25%)								25%
Content areas covered					Paper 1: CA 1 Paper 2: CA 2, 3,4,5			Paper 1: CA 1 Paper 2: CA 2, 3,4,5
Topics		Grade 4: CAPS, p. 34 Grade 5: CAPS, p.122 Grade 6: CAPS p. 212						
Concepts and Skills	Grade 4	CAPS: p.35 - 65		CAPS:p.66-85	CAPS:p.35–85	CAPS: p.86–103		CAPS:p. 35 -119
	Grade 5	CAPS: p. 123 - 153		CAPS:p.154-173	CAPS:p.123–173	CAPS: p.174 –193		CAPS:p.123-208
	Grade 6	CAPS: p.213 - 238		CAPS:p.239-256	CAPS:p.213–256	CAPS:p.257-275		CAPS:p.213-289

- There are **seven** Formal Assessment Tasks for Mathematics in the Intermediate Phase.
- Two papers are prescribed for June and November examinations to ensure concepts and skills are adequately assessed in terms of quantity and quality.

- Term weighting for reporting is 100%, where the weighting for all the tasks is 50% each
- To calculate term weighting for reporting for Term 1- 3, add the percentage marks for the two tasks per term.
- The weighting for End of the Year Examination is 25% and the weighting for SBA is 75%.
- To calculate the percentage mark for SBA, add the percentage marks for ALL the tasks administered in Term1 – 3.
- For progression and promotion, add the percentage marks for the End of the Year Examination (November/ December) and SBA (assignment, investigation, project, two tests and June examination).

Tests and examinations are individualised assessment tasks and should be carefully designed to ensure that learners demonstrate their full potential in Mathematics content. The questions should be carefully spread to cater for different cognitive levels of learners. Tests and examinations are marked using a memorandum.

The assignment, as is the case with tests and examinations, is mainly an individualised task. It can be a collection of past questions, but should focus on more demanding work as any resource material can be used, which is not the case in examinations and tests.

Projects are used to assess a range of skills and competencies. Through projects, learners are able to demonstrate their understanding of different Mathematics concepts and apply them in real-life situations. Caution should however; be exercised not to give projects that are above learners' cognitive levels. The assessment criteria should be clearly indicated on the project specification and should focus on the Mathematics involved and not on duplicated pictures and facts copied from reference material. Good projects contain the collection and display of real data, followed by deductions that can be substantiated.

Investigation promotes critical and creative thinking. It can be used to discover rules or concepts and may involve inductive reasoning, identifying or testing patterns or relationships, drawing conclusions, and establishing general trends. To avoid having to assess work which is copied without understanding, it is recommended that whilst initial investigation could be done at home, the final write-up should be done in class, under supervision, without access to any notes. Investigations may be marked using rubrics and / or memorandum. The rubric can be specific to the task, or generic, listing the number of marks awarded for each skill.

These skills include:

- organising and recording ideas and discoveries using, for example, diagrams and tables.
- communicating ideas with appropriate explanations
- calculations showing clear understanding of mathematical concepts and procedures
- generalising and drawing conclusions

All the formal tasks should be done in class under the supervision of the teacher and schools must provide resources where needed. In the case of a project, data collection may be done outside the school without supervision of the teacher and the rest of the work be done in class.

The forms of assessment used should be appropriate to the age and cognitive abilities of learners. These tasks should be designed to cover the content and achieve the broad aims of the subject. Appropriate instruments, such as rubrics and memoranda, should be used for marking. Formal Assessments should cater for a range of cognitive levels and abilities of learners as shown in Table 4.2.

Table 4.2: Cognitive levels

DESCRIPTION AND EXAMPLES OF COGNITIVE LEVELS		
Cognitive levels	Description of skills to be demonstrated	Example
Knowledge (≈25%)	• Straight recall • Use of mathematical facts • Appropriate use of mathematical vocabulary • Read information directly from a table • Estimation and appropriate rounding of numbers	1. Write down the next three numbers in the sequence: 103; 105; 107; ... [Grade 4] 2. Determine the factors of 64? [Grade 5] 3. Write down the prime numbers that are factors of 36. [Grade 6]
Routine procedures (≈45%)	• Perform well-known procedures • Simple applications and calculations which might involve many steps • Derivation from given information may be involved • Generally similar to those encountered in class	1. Determine the value for Δ if $\Delta + 4 = 102$. [Grade 4] 2. Calculate: 488×16. [Grade 5] 3. Calculate : $1\frac{1}{5} - \frac{3}{10}$ [Grade 6]
Complex procedures (≈20%)	• Problems involving complex calculations and/or higher order reasoning • Investigate to describe rules and relationships – there is often not an obvious route to the solution. • Problems not necessarily based on real world contexts - could involve making significant connections between different representations • Require conceptual understanding	1. If 12 chocolates cost R120, how much will 7 chocolates of the same type cost? [Grade 4] 2. John leaves home at 6:20 a.m. and arrives at schools at 7:35 a.m., every day. How many minutes does he take to arrive at school per day? [Grade 5] 3. There were 54 sweets in the packet. William ate $\frac{2}{5}$ of the sweets and his friend ate $\frac{3}{10}$ of the sweets. How many sweets are left? [Grade 6]
Problem solving (≈10%)	• Unseen, non-routine problems which are not necessarily difficult) • Higher order understanding and processes are often involved • Might require the ability to break the problem down into its constituent parts	1. Chickens and sheep are kept in a pen. The total number of animals is 10. The total number of legs is 34. How many are chickens and how many are sheep? [Grade 4] 2. At Malelane station, a train arrives every 50 minutes. The first train stops at 7:00 a.m. How many trains have stopped at the station just before 11:00 p.m.? [Grade 5] 3. The product of two prime numbers is 10 and their sum is 7. What are the two numbers? [Grade 6]

4.5 EXAMINATION GUIDELINES: INTERMEDIATE PHASE: GRADE 4 - 6

Table 4.3.1: June Examination Guidelines: Grade 4

TOPICS	PAPER 1					MARKS	%
	CONCEPTS						MARK
Whole numbers	Counting, ordering, comparing, representing and place value (4-digit numbers)	Addition and subtraction (4-digit numbers)	Multiplication (2-digit by 2-digit)	Division (3-digit by 1- digit)	Solving problems	18 ± 2	71 ± 2
Common fractions	Solving problems	Describing and ordering fractions	Calculations with common fractions	Equivalent forms		7 ± 2	29 ± 2
TOTAL						25	100

N.B. Mark allocation per topic $\approx$ percentage weighting per topic $\times$ total mark for the paper.

Table 4.3.2: June Examination Guidelines: Grade 4

TOPICS	PAPER 2			MARKS	%
	CONCEPTS				MARK
Number sentences	Number sentences			2 ± 2	7 ± 2
Numeric patterns	Input and output values		Equivalent forms	2 ± 2	9 ± 2
Geometric patterns	Investigate and extend patterns	Input and output values	Equivalent forms	2 ± 2	9 ± 2
Properties of 2-D shapes	Range of shapes	Characteristics of shapes	Drawing shapes	3 ± 2	11 ± 2
Properties of 3-D objects	Range of objects		Characteristics of objects	3 ± 2	11 ± 2
Symmetry	Symmetry			1 ± 2	4 ± 2
Length	Practical measurement, instruments and units		Calculations and problem-solving involving length	4 ± 2	15 ± 2
Time	Reading time	Reading calendars	Calculating and solving problems with time	3 ± 2	13 ± 2
Data handling	Organise data	Represent data	Analyse, interpret and report data	5 ± 2	21 ± 2
TOTAL				25	100

N.B. Mark allocation per topic $\approx$ percentage weighting per topic $\times$ total mark for the paper.

Table 4.3.3: November Examination Guidelines: Grade 4

TOPICS	PAPER 1					MARKS	%
	CONCEPTS						MARK
Whole numbers	Counting, ordering, comparing, representing and place value (4-digit numbers)	Addition and subtraction (4-digit numbers)	Multiplication (2-digit by 2-digit)	Division (3-digit by 1- digit)	Solving problems	15 ± 2	58 ± 2
Common fractions	Solving problems	Describing and ordering fractions	Calculations with common fractions	Equivalent forms		10 ± 2	42 ± 2
TOTAL						25	100

N.B. Mark allocation per topic $\approx$ percentage weighting per topic $\times$ total mark for the paper.

Table 4.3.4: November Examination Guidelines: Grade 4

TOPICS	PAPER 2			MARKS	% MARK	
	CONCEPTS					
Number sentences	Number sentences			2 ± 2	7 ± 2	
Numeric patterns	Investigate and extend patterns	Input and output values	Equivalent forms	2 ± 2	9 ± 2	
Geometric patterns	Investigate and extend patterns	Input and output values	Equivalent forms	1 ± 2	5 ± 2	
Properties of 2-D shapes	Range of shapes	Characteristics of shapes	Drawing shapes	1 ± 2	6 ± 2	
Properties of 3-D objects	Range of objects		Characteristics of objects	1 ± 2	6 ± 2	
Symmetry	Symmetry			1 ± 2	2 ± 2	
Transformations	Describe patterns			1 ± 2	3 ± 2	
Viewing objects	Position and views			1 ± 2	2 ± 2	
Position and movement	Location and directions			1 ± 2	2 ± 2	
Perimeter , Area and volume	Perimeter	Measurement of area	Measurement of volume	2 ± 2	8 ± 2	
Length	Practical measurement, instruments and units		Calculations and problem-solving involving length	1 ± 2	8 ± 2	
Time	Reading time	Reading calendars		Calculating and solving problems with time	2 ± 2	7 ± 2
Capacity/ volume	Practical measurement, instruments and units		Calculations and problem-solving involving capacity/ volume	2 ± 2	7 ± 2	
Mass	Practical measurement, instruments and units		Calculations and problem-solving involving mass	2 ± 2	7 ± 2	
Data Handling	Organise data	Represent data		Analyse, interpret and report data	4 ± 2	19 ± 2
Probability	Probability			1 ± 2	2 ± 2	
TOTAL				25	100	

N.B. Mark allocation per topic $\approx$ percentage weighting per topic $\times$ total mark for the paper.

Table 4.3.5: June Examination Guidelines: Grade 5

TOPICS	PAPER 1					MARKS	%
	CONCEPTS						MARK
Whole numbers	Counting, ordering, comparing, representing and place value (4-digit numbers)	Addition and subtraction (4-digit numbers)	Multiplication (2-digit by 2-digit)	Division (3-digit by 1- digit)	Solving problems	24 ± 2	82 ± 2
Common fractions	Describing and ordering fractions	Calculations with common fractions	Solving problems	Equivalent forms		6 ± 2	18 ± 2
TOTAL						30	100

N.B. Mark allocation per topic $\approx$ percentage weighting per topic $\times$ total mark for the paper.

Table 4.3.6: June Examination Guidelines: Grade 5

TOPICS	PAPER 2			MARKS	%
	CONCEPTS				MARK
Number sentences	Number sentences			2 ± 2	6 ± 2
Numeric patterns	Input and output values		Equivalent forms	2 ± 2	8 ± 2
Geometric patterns	Investigate and extend patterns	Input and output values	Equivalent forms	2 ± 2	8 ± 2
Properties of 2-D shapes	Range of shapes	Characteristics of shapes	Drawing shapes	4 ± 2	13 ± 2
Properties of 3-D objects	Range of objects		Characteristics of objects	4 ± 2	11 ± 2
Symmetry	Symmetry			1 ± 2	4 ± 2
Length	Practical measurement, instruments and units		Calculations and problem-solving involving length	3 ± 2	11 ± 2
Time	Reading time	Reading calendars	Calculating and solving problems with time	3 ± 2	11 ± 2
Capacity/ volume	Practical measurement, instruments and units		Calculations and problem-solving involving capacity/volume	3 ± 2	9 ± 2
Data handling	Organise data	Represent data	Analyse, interpret and report data	6 ± 2	19 ± 2
TOTAL				30	100

N.B. Mark allocation per topic $\approx$ percentage weighting per topic $\times$ total mark for the paper.

Table 4.3.7: November Examination Guidelines: Grade 5

TOPICS	PAPER 1					MARKS	%
	CONCEPTS						MARK
Whole numbers	Counting, ordering, comparing, representing and place value (6-digit numbers)	Addition and subtraction (5-digit numbers)	Multiplication (3-digit by 2-digit)	Division (3-digit by 2- digit)	Solving problems	24 ± 2	82 ± 2
Common fractions	Describing and ordering fractions	Calculations with common fractions	Solving problems	Equivalent forms		6 ± 2	18 ± 2
TOTAL						30	100

N.B. Mark allocation per topic $\approx$ percentage weighting per topic $\times$ total mark for the paper.

Table 4.3.8: November Examination Guidelines: Grade 5

TOPICS	PAPER 2			MARKS	% MARK	
	CONCEPTS					
Number sentences	Number sentences			2 ± 2	7 ± 2	
Numeric patterns	Investigate and extend patterns	Input and output values	Equivalent forms	3 ± 2	9 ± 2	
Geometric patterns	Investigate and extend patterns	Input and output values	Equivalent forms	1 ± 2	4 ± 2	
Properties of 2-D shapes	Range of shapes	Characteristics of shapes	Drawing shapes	2 ± 2	7 ± 2	
Properties of 3-D objects	Range of objects		Characteristics of objects	2 ± 2	6 ± 2	
Symmetry	Symmetry			1 ± 2	3 ± 2	
Transformations	Describe patterns			1 ± 2	4 ± 2	
Viewing objects	Position and views			1 ± 2	3 ± 2	
Position and movement	Location and directions			1 ± 2	3 ± 2	
Perimeter, Area and volume	Perimeter	Measurement of area	Measurement of volume	2 ± 2	7 ± 2	
Length	Practical measurement, instruments and units		Calculations and problem-solving involving length	2 ± 2	6 ± 2	
Time	Reading time	Reading calendars		Calculating and solving problems with time	1 ± 2	6 ± 2
Capacity/ volume	Practical measurement, instruments and units		Calculations and problem-solving involving capacity/ volume	2 ± 2	5 ± 2	
Mass	Practical measurement, instruments and units		Calculations and problem-solving involving mass	2 ± 2	5 ± 2	
Temperature	Practical measurement, instruments and units		Calculations and problem-solving involving temperature	1 ± 2	3 ± 2	
Data Handling	Organise data	Represent data		Analyse, interpret and report data	5 ± 2	19 ± 2
Probability	Probability			1 ± 2	3 ± 2	
TOTAL				30	100	

N.B. Mark allocation per topic $\approx$ percentage weighting per topic $\times$ total mark for the paper.

Table 4.3.9: June Examination Guidelines: Grade 6

TOPICS	PAPER 1					MARKS	%
	CONCEPTS						MARK
Whole numbers	Counting, ordering, comparing, representing and place value (4-digit numbers)	Addition and subtraction (4-digit numbers)	Multiplication (2-digit by 2-digit)	Division (3-digit by 1- digit)	Solving problems	22 ± 2	54 ± 2
Common fractions	Describing and ordering fractions	Calculations with common fractions	Solving problems	Equivalent forms		9 ± 2	23 ± 2
Decimal Fractions	Describing and ordering fractions	Calculations with decimal fractions	Solving problems	Equivalent forms		9 ± 2	23 ± 2
TOTAL						40	100

N.B. Mark allocation per topic $\approx$ percentage weighting per topic $\times$ total mark for the paper.

Table 4.3.10: June Examination Guidelines: Grade 6

TOPICS	PAPER 2			MARKS	% MARK
	CONCEPTS				
Number sentences	Number sentences			2 ± 2	6 ± 2
Numeric patterns	Input and output values		Equivalent forms	3 ± 2	9 ± 2
Geometric patterns	Investigate and extend patterns	Input and output values	Equivalent forms	5 ± 2	12 ± 2
Properties of 2-D shapes	Range of shapes	Characteristics of shapes	Drawing shapes	7 ± 2	17 ± 2
Properties of 3-D objects	Range of objects		Characteristics of objects	4 ± 2	11 ± 2
Symmetry	Symmetry			2 ± 2	4 ± 2
Time	Reading time	Reading calendars	Calculating and solving problems with time	4 ± 2	9 ± 2
Capacity/ volume	Practical measurement, instruments and units		Calculations and problem-solving involving capacity/volume	5 ± 2	11 ± 2
Data handling	Organise data	Represent data	Analyse, interpret and report data	8 ± 2	21 ± 2
TOTAL				40	100

N.B. Mark allocation per topic $\approx$ percentage weighting per topic $\times$ total mark for the paper.

Table 4.3.11: November Examination Guidelines: Grade 6

TOPICS	PAPER 1					MARKS	% MARK
	CONCEPTS						
Whole numbers	Counting, ordering, comparing, representing and place value (6-digit numbers)	Addition and subtraction (5-digit numbers)	Multiplication (3-digit by 2-digit)	Division (3-digit by 2- digit)	Solving problems	18 ± 2	45 ± 2
Common fractions	Describing and ordering fractions	Calculations with common fractions	Solving problems	Equivalent forms		11 ± 2	28 ± 2
Decimal Fractions	Describing and ordering fractions	Calculations with decimal fractions	Solving problems	Equivalent forms		7 ± 2	18 ± 2
Percentage	Calculations		Equivalent forms			4 ± 2	9 ± 2
TOTAL						40	100

N.B. Mark allocation per topic $\approx$ percentage weighting per topic $\times$ total mark for the paper.

Table 4.3.12: November Examination Guidelines: Grade 6

TOPICS	PAPER 2			MARKS	% MARK
	CONCEPTS				
Number sentences	Number sentences			1 ± 2	3 ± 2
Numeric patterns	Investigate and extend patterns	Input and output values	Equivalent forms	4 ± 2	10 ± 2
Geometric patterns	Investigate and extend patterns	Input and output values	Equivalent forms	2 ± 2	6 ± 2
Properties of 2-D shapes	Range of shapes	Characteristics of shapes	Drawing shapes	5 ± 2	13 ± 2
Properties of 3-D objects	Range of objects		Characteristics of objects	2 ± 2	5 ± 2
Symmetry	Symmetry			1 ± 2	2 ± 2
Transformations	Describe patterns			2 ± 2	6 ± 2
Viewing objects	Position and views			1 ± 2	3 ± 2
Position and movement	Location and directions			1 ± 2	2 ± 2
Perimeter, Area and volume	Perimeter	Measurement of area	Measurement of volume	3 ± 2	8 ± 2
Length	Practical measurement, instruments and units		Calculations and problem-solving involving length	2 ± 2	5 ± 2
Time	Reading time	Reading calendars		2 ± 2	4 ± 2
			Calculating and solving problems with time		
Capacity/ volume	Practical measurement, instruments and units		Calculations and problem-solving involving capacity/ volume	2 ± 2	5 ± 2
Mass	Practical measurement, instruments and units		Calculations and problem-solving involving mass	2 ± 2	5 ± 2
Temperature	Practical measurement, instruments and units		Calculations and problem-solving involving temperature	1 ± 2	1 ± 2
Data Handling	Organise data	Represent data	Analyse, interpret and report data	8 ± 2	20 ± 2
Probability	Probability			1 ± 2	2 ± 2
TOTAL				40	100

N.B. Mark allocation per topic $\approx$ percentage weighting per topic $\times$ total mark for the paper.

4.6. RECORDING AND REPORTING

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

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Primary schooling is a critical period for the acquisition of foundational Mathematics skills and conceptual knowledge. Reporting of learner performance is therefore essential and should not be limited to the quarterly report card. Other methods of reporting should be explored, e.g. parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters. These extreme, but worthwhile modalities will ensure that any underperformance is communicated promptly and appropriate measures of intervention are implemented collaboratively by teachers and parents. Formal reporting is done on a 7-point rating scale (see Table 4.4).

Table 4.4: Scale of achievement for the National Curriculum Statement, Grades 4 - 6

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80 - 100
6	Meritorious achievement	70 - 79
5	Substantial achievement	60 - 69
4	Adequate achievement	50 - 59
3	Moderate achievement	40 - 49
2	Elementary achievement	30 - 39
1	Not achieved	0 - 29

4.7. MODERATION OF ASSESSMENT

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be carried out internally at school and/or externally at district, provincial and national levels. Given that the promotion of learners in the Intermediate Phase

is largely dependent upon the SBA (which contributes 75%); the moderation process should be intensified to ensure that:

- learners are not disadvantaged by the invalid and unreliable assessment tasks,
- quality assessment is given and high but achievable standards are maintained.

4.8. GENERAL

This document should be read in conjunction with:

4.8.1. *National policy pertaining to the programme and promotion requirements of the*

National Curriculum Statement Grades R-12; and

4.8.2. *National Protocol for Assessment Grades R-12.*

Natural Sciences and Technology

SECTION 4: ASSESSMENT

4.1 PROGRAMME OF FORMAL ASSESSMENT FOR NATURAL SCIENCES AND TECHNOLOGY GRADES 4, 5 AND 6

4.1.1 Description of the forms of assessment

No.	Form of assessment	Description
1.	Practical tasks	In carrying out practical tasks learners are required to demonstrate a skill or proficiency. Learners use materials, tools and equipment to create, produce or do something. The teacher observes the learner demonstrate specific practical skills (e.g. measure the voltage of a cell, use a thermometer to measure temperature, etc.). Practical tasks can be very useful for assessing how learners draw on knowledge and values to carry out practical skills (manual and/or behavioural, e.g. safety and handling of equipment). Any practical task should provide opportunities for learners to demonstrate the skills listed under Specific Aim 2. These may or may not include design/plan investigations skills. However, there are some circumstances in which only some of these skills would apply and not every skill can be assessed in every practical task. (CAPS, page 17) <i>Assessment of practical tasks</i> The assessment may be based on the end-result of the activity (the product), or the carrying-out of the activity (the process), or a combination of both. Assessment tools could be a combination of rubric, memorandum, checklist, etc.
2.	Tests and examinations	Tests consist of a range of questions that cover the different cognitive levels – knowledge recall, understanding, application, evaluation, analysis and synthesis. Learners are required to respond to questions within a specified time under controlled conditions. Since they are generally easy to mark reliably they are a good way to conduct formal assessment, however, they can be a very useful informal tool too. Examinations are similar to tests, the only difference is that they cover more content.
3.	Investigation activities	The investigation activities are about “Doing Science”. They are about investigating relationships and solving problems in the natural world. These usually start off with a question that is followed by a hypothesis (a speculative answer to the question), the validity of which will be tested. Investigation activities are one type of performance activity that engage learners in some form of

No.	Form of assessment	Description
		systematic inquiry of a phenomenon. Learners can investigate and solve: problems of making, problems of observing, surveying and measuring, problems of comparing, and problems of determining the effect of certain factors. <i>Assessment of investigation activities</i> Each stage of an investigation activity involves a range of thinking skills, therefore it is important to assess each stages of an investigation activity (process), as well as the end-result (the product). Assessment tools can be a combination of rubric, memorandum, checklist, etc.

4.1.2 Cognitive levels for the assessment in Grades 4, 5 and 6

Low order questions 50%		Middle order questions 35%		High order questions 15%	
Level 1 Remembering	Level 2 Understanding	Level 3 Applying	Level 4 Analysing	Level 5 Evaluating	Level 6 Creating
<i>Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</i>	<i>Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.</i>	<i>Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</i>	<i>Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.</i>	<i>Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</i>	<i>Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</i>
acquire categorise choose copy define describe find identify label list locate match memorise name omit point out quote recall recite recognise record relate repeat respond	classify compare conclude contrast define demonstrate describe differentiate discuss distinguish draw estimate exemplify explain express extend identify illustrate infer interpret locate match outline paraphrase	apply build calculate carry out change choose compute construct demonstrate develop dramatise employ execute exhibit experiment with identify illustrate implement interpret interview make use of model modify operate	analyse assume attribute break down calculate categorise classify compare conclude contrast correlate criticise deconstruct deduce detect devise differentiate discover discriminate dissect distinguish divide examine experiment	appraise argue arrange assess choose compose conclude construct criticise critique decide deduct defend derive design detect determine develop disprove document estimate evaluate experiment explain	adapt appraise argue assess build change choose combine compare compile compose conclude consider construct create criticise decide deduce design develop devise elaborate estimate evaluate

retrieve select show state tabulate tell trace	recognise relate rephrase report represent restate review show summarise translate	organise plan practice predict relate restructure select sketch solve	find infer inspect integrate investigate motivate organise outline probe scrutinise separate simplify structure survey test for	formulate generalise hypothesise interpret judge justify measure modify order organise predict prioritise produce propose prove rank rate recommend relate select test	formulate generalise hypothesise imagine improve infer integrate invent judge measure modify plan predict produce propose rate rearrange solve suppose test validate
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Adapted from: Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing, Abridged Edition*. Boston, MA: Allyn and Bacon.

4.1.3 Weighting of Marks for Tests and Examinations

The following tables illustrate weighting of marks according to cognitive levels, as well as distribution of marks across topics. The purpose of these tables is to show possible distribution of marks for coverage of topics for assessment. This is not related to the weighting of marks per term in paragraph 4.1.4 (c); teachers can decide on how to effect the weighting in paragraph 4.1.4 (c).

(a) Grade 4 Mid-Year Examinations

	Topics	Cognitive levels			Allocated Time in CAPS	Suggested mark allocation
		Low (50%)	Middle (35%)	High (15%)		
TERM 1	Living and nonliving things				2 weeks	± 4
	Structures of plants and animals				2½ weeks	± 5
	What plants need to grow				1 week	± 2
	Habitats of animals				2 weeks	± 4
	Structures for animal shelters				2½ weeks	± 5
TERM 2	Materials around us				3½ weeks	± 7
	Solid materials				2 weeks	± 4
	Strengthening materials				2 weeks	± 4
	Strong frame structures				2½ weeks	± 5
	TOTAL	± 20 marks	± 14 marks	± 6 marks	20 weeks	40 marks

(b) Grade 4 End-of-year Examinations

	Topics	Cognitive levels			Allocated Time in CAPS	Suggested mark allocation
		Low (50%)	Middle (35%)	High (15%)		
TERM 3	Energy and Energy transfer				2½ weeks	± 6
	Energy around us				2½ weeks	± 6
	Movement and Energy in a system				2½ weeks	± 6
	Energy and Sound				2½ weeks	± 6
TERM 4	Planet Earth				2 weeks	± 4
	The Sun				1 week	± 2
	The Earth and the Sun				1 week	± 2

	The Moon				2 weeks	± 4
	Rocket systems				2 weeks	± 4
	TOTAL	± 20 marks	± 14 marks	± 6 marks	18 weeks	40 marks

(c) Grade 5 Mid-Year Examinations

	Topics	Cognitive levels			Allocated Time in CAPS	Suggested mark allocation
		Low (50%)	Middle (35%)	High (15%)		
TERM 1	Plants and animals on Earth				2½ weeks	± 7
	Animal skeletons				1½ weeks	± 3
	Skeletons as structures				2½ weeks	± 7
	Food chains				1½ weeks	± 3
	Life cycles				2 weeks	± 5
TERM 2	Metals and non-metals				2 weeks	± 5
	Uses of metals				2½ weeks	± 7
	Processing materials				3½ weeks	± 8
	Processed materials				2 weeks	± 5
	TOTAL	± 25 marks	± 17 marks	± 8 marks	20 weeks	50 marks

(d) Grade 5 End-of-year Examinations

	Topics	Cognitive levels			Allocated Time in CAPS	Suggested mark allocation
		Low (50%)	Middle (35%)	High (15%)		
TERM 3	Stored energy in fuels				3 weeks	± 9
	Energy & Electricity				3 weeks	± 9
	Energy & Movement				1 week	± 3
	Systems for moving things				3 weeks	± 9
TERM 4	Planet Earth				1 week	± 3
	Surface of the Earth				2½ weeks	± 6
	Sedimentary Rocks				2 weeks	± 6
	Fossils				2½ weeks	± 5
	TOTAL	± 25 marks	± 17 marks	± 8 marks	18 weeks	50 marks

(e) Grade 6 Mid-Year Examinations

	Topics	Cognitive levels			Allocated Time in CAPS	Suggested mark allocation
		Low (50%)	Middle (35%)	High (15%)		
TERM 1	Photosynthesis				2½ weeks	± 10
	Nutrients in food				1½ weeks	± 4
	Nutrition				1½ weeks	± 4
	Food processing				2½ weeks	± 6
	Ecosystems and Food webs				2 weeks	± 8
TERM 2	Solids, liquids and gases				½ week	± 2
	Mixtures				1 week	± 4
	Solution as special mixtures				2½ weeks	± 6
	Dissolving				1 week	± 4
	Mixtures and water resources				2½ weeks	± 6
	Processes to purify water				2½ weeks	± 6
	TOTAL	± 30 marks	± 21 marks	± 9 marks	20 weeks	60 marks

(f) Grade 6 End-of-year Examinations

	Topics	Cognitive levels			Allocated Time in CAPS	Suggested mark allocation
		Low (50%)	Middle (35%)	High (15%)		
TERM 3	Electric circuits				2½ weeks	± 10
	Electrical conductors and insulators				2 weeks	± 6
	Systems to solve problems				2½ weeks	± 7
	Mains electricity				3 weeks	± 10
TERM 4	The Solar System				2½ weeks	± 9
	Movements of the Earth and Planets				1 week	± 4
	The movement of the Moon				1 week	± 4
	Systems for looking into space				1 week	± 3
	Systems to explore the Moon and Mars				2½ weeks	± 7
	TOTAL	± 30 marks	± 21 marks	± 9 marks	20 weeks	60 marks

4.1.4 Specifications to programme of formal assessment

The following should be noted for the programme of formal assessment:

- a) The programme of formal assessment consists of five SBA tasks in terms 1, 2, and 3; and two examinations (mid-year and end-of-year). Refer to the programme of assessment tables below.
- b) A minimum mark allocation is prescribed for each assessment task. Box 1 below provides a way of calculating and weighting of marks.
- c) Weighting of content in examinations:
 - The mid-year examination should comprise 40% of content from term 1, and 60% of content from term 2.
 - The end-of-year examination should comprise 60% of content from term 3, and 40% of content from term 4.
- d) Weighting of marks in a term:
 - Practical tasks and investigations count 40% towards the total term mark.
 - Tests count 60% towards the total term mark.
- e) Practical tasks and/or investigations cover any content within a specific term.
- f) At least one investigation should be done in each grade during the year.
- g) At least one practical task should cover technology process skills.
- h) Concepts and skills across all the topics, including skills associated with investigations and practical tasks must be assessed in the written exams.
- i) At the end of each term, marks can be reported as a percentage and related to the 7-point rating code.
- j) For any formal assessment, learners should be made aware of what will be assessed and how it will be assessed.

4.1.5 Summary of the programme of assessment in the Intermediate Phase

FORMAL ASSESSMENT	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL %
School-Based Assessment	Practical Task/ Investigation Test	Practical Task/ Investigation	Practical Task/ Investigation Test		75%
Exams		Exam on work from terms 1 and 2		Exam on work from terms 3 and 4	25%
Number of Tasks	2	2	2	1	100%

4.1.6 Programme of Formal Assessment per Grade

Grade 4

	Term 1		Term 2		Term 3		Term 4
<i>Form of Assessment</i>	Practical Task/ Investigation (40%)	Test (60%)	Practical Task/ Investigation (40%)	Examination (60%)	Practical Task/ Investigation (40%)	Test (60%)	Examination
<i>Tools of Assessment</i>	Memo & rubric	Memo	Memo & rubric	Memo	Memo & rubric	Memo	Memo
<i>Minimum Marks</i>	20	20	20	40	20	20	40
<i>Maximum Time Allocation</i>	Dependent on nature of the task and context	40 minutes	Dependent on nature of the task and context	80 minutes	Dependent on nature of the task and context	40 minutes	80 minutes
<i>Content and skills focus</i>	Term 1	Term 1	Term 2	Term 1 (40%) Term 2 (60%)	Term 3	Term 3	Term 3 (60%) Term 4 (40%)
<i>No. of Tasks</i>	2		2		2		1

Grade 5

	Term 1		Term 2		Term 3		Term 4
<i>Form of Assessment</i>	Practical Task/ Investigation (40%)	Test (60%)	Practical Task/ Investigation (40%)	Examination (60%)	Practical Task/ Investigation (40%)	Test (60%)	* Examination
<i>Tools of Assessment</i>	Memo & rubric	Memo	Memo & rubric	Memo	Memo & rubric	Memo	Memo
<i>Minimum Marks</i>	20	35	20	50	20	35	50
<i>Maximum Time Allocation</i>	Dependent on nature of the task and context	60 minutes	Dependent on nature of the task and context	90 minutes	Dependent on nature of the task and context	60 minutes	90 minutes
<i>Content and skills focus</i>	Term 1	Term 1	Term 2	Term 1 (40%) Term 2 (60%)	Term 3	Term 3	Term 3 (60%) Term 4 (40%)
<i>No. of Tasks</i>	2		2		2		1

Grade 6

	Term 1		Term 2		Term 3		Term 4
<i>Forms of assessment</i>	Practical Task/ Investigation (40%)	Test (60%)	Practical Task/ Investigation (40%)	Examination (60%)	Practical Task/ Investigation (40%)	Test (60%)	* Examination
<i>Tools of assessment</i>	Memo & rubric	Memo	Memo & rubric	Memo	Memo & rubric	Memo	Memo
<i>Minimum Marks</i>	20	40	20	60	20	40	60
<i>Time allocation</i>	Dependent on nature of the task and context	60 minutes	Dependent on nature of the task and context	90 minutes	Dependent on nature of the task and context	60 minutes	90 minutes
<i>Content and skills focus</i>	Term 1	Term 1	Term 2	Term 1 (40%) Term 2 (60%)	Term 3	Term 3	Term 3 (60%) Term 4 (40%)
<i>No. of Tasks</i>	2		2		2		1

4.1.7 Recording and reporting for each term

Marks should be recorded and converted into a percentage for each term. Percentages are reported and may be related to the 7-point rating codes.

Box 1: Calculation and weighting of marks

How to calculate learners' marks (%)

Term 1

Practical task/Investigation: Learner's mark ÷ total mark x 40

Test: Learner's mark ÷ total mark x 60

Total Term 1 mark = Learner's mark (Practical task/Investigation) ÷ total mark x 40 + Learner's mark (Test) ÷ total mark x 60

Term 2

Learner's mark (Practical task/Investigation) ÷ total mark x 40

Learner's mark (Exam) ÷ total mark x 60

Total Term 2 mark = Learner's mark (Practical task/Investigation) ÷ total mark x 40 + Learner's mark (Exam) ÷ total mark x 60

Term 3

Learner's mark (Practical task/Investigation) ÷ total mark x 40

Learner's mark (Test) ÷ total mark x 60

Total Term 3 mark = Learner's mark (Practical task/Investigation) ÷ total mark x 40 + Learner's mark (Test) ÷ total mark x 60

Term 4

Learner's mark (Exam) ÷ Total mark x 100

Final Year Mark

SBA (Terms 1, 2 & 3) + Mid-year Exam + End-of-year Exam

Learner's SBA Mark = Terms 1, 2, 3 (Practical tasks/Investigations + Tests) ÷ Total SBA tasks mark x 75

Learner's Exam Mark = Mid-year Exam + End-of-year Exam ÷ Total Exam Mark x 25

Therefore: Final Year Mark = SBA (75%) + Exam (25%)

- Percentages are reported and may be related to the 7-point rating code as given below.

Social Sciences

SOCIAL SCIENCES INTERMEDIATE PHASE CURRICULUM AND ASSESSMENT POLICY STATEMENT: SECTION 4

Bloom's taxonomy

Remember	Understand	Apply	Analyse	Evaluate	Create
Low order	Middle order			High order	
Define	Explain	Change	Analyse	Evaluate	Design
Identify	Describe	Compute	Compare	Order	Compose
Label	Interpret	Solve	Classify	Appraise	Create
List	Paraphrase	Modify	Contrast	Judge	Plan
Recite	Summarise	Calculate	Differentiate	Support	Combine
Repeat	Classify	Choose	Investigate	Compare	Formulate
Point out	Compare	Show	Organise	Recommend	Invent
Recognise	Differentiate	Sketch	Separate	Defend	Hypothesise
Respond	Discuss	Complete	Breakdown	Estimate	Write
Trace	Distinguish	Predict	Calculate	Find errors	Compile
Respond	Demonstrate	Relate	Correlate	Measure	Develop
Name	Illustrate	Construct	Criticize	Predict	Generalize
State	Infer	Use	Conclude	Rank	Integrate
Match	Estimate		Deduce	Score	Modify
Categorise	Define		Devise	Argue	Rearrange
Select	Give			Predict	Adapt
Locate	examples			Measure	
Quote	Match				
Tabulate	Translate				
Copy					

4.4 PROGRAMME OF ASSESSMENT

The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term.

School-Based Assessment (SBA) in the Intermediate Phase: 75% (including June examination).

November examination in the Intermediate Phase: 25%.

The marks for formal assessment tasks, including June and November examinations in Social Sciences Intermediate Phase are as follows:

Grade 4: 25 marks
Grade 5: 30 marks
Grade 6: 40 marks

Grade 4 Programme of Assessment					
Term	Discipline	Forms of Assessment	Content	Marks	School-Based Assessment 75%
Term 1	Geography	Test: Source based (Sources such as pictures, sketch maps and extracts)	Places where people live (settlements)	25 marks	
	History	Project	Local History	25 marks	
Term 2	Geography	June examination NB: Refer to the Examination Framework	- Places where people live - Map skills	25 marks	
	History	June examination NB: Refer to the Examination Framework	- Local History - Qualities of a good leader	12 marks 25 marks	
Term 3	Geography	Task: Data Handling, Case study	Food and farming in South Africa	25 marks	
	History	Test: Source based and paragraph writing	Transport through time	25 marks	
Term 4	Geography	November examination NB: Refer to the Examination Framework	- Food and farming in South Africa - Water in South Africa	12 marks	November examination 25%
				13 marks	
				25 marks	
	History	November examination NB: Refer to the Examination Framework	- Transport through time - Communication through time	12 marks 13 marks 25 marks	

Grade 5 Programme of Assessment					
Term	Discipline	Forms of Assessment	Content	Marks	School-Based Assessment 75%
Term 1	Geography	Test: Map Skills	Map skills (focus: Africa)	30 marks	
	History	Test: Source-based and paragraph writing	Hunter-gatherers and herders in Southern Africa	30 marks	
Term 2	Geography	June examination NB: Refer to the Examination Framework	- Map skills (focus: Africa) - Physical features of South Africa	30 marks	
	History	June examination NB: Refer to the Examination Framework	- Hunter-gatherers and herders in Southern Africa - First farmers in Southern Africa	30 marks	
Term 3	Geography	Project	Weather, climate and vegetation of South Africa	30 marks	
	History	Task: Source-based and paragraph writing task	An ancient African society: Egypt	30 marks	
Term 4	Geography	November examination NB: Refer to the Examination Framework	- Weather, climate and vegetation of South Africa - Minerals and mining in South Africa	30 marks	November examination 25%
	History	November examination NB: Refer to the Examination Framework	- An ancient African society: Egypt - A heritage trail through the provinces of South Africa	30 marks	

Grade 6: Programme of Assessment					
Term	Discipline	Forms of Assessment	Content	Marks	School-Based Assessment 75%
Term 1	Geography	Test: Map Skills	Map skills (focus: world)	40 marks	
	History	Test: Source-based and paragraph writing.	An African kingdom long ago in Southern Africa: Mapungubwe.	40 marks	
Term 2	Geography	June examination NB: Refer to the Examination Framework	- Map skills (focus: World) - Trade (Focus: South Africa and world)	40 marks	
	History	June examination NB: Refer to the Examination Framework	- An African kingdom long ago in Southern Africa: Mapungubwe - Explorers from Europe find Southern Africa	40 marks	
Term 3	Geography	Task: Data Handling, case study and paragraph writing	Climate and vegetation around the world	40	
	History	Project	Democracy and citizenship in South Africa	40	
Term 4	History	End-of-year examinations NB: Refer to the Examination Framework	- Democracy and citizenship in South Africa - Medicine through time	40 marks	November examination 25%
	Geography	End-of-year examinations NB: Refer to the Examination Framework	- Climate and vegetation around the world - Population – why people live where they do (focus: South Africa and world)	40 marks	

4.5 ASSESSMENT GUIDELINES AND EXAMINATIONS FRAMEWORK: INTERMEDIATE PHASE

4.5.1 Geography Grades 4-6

Paragraphs in Geography should be structured as follows:

- Topic sentence
- The main point/s
- The concluding sentence

Assessment guidelines for paragraph questions in Grade 4:

Paragraph questions in Grade 4 should be allocated a total of 4 marks.

Level 1	• Uses evidence in an elementary manner e.g. shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic.	MARKS: 0-1
Level 2	• Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner.	MARKS: 2-3
Level 3	• Uses relevant evidence e.g. demonstrates a thorough understanding • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 4

Assessment guidelines for a paragraph in Grades 5-6:

Paragraph questions in Grades 5-6 should be allocated a total of 5 marks.

Level 1	• Uses evidence in an elementary manner e.g. shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic.	MARKS: 0-1
Level 2	• Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner.	MARKS: 2-3
Level 3	• Uses relevant evidence e.g. demonstrates a thorough understanding • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 4-5

Examinations Framework for Grades 4-6: Geography

Grade 4 June Examination Framework

Answer all questions			
Question no.	Questions should be based on:	Terms	Marks
1.	Definition of concepts, extract/pictures on how people in different places meet their needs.	Term content 1	12
2.	Definition of concepts, map reading and interpretation (symbols and keys, alpha-numeric grid references, compass directions, RSA map, globe and map of the world)	Term content 2	13
TOTAL			25

Grade 4 November Examination Framework

Answer all questions			
Question no	Questions should be based on:	Terms	Marks
1.	Definition of concepts, data handling, case studies of fruit farming and stock farming in South Africa.	Term content 3	12
2.	Definition of concepts, paragraph writing, the water cycle.	Term content 4	13
TOTAL			25

GRADE 5 June Examination Framework

Answer all questions			
Question no	Questions should be based on:	Terms	Marks
1.	Definition of concepts, map skills, world map, 8 compass directions, Africa, physical map of Africa, images/pictures of Africa.	Term content 1	15
2	Physical map of South Africa and physical features of the country, definition of concepts, a case study on the impact of dams on the physical environment OR a case study on road building and impact on the physical environment.	Term content 2	15
TOTAL			30

Grade 5 November Examination Framework

Answer all questions			
Question no	Questions should be based on:	Terms	Marks
1.	Definition of concepts, data on rainfall patterns in South Africa, a case study on Savannah grasslands.	Term content 3	15
2.	Definition of concepts, map showing location of minerals and coal mines in South Africa and how the location of minerals influenced settlement patterns, paragraph writing.	Term content 4	15
TOTAL			30

Grade 6 June Examination Framework

Answer all questions			
Question no	Questions should be based on:	Terms	Marks
1.	Definition of concepts, map skills (grid referencing, measuring distance and converting it to ground distance using line scale).	Term content 1	20
2.	Definition of concepts, case study on how resources change value through the manufacturing process, a case study on Fair trade and paragraph writing	Term content 2	20
TOTAL			40

Grade 6 November Examination

Answer all questions			
Question no	Questions should be based on:	Term	Marks
1.	Definition of concepts, location of tropical rainforests, hot deserts and coniferous forests on a world map, human activities in a hot desert and coniferous forest.	Term content 3	20
2.	Definition of concepts, data handling on population figures and distribution in South Africa, case study on any major city in the world to highlight the reasons for its location.	Term content 4	20
TOTAL			40

4.5.2 Examination Framework for Grades 4-6 HISTORY

Paragraphs in History should be structured as follows:

- Topic sentence
- The main point/s
- The concluding sentence

Assessment guidelines for a paragraph in Grade 4:

Paragraph questions in Grade 4 should be allocated a total of 4 marks.

Level 1	• Uses evidence in an elementary manner e.g. shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic.	MARKS: 0-1
Level 2	• Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner.	MARKS: 2-3
Level 3	• Uses relevant evidence e.g. demonstrates a thorough understanding • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 4

Assessment guidelines for a paragraph in Grades 5-6:

Paragraph questions in Grades 5-6 should be allocated a total of 5 marks.

Level 1	• Uses evidence in an elementary manner e.g. shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic.	MARKS: 0-1
Level 2	• Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner.	MARKS: 2-3
Level 3	• Uses relevant evidence e.g. demonstrates a thorough understanding • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 4-5

Grade 4 June Examination Framework

Answer all questions			
Question no	Type of question	Term	Marks
1.	Source-based	Term 1 Content	10
2.	Source-based	Term 2 content	11
3.	Paragraph writing	Term 2 content	4
TOTAL			25

Grade 4 November Examination framework

Answer all questions			
Question no	Type of question	Term	Marks
1.	Source-based	Term 3 Content	10
2.	Source-based	Term 4 content	11
3.	Paragraph writing	Term 4 content	4
TOTAL			25

Grade 5 June Examination Framework

Answer all questions			
Question no	Type of question	Term	Marks
1.	Source-based	Term 1 content	12
2.	Source-based	Term 2 content	13
3.	Paragraph writing	Term 2 content	5
TOTAL			30

Grade 5 November Examination Framework

Answer all questions			
Question no	Type of question	Term	Marks
1.	Source-based	Term 3 content	12
2.	Source-based	Term 4 content	13
3.	Paragraph writing	Term 4 content	5
TOTAL			30

Grade 6 June Examination Framework

Answer all questions			
Question no	Type of question	Term	Marks
1.	Source-based	Term 1 content	15
2.	Source-based	Term 2 content	20
3.	Paragraph writing	Term 2 content	5
TOTAL			40

Grade 6 November Examination Framework

Answer all questions			
Question no	Type of question	Term	Marks
1.	Source-based	Term 3 content	15
2.	Source-based	Term 4 content	20
3.	Paragraph writing	Term 4 content	5
TOTAL			40

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