



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Curriculum and Assessment Policy Statement

Year 1-4

Early Childhood Education

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SECTION 1:

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT

1.1 BACKGROUND

The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

1.2 OVERVIEW

- (a) The *National Curriculum Statement Grades R-12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:
- (i) *Curriculum and Assessment Policy Statements for each approved school subject;*
 - (ii) *The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*
 - (iii) *The policy document, National Protocol for Assessment Grades R-12 (January 2012).*
- (b) The *National Curriculum Statement Grades R-12 (January 2012)* replaces the two current national curricula statements, namely the
- (i) *Revised National Curriculum Statement Grades R-9, Government Gazette No. 23406 of 31 May 2002, and*
 - (ii) *National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.*
- (c) The national curriculum statements contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R-12 (January 2012)* during the period 2012-2014:
- (i) *The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R-9 and Grades 10-12;*
 - (ii) *The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;*

- (iii) *The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005;*
 - (iv) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*
 - (v) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R-12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.*
- (d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R-12*. It will therefore, in terms of section 6A of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 GENERAL AIMS OF THE SOUTH AFRICAN CURRICULUM

- (a) The *National Curriculum Statement Grades R-12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.
- (b) The *National Curriculum Statement Grades R-12* serves the purposes of:
 - equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
 - providing access to higher education;
 - facilitating the transition of learners from education institutions to the workplace; and
 - providing employers with a sufficient profile of a learner's competences.
- (c) The *National Curriculum Statement Grades R-12* is based on the following principles:
 - Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;

- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(d) The National Curriculum Statement Grades R-12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

(e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

To cater for inclusivity, the Curriculum and Assessment Policy Statement has been expanded to include learners participating in the General Education and Training (GET) Band who have an interest and talent in applied knowledge in the technical, and vocational and occupational skills. The various subjects are introduced to give learners an opportunity to achieve a formal qualification or recognition of achievement towards a qualification that is related to technical and vocational, and occupational learning within their area of interest and talents.

The Curriculum and Assessment Policy Statement: Year 1- 4 responds more effectively to the needs of learners who have been identified and assessed through the protocols approved by the Department of Basic Education. These learners will benefit from curriculum content that is aligned to Grades 8 and 9 of the General Education and Training Band at a more applied and functional level in accordance with their interest and talents.

1.4 TIME ALLOCATION

1.4.1 Year 1 - 4

(a) The instructional time in the Year 1 - 4 is as follows:

Instructional Time for the Year 1 – 4 is 27½ hours in a five-day cycle

Subjects		Time
Fundamental Subjects		
Languages (Home Language and First Additional Language)		3 Hours for Home Language
All 11 official languages (Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Siswati, Sesotho, Setswana, Sepedi, Tshivenda, Xitsonga)		2 hours for First Additional Language
Mathematics		3 hours
Life Skills	Areas of Study	
	Personal and Social Well-being (including aspects of Life Orientation, Social Sciences and Economic and Management Sciences)	2½ hours
	Physical Education	1 hour
	Creative Arts	1 hour
	Natural Sciences	1½ hours from year 2 onwards This time to be used in year 1 to support Languages and Mathematics
		6 hours

Information Communication Technology

ICT is a compulsory subject for all learners. It can be offered either as a stand-alone or integrated across various subjects. If offered as a stand-alone a school may use time allocated to the Occupational programme. ICT does not count towards the qualification but is a necessary life-long skill. ICT is not to be confused with the Subject "Office Administration" which is an elective.

In Year 1, a learner must be exposed to a minimum of two skills from the list below, whereas in Year 2 – 4 a learner must be exposed to a minimum of one skill. For continuity, it is recommended that where practicable a learner offers the same skill from Year 2 – 4.

Subjects	Time
Electives	
Agricultural Studies Art and Crafts Civil Technology: Bricklaying and Plastering Civil Technology: Plumbing Civil Technology: Woodworking and Timber Consumer Studies: Food Production Consumer Studies: Needlework Production Early Childhood Development Electrical Technology: Electrical Hospitality Studies Mechanical Technology: Body Works: Panel Beating and or Spray Painting Mechanical Technology: Motor Mechanics Mechanical Technology: Sheet Metal Work Mechanical Technology: Welding Mechanical Technology: Maintenance Office Administration Personal Care: Ancillary Health Care Personal Care: Beauty and Nail Technology Personal Care: Hairdressing Service Technology: Upholstery Wholesale and Retail	13½ hours
Total: General and Occupational	27½

1.5 The table below proposes the learner progression across the years at a School of Skills.

Year 1 Minimum of 1 year of orientation	Year 2	Year 3	Year 4
<p>Base Line Assessment for Language and Mathematics</p> <p>➤ Intervention (ISP)</p> <p>Fundamental Subjects:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts <p>➤ <u>ICT Enrichment</u></p> <p>Electives</p> <p>Minimum 2 x SKILLS</p> <p>Across the year</p> <p>Post Assessment</p> <ul style="list-style-type: none"> • Analyse results <p>Progress to Year 2 with appropriate support for Languages and Mathematics</p>	<p>Fundamental Subjects:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Electives</p> <p>Minimum of 1 Skill</p>	<p>Fundamental Subjects:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Electives</p> <p>Minimum of 1 Skill</p>	<p>Fundamental Subjects:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Electives</p> <p>Minimum of 1 Skill</p> <p>(External exam- results verified / moderated)</p>

Note:

Year One is an orientation year and learners must be exposed to a minimum of two occupational skills to select a skill with which they will continue from Year Two. Schools that offer more than the minimum two skills in Year One may adapt the Annual Teaching Plan for Year One to accommodate their rotation system to expose learners to more skills e.g. schools may offer a skill per term for Terms 1, 2 and 3 and learners then select the skill they will specialise in and start it in Term 4. It is important that learners in Year One experience the core competencies of the skills so that an informed choice can be made.

Years Two, Three and Four are the critical years for learners. It is important that learners are exposed to all the Topics and Specific Aims per selected Occupational skill, acknowledging that not all learners will be successful in all of these.

Final

SECTION 2:

2.1 What is Early Childhood Development

The National Development Plan – Vision for 2030 defines the Early Childhood Development (ECD) in terms of section 91 (1) of the Children's Act of 38 of 2005 which states that ECD means the process of emotional, cognitive, sensory, spiritual, moral, physical, social and communication development of children from birth to school-going age.

The subject Early Childhood Development

The Technical Occupational Early Childhood Development (ECD). Subject lays the foundation in the study area of Early Childhood Development (ECD). It focuses on the holistic development of children which will prepare them for school and throughout adulthood.

2.2 Topics to be studied in Early Childhood Development

- Healthy and safe environment
- Creative Art
- Resources
- Development of babies, toddlers and young children
- Care for babies, toddlers and young children
- Play in Early Childhood development
- Language and communications Skills
- Diseases
- First aid
- The ECD Learning programme
- Diversity in the learning programme
- Behaviour Management
- Mathematical

2.3 Specific Aims:

The learner will be able to:

- Maintain a healthy and safe environment
- Develop and promote Creativity
- Develop teaching and learning resources
- Understand the development of babies, toddlers and young children
- Demonstrate how to care for babies, toddlers and young children
- Understanding play as a method of teaching and learning in Early Childhood development
- Develop and promote Language and communications Skills

- Identify common childhood diseases
- Addressing diversity in ECD settings
- Management of ECD centres
- Apply basic First aid
- Playroom management
- Develop Mathematical concepts

2.4 Requirements for Early Childhood Development as a subject

2.4.1 Time Allocation

The total number of hours allocated for the subject in a five-day cycle is 13 ½ hours. Sufficient time must be allocated in the school timetable for the practical work required to be done.

2.4.2 Learner Resources:

Text/ resource books

2.4.3 Equipment

The following is the minimum requirement for an Early Childhood Development classroom.

Non Consumable	Consumable
<ul style="list-style-type: none"> ▪ Work tables, Desk ▪ Chairs ▪ Examples or pictures of gross motor equipment (ball The safe and correct ways of caring for babies' s bean bags, hula hoops,) ▪ Baby Bath basins, or any plastic bowl, Changing station. ▪ Examples or pictures of safety mat, bath ring ▪ Example or picture of toilet seats suitable for toddler and young children ▪ Example or picture of Safe Stools for children to stand on ▪ Baby dolls, plastic dolls, clothes, blankets, diapers, towels, bottles, dummies, sterilising equipment ▪ Carpets, ▪ Example or picture of Sand pits ▪ Examples or pictures of fantasy corner 	<ul style="list-style-type: none"> • Stationary: pens, pencils, crayons, rubbers, cardboard, magnets and colour paper, scissors, glue, glue gun, print, , clay, waste material, fabric, wool, • Recyclable materials for teacher and learners (toilet rolls, egg containers,) • Foam sheets • Paper plate • Ribbon • Paint and paint brushes. • Plastic eyes • Pipe cleaners

<ul style="list-style-type: none"> ▪ Example or pictures of manipulative toys (puzzles, peg board dominoes, threading beads) ▪ Example or picture of book corner and (books for different age group) ▪ Display area to demonstrate theme (transport) A lot of pictures and words in gr1 font ▪ Example or pictures of construction toys (building blocks, Lego) ▪ Examples or pictures of Outdoor play equipment ▪ Basin with running water 	<ul style="list-style-type: none"> • Feathers • Buttons • Disposable nappies, • Ear buds • Cotton wool • Examples or pictures of baby soap, shampoo and cream and barrier cream. • Snappy or diaper pin for material nappy. • Scrap paper. • Felt • Material scissors • Needle and thread • Embroidery woo • Material puncher • File and plastic sleeves • Any other art materials and mediums
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2.4.3 Other Learning and Teaching materials

- Learner and teacher guides
- Computer and printer
- Resources pack
- Magazines, posters and newspapers
- Large Print Story books suitable for babies and young children
- Wall charts with correct grade one font.
- AUDIO-VISUAL AIDS, DVDS / INTERNET
- **The following is not necessity but makes it a lot easier in ECD class**
 - Laminator and laminating pouches
 - Interactive board
 - Visualizer
 - Plastic table clothes

2.5 Career opportunities

Career and occupational opportunities for learners with a foundation in Early Childhood Development include but is not limited to:

- Caregivers
- Day mothers
- ADHOC care
- Teacher assistance in primary school, play school, nursery or crèche and aftercare and homecare service within a family setting
- Helpers in the communities/hospitals/clinics
- Au pair

Possibilities after GEC level of schooling.

- ECD FET Colleges
- See different colleges in the different provinces.
- Make sure they are SETA accredited.

Qualifications for Teacher using this curriculum

- B ED in Foundation phase
- A teacher with a teacher qualification and experience in inclusive education.

SECTION 3:

OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

3.1 Content overview

	TOPIC	Year 1	Year 2	Year 3	Year 4
1	The ECD Learning programme	Introduction to an Early childhood development	Planning an environment conducive to learning and development	Planning an environment conducive to a learning environment	Administrate procedures in the ECD centre
2	Healthy and safe environment	Personal and Environmental safety and Hygiene.	Personal environmental safety and hygiene	Know and understand the importance of supervising toddlers, young children and babies all the time	Know and understand the importance of maintaining a safe and clean environment
3	Development of babies, toddlers and young children	Stages of development of a child	Knowledge and Understanding of factors affecting the growth and development of young children	The growth and development of babies	The growth and development of babies toddlers and young children

	TOPIC	Year 1	Year 2	Year 3	Year 4
4	Care of babies/toddler s/ Young children	Providing a safe physical care for babies	Providing safe physical care for babies	Providing physical and emotional care for babies and toddlers	Providing a physical and emotional care for babies, toddlers and young children
5	Creative Activities	Introducing learners to a variety of creative activities and mediums in the ECD centre	Introducing learners to a variety of creative activities and mediums in the ECD centre	Understanding Different developmental stages of creative activities	Understanding Different developmental stages of creative activities
6	Play in ECD	The value of play in ECD	The value of play in ECD	The value of play in ECD	The value of play in ECD
7	Resources	Introduction to physical resources in the ECD centre.	Resources in ECD	Resources in ECD	Resources in ECD
8	Language use and communication skills	The importance of good communication skills	Critical awareness of the use of language	Critical awareness of the use of language and communication	Critical awareness of the use of language and communication
9	Diseases	The Importance of healthy living	The Importance of healthy living	The most common diseases amongst babies, toddlers and young children	Administration of medication with authorisation

	TOPIC	Year 1	Year 2	Year 3	Year 4
10	First Aid	Please note that learners only do 9 modules in the first year.	Knowledge of most common injuries and treatment Management of accidents in the ECD centre	Management of accidents in the ECD centre	Management of disasters in the ECD centre
11	Behaviour management		Self-management	Behaviour problems due to drug and substance abuse before during and after pregnancy	Demonstrate knowledge on how to manage behaviour and comfort toddlers and young children with positive reinforcement
12	Diversity in a learning environment		Understand how to create and set up an inclusive learning environment	Understand how to create and set up an inclusive learning environment	Understand how to create and set up an inclusive learning environment
13	Mathematical		Inclusion of mathematics in different activities	Inclusion of mathematics in different activities	Developmental of mathematical resources for an ECD centre

3.2 Content outline per term (Annual Teaching Plan)

Year 1	Thirteen and a half hours per week, including <ul style="list-style-type: none"> • Informal assessment such as written work, marking of homework, class tests, case studies; and • Formal assessment, such the project and the test. 		Formal assessment term 1: Test 25% Practical skills test 75%
WEEK	TOPIC	CONTENT	Practical Lesson
1	Early childhood development Learning programme.	Introduction to Early Childhood Development Knowledge and understanding of Early childhood development as a skill.	Any creative art activity See Addendum a section5 Create a cover page for your practical file.
2	Healthy and safe environment	Personal Environmental safety and hygiene Understand the importance of personal Hygiene when working with children	<ul style="list-style-type: none"> • Demonstrate correct ways of handwashing • Develop a hand washing poster
3	Development of babies , toddlers and young children	Stages of development of a child Areas of development	Aspects of the road to health card are discussed
4	Care of babies, toddlers / young children	Providing safe physical care for babies The safe and correct ways of caring for babies	The lesson focusses on the following actions to a baby: <ul style="list-style-type: none"> • Picking up • Wrapping
5	Creative Activities	<ul style="list-style-type: none"> • Introducing learners to a variety of creative arts and mediums in the ECD centre. • Knowledge and Understanding of different art activities and mediums in an ECD centre 	Any creative art activity See Addendum a section 5 Create a picture making use of different shapes

5	Play in ECD	<ul style="list-style-type: none"> The value of play in ECD the influence of play in developmental stages for baby's toddlers and young children The development of gross muscles skills 	Take learners through a video of different stages of development
6	Resources	<ul style="list-style-type: none"> Introducing different resources in the ECD centre. Resource required for setting up an ECD centre 	<ul style="list-style-type: none"> Different resources for different areas in the ECD are introduced. Learners develop resources using different materials and present it to the class. Toile troll construction
7	Language use and communication Skills	<ul style="list-style-type: none"> The importance of good communication skills. Communication skills 	Different communication skills are explained
8	Diseases	<ul style="list-style-type: none"> The importance of a healthy lifestyle Healthy and unwell child 	<ul style="list-style-type: none"> Signs of illness in young children How to deal with symptoms Prevent common childhood diseases
9-10	Formal Assessment	<p>Theory test</p> <p>Review and reinforcement activities in class to assess the learners' grasp of the learning material examples of activities may include a class quiz, short tests, drawing concepts, class competitions, working through previous question papers, etc.</p>	<p>Practical skills test</p> <p>25% to be added to term 4 practical mark</p>
		<p>Theory test</p> <p>Practical Assessment term 1,2,3. =</p>	<p>25%</p> <p>25%</p>

		(PAT) = Term 1.2.3 Practical skills test term 1 ,2, 3 =	25% 25% 100%
Year 2 Term 1	Thirteen and a half hours per week, including <ul style="list-style-type: none"> • Informal assessment such as written work, marking of homework, class tests, case studies; and • Formal assessment, such the project and practical assesesment task and tests 		Formal assessment term 1: Test 25% Practical skills test 75%
WEEK	TOPIC	CONTENT:	Practical Lesson
1-2	The ECD learning environment	Planning and environment conducive to a learning environment Planning in an ECD centre	Schematic presentation of an indoor layout of an ECD centre.
3-4	Healthy and safe environment	Personal and environmental safety and Hygiene Describe personal health during pregnancy and dangers that can occur	Design a Poster to protest against harmful factors during pregnancy
5-6	Development of babies , toddlers and young children	<ul style="list-style-type: none"> • Knowledge and understanding of factors affecting growth and development • Areas of development 	Any creative art activity See addendum A section 5 Bunting flags for a baby room
7-8	Care of babies, toddlers and young children	<ul style="list-style-type: none"> • Provide a safe physical care for babies. • Safe and correct ways of caring for babies. 	Practical demonstrations of Bathing Feeding and Dressing babies
9-10	Formal Assessment	Theory test Review and reinforcement of activities in class to assess the learners' understanding, materials examples	Practical skills test

		of activities may include a class quiz, short tests, drawing concepts, class competitions, working through previous question papers, etc.	25% to be added to term 4 practical mark
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Year 2 Term 2	Thirteen and a half hours per week, including: <ul style="list-style-type: none"> • Informal assessment such as written work, marking of homework, class tests, case studies; and • Formal assessment, such as the project and practical assessment task and tests 		Formal assessment term 1: Test 25% Practical skills test 75%
WEEK	TOPIC	CONTENT	Practical Lesson
1-2	Creative activities	<ul style="list-style-type: none"> • Introduce learners to a variety of creative activities and mediums in the ECD centre • Master different art activities and mediums 	Any creative art activity See addendum A Section 5 Paint squishing
3	Play in ECD	<ul style="list-style-type: none"> • The value of play in ECD • The variety of different stimulation activities for babies 	Learners encouraged to plan and present an activity that will; <ul style="list-style-type: none"> • Encourage children to play. • Require learners to indicate the age group activities are created for and • Explain the aspect of development thereof

4	Resources	<ul style="list-style-type: none"> Resources in ECD Development of Durable Resources that are safe and appropriate 	<ul style="list-style-type: none"> List all different recycled materials. Collect resources for recycling and show and name a piece on a A3 carton
5-10	Formal Assessment	<p>Theory test</p> <p>Any creative art activities can be added.</p> <p>Review and reinforcement activities in class to assess the learners' understanding of the learning material examples of activities may include a class quiz, short tests, drawing concepts, class competitions, working through previous question papers, etc</p>	<p>Practical skills test</p> <p>25% to be added to term 4 practical mark</p>

Year 2 Term 3	Thirteen and a half hours per week, including <ul style="list-style-type: none"> Informal assessment such as written work, marking of homework, class tests, case studies; and Formal assessment, such the project and practical assesesment task and tests 		Formal assessment term 3: Test 25% Project OR practical application 75%
WEEK	TOPIC	CONTENT	Practical Lesson
1-2	Language use and communication skills	<ul style="list-style-type: none"> The Critical awareness of language use Language use through text 	Any creative art activity See addendum A Section 5 (Apply correct grade 1 font) Create a baby book
3-4	Diseases	Importance of healthy living Health and Wellness	Design a poster to illustrate the causes of HIV/ Aids

5-6	First Aid	<ul style="list-style-type: none"> • Knowledge of the most common injuries and treatment • Management of accidents in an ECD centre • Dealing with different injuries in and outdoor • Safety Precautions 	Present a list of a first aid kit and describe how to use the items First aid kit
7-8	Behavioural Problems	<ul style="list-style-type: none"> • Demonstrate knowledge on how to manage behaviour and comfort babies with positive reinforcement • Behaviour problems due to drug an substance abuse before during and after pregnancy 	Learners explain the reasons behind children behaving in the following manner: <ul style="list-style-type: none"> • Crying uncontrollably • Throwing tantrums • Biting, hitting and kicking others or
9-10	Formal Assessment	Theory test Review and reinforcement of activities in class to assess the learners' grasp of the learning material examples of activities may include a class quiz, short tests, drawing concepts, class competitions, working through previous question papers, etc.	Practical skills test 25% to be added to term 4 practical mark

Year2 Term 4	Thirteen and a half hours per week, including <ul style="list-style-type: none"> • Informal assessment such as written work, marking of homework, class tests, case studies; and 	Formal assessment Term 4 Test 25% Project OR practical
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	<ul style="list-style-type: none"> Formal assessment, such the project and practical assesesment task and tests 		application 75%
WEEK	TOPIC	CONTENT	Practical Lesson
1-2	Diversity in the learning environment	<ul style="list-style-type: none"> Understand how to create and set up an inclusive learning environment Understanding diversity 	
3-4	Mathematical	<ul style="list-style-type: none"> Inclusion of mathematics in different activities The value Integration of mathematics 	
5-10	Formal Assessment	Theory test 25% Practical Assessment term 1, 2, 3. = 25% (PAT) = Term 1.2.3 25% Practical skills test term 1 ,2, 3 25% = 100%	

Year 3 Term 1	Thirteen and a half hours per week, including <ul style="list-style-type: none"> Informal assessment such as written work, marking of homework, class tests, case studies; and Formal assessment, such the project and practical assesesment task and tests 		Formal assessment term 1: Test 25% Project OR practical application 75%
WEEK	TOPIC	CONTENT	Practical Lesson
1-2	The ECD learning programme	<ul style="list-style-type: none"> Planning an environment which is conducive to a learning environment Planning of an ECD centre 	The different areas /comers in the ECD

			centres are explained
3-4	Healthy and safe environment	<ul style="list-style-type: none"> Know and understand the importance of supervising toddlers, young children and babies all the time Keeping an ECD environment safe and clean 	Disinfecting of baby equipment. Any creative art activity See Addendum a Section 5 Design and create a safe toy
5-6	Development of babies, toddlers and young children	The growth and development of babies Developmental stage of babies	Growth and development of babies Design and create a cot mobile
7-8	Care of babies/ toddlers/ young children	Physical and emotional care of babies and toddlers	Creative art activity See Addendum a Section 5 Design and illustrate different emotions on a poster.
9-10	Formal Assessment	Theory test Review and reinforcement activities in class to assess the learners' grasp of the learning material examples of activities may include a class quiz, short tests, drawing concepts, class competitions, working through previous question papers, etc.	Practical skills test 25% to be added to term 4 practical mark

Year 3 Term 2	Thirteen and a half hours per week, including <ul style="list-style-type: none"> Informal assessment such as written work, marking of homework, class tests, case studies; 	Formal assessment term 2: Test 25%
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	<ul style="list-style-type: none"> Formal assessment: test; and work on the PAT. Projects and practical assessment tasks. 		Project OR practical application 75%
WEEK	TOPIC	CONTENT	Practical lesson
1-2	Creative activities	Understanding Different developmental stages of creative activities Different stages of creative development	Creative art activity See Addendum a Section 5 Draw a family portrait.
3	Play in ECD	The value of play in ECD The variety of different stimulation activities for babies, toddlers and young children	Any creative art activity See Addendum a Section 5 Create a mask or birthday crown.
4	Resources	Resources in ECD Development of Durable Resources that are safe and appropriate	Design and create sand/ and water equipment using recycled material
5-10	Formal Assessment	<p>Theory test</p> <p>Any art activities can be added.</p> <p>Review and reinforcement activities in class to assess the learners' grasp of the learning material examples of activities may include a class quiz, short tests, drawing concepts, class competitions, working through previous question papers, etc.</p>	<p>Practical skills test</p> <p>25% to be added to term 4 practical mark</p>

Year 3 Term 3	Thirteen and a half hours per week, including <ul style="list-style-type: none"> • Informal assessment such as written work, marking of homework, class tests, case studies; and • Formal assessment, such the project and practical assesesment task and tests 		Formal assessment term 3: Test 25% Project OR practical application 75%
WEEK	TOPIC	CONTENT	Practical Lesson
1-2	Language use and communication skills	<ul style="list-style-type: none"> • The Critical awareness of the use of language and communication • Diverse form of communication 	<ul style="list-style-type: none"> • Make a book with colourful demonstrations • Read and tell a story
3-4	Diseases	<ul style="list-style-type: none"> • The most common diseases amongst babies, toddlers and young children • Health and Wellness 	Create a poster with the dehydration solution for babies and young children
5-6	First aid	<ul style="list-style-type: none"> • Management of accidents at an ECD centre • Dealing with different injuries in and outdoor 	Design a first aid kit and List all material needed in first aid kit
7-8	Behaviour management	<ul style="list-style-type: none"> • Demonstrate knowledge of how to manage behaviour and comfort toddlers and young children with positive reinforcement • Behavioural problems due to drug and substance abuse before during and after pregnancy 	Learners explain how to deal with a child who is : <ul style="list-style-type: none"> • Crying uncontrollably • Throwing tantrums • Biting, hitting and kicking others or A child who is traumatised /terrified
9-10	Formal Assessment	Theory test	Practical skills test

		Review and reinforcement of activities in the class, to assess the learners' understanding of the learning material examples of activities may include a class quiz, short tests, drawing concepts, class competitions, working through previous question papers, etc.	25% to be added to term 4 practical mark
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Year 3 Term 4	. Thirteen and a half hours per week, including <ul style="list-style-type: none"> • Informal assessment such as written work, marking of homework, class tests, case studies; and • Formal assessment, such as the project and practical assessment task and tests 		Formal assessment term 4: Test 25% Project OR practical application 75%
WEEK	TOPIC	CONTENT:	Practical Lesson
1-2	Diversity in the learning environment	<ul style="list-style-type: none"> • Understand how to create and set up an inclusive learning environment • Understanding different cultures 	
3-4	Mathematical	<ul style="list-style-type: none"> • Inclusion of mathematics in different activities • The value Integration of mathematics in all activities 	
5-10	Formal Assessment	Theory test 25% Practical Assessment term 1, 2, 3. = 25% (PAT) = Term 1.2.3 25% Practical skills test term 1, 2, 3 25%	

		= 100%
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Year 4 Term 1	Thirteen and a half hours per week, including <ul style="list-style-type: none"> • Informal assessment such as written work, marking of homework, class tests, case studies; and • Formal assessment, such as the project and practical assessment task and tests 		Formal assessment term 1: Test 25% Project OR practical application 75%
WEEK	TOPIC	CONTENT	Practical Lesson
1-2	The ECD Learning programme	Administration procedures in the ECD centre	Design a progress report cover and complete an example of a progress report.
3-4	Healthy and safe environment	<ul style="list-style-type: none"> • Know and understand the importance of maintaining a safe and clean environment • Maintaining a safe and clean environment 	Creative art activity See Addendum a Section Make a poster of the health team
5-6	Development of babies / toddlers and Young children	<ul style="list-style-type: none"> • The growth and development of baby's toddlers and young children • Developmental stage of babies toddlers and young children 	Development of a growth chart
7-8	Care of babies, toddlers and young children	<ul style="list-style-type: none"> • Physical and emotional care of babies and toddlers and young children. • Physical and emotional care. 	Design a poster for the awareness against child abuse
9-10	Formal Assessment	Theory test Review and reinforcement of activities in class to assess the learners' understanding	Practical skills test 25% to be added to term 4 practical mark

		of the learning material examples of activities may include a class quiz, short tests, drawing concepts, class competitions, working through previous question papers, etc.	
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Year 4 Term 2	Thirteen and a half hours per week, including <ul style="list-style-type: none"> • Informal assessment such as written work, marking of homework, class tests, case studies; and • Formal assessment, such the project and practical assesesment task and tests 		Formal assessment term 1: Test 25% Project OR practical application 75%
WEEK	TOPIC	CONTENT	Practical Lesson
1	Creative activities	<ul style="list-style-type: none"> • Understanding Different stages of development in creative activities • Different stages of creative development 	Create own baking and making lesson and come and illustrate in class
2	Play in ECD	<ul style="list-style-type: none"> • The value of play in ECD • Development of babies, toddlers and young children through play 	Creative art activity See Addendum a Section Create a puzzle or a memory game Create a birthday chart
3	Resources	<ul style="list-style-type: none"> • Resources in ECD • Making durable resources that are safe and appropriate for an ECD centre 	Use different media develop an age appropriate toy and Explain the choice
4	Language use and communication skills	<ul style="list-style-type: none"> • Critical awareness of language use and communication • Diverse forms of communication 	Create an alphabet card using the correct font.

5-10	Formal Assessment	Theory test Any creative art activities can be added Review and reinforcement activities in class to assess the learners' understanding of the learning material examples of activities may include a class quiz, short tests, drawing concepts, class competitions, working through previous question papers, etc.	Practical skills test 25% to be added to term 4 practical mark
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Year 4 Term 3	Thirteen and a half hours per week, including <ul style="list-style-type: none"> • Informal assessment such as written work, marking of homework, class tests, case studies; and • Formal assessment, such the project and practical assesesment task and tests 		Formal assessment term 1: Test 25% Project OR practical application 75%
WEEK	TOPIC	CONTENT	Practical Lesson
1-2	Diseases	<ul style="list-style-type: none"> • Health and Wellness • Administration of medication with authorisation 	Design a poster illustrating different food nutritious food groups that prevents diseases
3-4	First Aid	Disaster management in an ECD centre	Plan and Design an evacuation plan
5-6	Behaviour management	<ul style="list-style-type: none"> • Demonstrate knowledge of how to manage behaviour and comfort toddlers and young children with positive reinforcement • Behavioural problems in an ECD centre 	Create a motivation card for an ECD centre

7	Diversity in the learning environment	<ul style="list-style-type: none"> Understand how to create and set up an inclusive learning environment Addressing barriers to learning and development 	Presentation on how different children will be accommodated at an ECD centre e. g children who are wheel chair bound ,blind or deaf
8	Mathematical	<ul style="list-style-type: none"> The development of mathematical resources for an ECD centre The value of appropriate resources in an ECD centre 	Performance of stories, rhymes and music that encourages counting and numbers Create a Math poster to illustrate different shapes.
9-10	Formal Assessment	Theory test Review and reinforcement activities in class to assess the learners' understanding of the learning material examples of activities may include a class quiz, short tests, drawing concepts, class competitions, working through previous question papers, etc.	Practical skills test 25% to be added to term 4 practical mark

Year 4 Term 4	Thirteen and a half hours per week, including <ul style="list-style-type: none"> Informal assessment such as written work, marking of homework, class tests, case studies; and Formal assessment, such the project and practical assesesment task and tests 		Formal assessment term 1: Test 25% Project OR practical application 75%
WEEK	TOPIC	CONTENT	Practical Lesson

1-4	Revision and knowledge of	<ul style="list-style-type: none"> • A healthy and safe environment • Development of babies, toddlers and children • Care of babies, toddlers and young children • Creative Activities • Play in ECD • Resources • Language use and communication skills • Diseases • The ECD learning programme • First Aid • Behaviour management • Diversity • Mathematical 	
5-10	Yearend Examination	Theory test Practical Assessment term 1, 2, 3. = (PAT) = Term 1.2.3 Practical skills test term 1 ,2, 3	25% 25% 25% = 100%

SECTION 4

ASSESSMENT

Assessment in Early Childhood Development

4.1 INTRODUCTION

Assessment is a continuous, planned process of identifying, gathering and interpreting information about 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 (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

4.2 INFORMAL OR DAILY ASSESSMENT

Assessment for learning has the purpose of continuously collecting information about 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.

4.3 FORMAL ASSESSMENT

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 and certification 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 provides teachers with a systematic way of evaluating how well learners are progressing in a Year and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations, performances, etc.

Formal assessment tasks form part of a yearlong formal Programme of Assessment in each Year and subject, are school-based and are weighted as follows for the different grades:

In **Year one** a learner is exposed to a number of Occupational Subjects. Each subject is offered over a ten-week period (one term) in Year 1, where the learner is exposed to the basic skills required for the subject. By the end of Year 1 the learner will select a minimum of one skill for the qualification.

4.3.1 Formal Programme of Assessment in Year 1-4

Year 1	Formal School-Based Assessment	Final End-of-Year Promotion Mark
SBA	Term 1	Term 4
	3x Practical Lessons 75%	SBA = 100 ÷ 4 = 25
	Test 25%	
	100%	25%
PAT	Skills Test 25%	PAT PAT 1: 25+(25+25) = 75 marks 100%
		(25+25) = Other subject orientation programmes
		50%
		Theory test 75 marks Questions based on the theory that the learner was exposed to in Term 1-3 Orientation programmes for Early childhood development One section of 25 marks
		25%

Years 2 and 3

Year 2 will focus on a broad overview of the subject with a basic understanding and mastery of some of the basic skills required in the subject. Year 3 will focus on the consolidation of the basic skills and the addition of more advanced skills. Learners must in Year 3 start to develop a greater degree of independent mastery of the subject skills.

Year 2/3	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Practical Lesson 75%	Practical Lesson 75%	Practical Lesson 75%	SBA: Term 1-3 $100+100+100= 300$
	Theory test 25%	Theory test 25%	Theory test 25%	$300/3= 100$ $100/4 =25\%$
SBA	100%	100%	100%	25%
PAT	25%	25%	25%	PAT $25+25+25 =75\%$
	PAT 1 Term 1-3			25%
	PAT 2 Practical skill test			25%
				50%
End of Year	Theory test			25%

Year 4 Qualification year

In Year 4 the focus shifts to the World of Work. Learners must consolidate required skills for the qualification and may engage in workplace exposure for a short period of time during the fourth Year. Learners develop independent mastery of skills to be competent within the workplace

Year 4	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
SBA	Practical Lesson 75%	Practical Lesson 75%	Practical Lesson 75%	SBA: Term 1-3 100+100+100= 300 300/3= 100 100/4 =25%
	Theory test 25%	Theory test 25%	Theory test 25%	
	100%	100%	100%	
PAT	25%	25%	25%	PAT 25+25+25 =75%
	PAT 1 Term 1-3			25%
	PAT 2 Practical skill test			25%
				50%
End of Year	Theory test.			25%

4.3.2 Clarification and breakdown of the Programme of Assessment in Year 1-4 for the theory and practical components.

Year 2 and 3

Term	Programme of Assessment: Theory	Weighting
Term 1	Theoretical assessment for SBA to consist of Term 1 content only. March Test - Term 1 content = (Total = 50 marks)	25%
Term 2	Theoretical assessment for SBA to consist of work done in Terms 1 and 2. June Theory test – Terms 1 and 2 content = (Total = 75 marks) (Term 1 work =30% (Was already assessed in Term 1) and Term 2 new work =70%)	25%
Term 3	Theoretical assessment for SBA to consist of Term 3 content only: September Test – Term 3 content = (Total = 50 marks)	25%
Term 4	Final promotion mark November Theory test – Term 1-4 content (75 marks)	25%

Year 4

Year 4	Programme of Assessment: Theory	Weighting
Term 1	Theoretical assessment for SBA to consist of Term 1 content only. March Test - Term 1 content = (Total = 50 marks)	25%
Term 2	Theoretical assessment for SBA to consist of work done in Terms 1 and 2. June Theory test – Terms 1 and 2 content = (Total = 75 marks) (Term 1 work =30% (Was already assessed in Term 1) and (Term 2 new work =70%)	25%
Term 3	Theoretical assessment for SBA to consist of Terms 1, 2 and 3 content: Internal Preparatory Theory test – Term 1,2 and-3 content Total: 75 marks Set according to the demarcation in the test Guidelines from the test and Assessment Directorate.	25%
Term 4	Final promotion mark Set according to the demarcation in the Examination Guidelines from the Examination and Assessment Directorate. External GEC Theory test – Maximum total of 75 marks	25%

Year 2-4

Year 2-4	Programme of Assessment: Practical Lessons /Skills PAT/	Weighting
SBA Term 1 -3	Practical Lessons Three practical lessons are completed per Term. Ensure that a variety of skills are built into and developed per lesson.	25%
PAT 1 Term 1-3	Skills Test The Skills Test is an objective measure of the ability to perform a specific task. A Skills Test is implemented at the end of Terms 1-3. (25%+25%+25%=75%) The skills applied in the three practical lessons in the term are assessed in a Skills Test. The mark for the Skills Test is carried over to Term 4 to consolidate the weighting for PAT 1.	75%
PAT 2 Term 4	Project Based Learning A Task is included in Term 4 that reflects knowledge and skills applied to a scenario for: <ul style="list-style-type: none"> • Entrepreneurship • Career development / World of Work 	25%

NOTES FOR THE TEACHER

Theory activities

- Theory activities form part of formal assessment
- A minimum of 4 activities per term in Year 1 and 4-6 activities per term in Year 2, 3 and 4

Practical lessons assessment

- Practical lessons skills test form part of formal assessment.
- A minimum of **12 practical lessons** per year for Year 2 and 3 and **14 practical lessons** for Year 4..

Activities

Practical Activities Can also be added as according to resources of the school.

- **Assessment criteria for ECD practical lessons and activities.**

Assessment Criteria		
Rating	Competence	Level
0-1	Unacceptable: Does not meet the criteria	
2	Poor: Meet some criteria	
3	Average: Meets most criteria	
4	Good: Meet the requirements	
5	Excellent: Exceed all requirements	

The cognitive demands in assessment should be **appropriate for the age and developmental level** of the learners in the grade. Assessment in Early childhood development must cater for a range of cognitive levels and abilities of learners. The assessment tasks should be carefully designed to cover the content of the subject as well as the range of skills and the cognitive levels that have been identified in the specific aims. The design of assessments should therefore ensure that a full range of content and skills are

assessed within each Year. The specific aims, topics, content and range of skills in the subject should be used to inform the planning and development of assessments.

Formal assessments must cater for a range of cognitive levels and abilities of learners, as shown below:

SUGGESTED WEIGHTING FOR COGNITIVE LEVELS PROGRAMME OF ASSESSMENT: SBA TASKS			
Cognitive level	Year 1	Year 2 - 3	Year 4
Lower order: Remembering	70%	60%	50%
Middle order: Understanding Applying	20%	30%	40%
Higher order: Analysing / Evaluating and Creating	10%	10%	10%

SUGGESTED WEIGHTING FOR COGNITIVE LEVELS: PRACTICAL WORK			
Cognitive level	Year 1	Year 2 - 3	Year 4
Lower order: Isolated single steps	70%	60%	50%
Middle order: Multiple limited steps	20%	30%	40%
Higher order: Several operations required, Creative production / design.	10%	10%	10%

Examiners and moderators **in all subjects** are encouraged to think about the difficulty level of every question /skill selected for assessment.

In judging the level of difficulty of each question /skill both the demands that each question makes on the cognitive ability of an average Year 1 - 4 learner and the intrinsic difficulty of the question or task is considered. In making this judgement, the difficulty or ease of a particular question is identified. A four-category framework for thinking about question or item difficulty adapted from Leong (2006) has been used in this identification process.

This framework comprises the following four general sources of difficulty:

- **Content difficulty:** this indexes the difficulty of the subject matter, topic or conceptual knowledge; some content is inherently more difficult than other content.
- **Stimulus difficulty:** this relates to the linguistic features of the question and the challenge that candidates face in reading, interpreting and understanding the question.

- **Task difficulty:** this refers to the difficulty that candidates face when trying to formulate or produce an answer.
- **Expected response difficulty:** this refers to difficulties because of the mark scheme or memorandum, in other words how marks are allocated.

4.4 Types of Formal Assessment Tasks

4.4.1 Theory Tests

- A test for formal assessment **may** NOT comprise of a series of smaller tests. This creates an overload of assessment by adding the additional layers of assessment.
- A substantial amount of content must be included for assessment and the duration should be 45 to 60 minutes.
- It is compulsory to include scenario / case study-based questions that require:
 - Longer reflective responses in a paragraph format.
 - Higher order thinking skills that require substantiating evidence/motivations /arguments.
- Each test must cater for a balanced range of cognitive levels as well as align to the prescribed range for levels of difficulty.
- In Early childhood development a **75-mark** theory test on paper is written in June and November. 1.5 hours are allocated to write the paper that comprises 25% of learner's total mark for promotion.
- Each question paper must cater for a balanced range of cognitive levels as well as align to the prescribed range for levels of difficulty.
- The mark allocation to weight the content for June, Preparatory (*In Year 4*) and November theory test papers in Year 1-4 are indicated in the tables that follow.
- **Guidelines for setting of Tests and Question papers in Early childhood development Year 1-4**
 - Adhere to the criteria for the weighting of content, allocation of marks and time as indicated in the table per task.
 - The cover page to include the name of the school, the date, name of the subject, time allocation, mark total, name of the examiner and moderator.
 - Page two of the paper should include instructions and a breakdown of time per question.
 - All question/test papers must be neatly typed, using the grid for setting and layout of question papers.
 - Numbering per question and sub-question must be accurate and reflect the correct format used.
 - All graphics/illustrations/sketches must be *print clear* and placed in a frame.
 - No spelling, language or translation errors are allowed.
 - The format of the question paper should adhere to the latest Examination Guidelines for Hospitality Studies.

- **Short Questions (*Question 1*)**

- **Caution learners to:**

- Write clearly printed letters in Question 1.
- Not write one letter over the other.
- Cross out a letter neatly to cancel it.
- Include different question types for short questions in class tests as well as Formal Assessment Tasks to prepare candidates for exam readiness.
- Ensure that learners are exposed to answering short questions based on illustrations; graphs; data and short case studies/scenarios where understanding, interpretation and application of knowledge is required.
- Use the same format and layout as reflected in Theory Guidelines.

- **Long Questions (*Question 2 and questions that follow*)**

- **It is compulsory to include:**

- Questions that require a longer response.
- Question that requires a response in paragraph format (minimum 3 marks)
- Source based questions such as: Case studies; scenarios; extracts; pictures/flow charts /tables/graphs/cartoons/advertisements/menus for interpretation.
- An action verb to open the question. This gives a clear instruction for the question and expected response.

- **Marking Guidelines**

- Cover page: Must contain name of the school, date, subject, marks, name of the examiner and moderator on the first page.
- All marking guidelines must be neatly typed.
- No spelling, language or translation errors are allowed.
- Numbering must correlate accurately with the question paper.
- The mark allocation for each fact must be indicated by a tick (✓)
- Reflect all alternative responses that are considered and marked as correct answers.

4.4.2 Practical Lessons; Skills Tests and Practical Assessment Tasks

(a) Practical lessons

- **In YEAR 2-4:** Each learner must do a minimum of **three (3) assessed practical lessons** per term in Term 1-3.
- It is important to prioritise and include a variety of skills in the different lessons.
- Examples for the assessed practical lessons are reflected in the Teaching plans per term.

(b) Practical Assessment Task (PAT)

(i) PAT 1: 1 Practical Skills:

- Provides an objective measure of a candidate's ability to perform a specific task.
- Measures skills or knowledge accurately.

- Assists to determine the level of achievement.
- Prescribes specific criteria for efficient performance of a skill.
 - Includes the benefit of having learner feedback to encourage personal growth and development.
- Assesses soft skills to encourage personal growth and development.
- Examples of soft skills that are important for promotion: Communication, listening, observation, manipulation, planning, interpretation, analysing, creative design, self-discipline and time-management. These skills are addressed in the Practical Lessons.

(ii)PAT 2: Project based learning

- a. The teacher sets the task to assess the skills that were developed in the Practical Lessons.

The skills include:

- i. Subject specific practical skills according to the Annual Teaching Plan
 - ii. Soft skills
 - iii. Entrepreneurial skills
 - iv. Create a small micro-enterprise
 - v. A career focus
- It is recommended that PAT Task 2 is taken up in the school's timetable.
 - The school has the responsibility to provide resources for the Practical Assessment Task (PAT).

4.5 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 Year and her/his readiness to progress or promote to the subsequent Year. 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. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers in all grades report in percentages against the subject. Seven levels of competence have been described for each subject listed for Grades R - 12. The various achievement levels and their corresponding percentage bands are as shown in the Table below.

• **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

• Note:

- The seven-point scale should have clear descriptors that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

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4.6 Moderation of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments for SBA and PAT.

4.6.1 Formal assessment (SBA)

Moderation at the school will be carried out at least once each school term by the Head of Department responsible for the subject. This moderation needs to take place before cluster, district, regional or provincial moderation. Teachers' portfolios and evidence of learner performance must be moderated to ensure that a variety of assessment tasks have been used to address various topics and that assessment covered a range of cognitive levels. It further needs to verify the accuracy of correlation and alignment of Teacher and Learner evidence.

4.6.2 Practical Assessment Task (PAT)

The PAT is internally set and marked in Year 1-3 and externally set and internally marked in Year 4. Teacher and learner portfolios of evidence must be moderated to ensure that the

correct number of lessons in preparation of the Skills Test and PAT are implemented and that the tasks are implemented at the correct standard.

Moderation further serves to ensure that:

- Teacher evidence reflects the required planning and preparation for the implementation of the Practical Lessons, Skills Tests and PAT's.
- Evidence in Learner and Teacher portfolios align and correlate accurately.
- Learner evidence includes a consolidation sheet that aligns with Teacher and SASAMS recorded marks.

- **4.7 General**

- **This document should be read in conjunction with:**

- 4.7.1 *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*
- 4.7.2 *National Protocol for Assessment Grades R-12;*
- 4.7.3 *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);*
- 4.7.4 *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011);*
- 4.7.5 *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013);*
- 4.7.6 *Policy on Screening, Identification, Assessment and Support (2014);*
- 4.7.7 *Guidelines for Full-service/Inclusive Schools (2010); and*
- 4.7.8 *Standard Operating Procedures for Assessment of Learners who Experience*

RESOURCES

ADDENDUM A: THE CREATIVE PORTFOLIO AS PART OF THE ECD PROGRAM

A) THE PURPOSE OF THE CREATIVE PORTFOLIO ARE FOR

- learners to have examples of a wide variety of creative activities
- to have examples with detailed rubrics to be used
- to remember the different material and processes used and
- some weeks will not have specific creative activities included. Should a teacher see there is time, she/ he can include any creative activities from any division and add the evidence to the portfolio. These activities are not always linked to a topic/theme.

B) THE USE OF THE CREATIVE PORTFOLIO

Take note:

- This portfolio will vary from school to school.
- The creative portfolio will 'grow' over the four years
- The portfolio will have an index with the different divisions e.g. paint paperwork, modelling work, construction cut and paste drawing etc.
- The cover of the portfolio file and each divider can be illustrated and used as a practical mark (part of the 75 %), if needed.

C) INCLUSION OF WRITING CORRECT (GR 1 FONT)

- Activities to practice the correct font are included throughout the 4 years.
- This will enable the learners to use the correct font when creating posters, number/ word cards for ECD centres.

Year 1

There will be a general overview where there will only be touched on the surface of specific childcare topics to encourage and motivate the learners to enter the ECD field as an opportunity for the world of work.

More than one group will rotate through the ECD centre year 1. Year 2 ,3 and 4 the content will follow on the foundation of year 1

The purpose of year one is to have a balance in the content between the child, activities and art/creative activities at ECD centres, to give the learner a holistic view of ECD

- Suggestions for practical days.

- Year 1 If possible a field trip to a day care facility.
- Year 2 Visit different types of day care facilities.
- Year 3 Learners work once a month at a facility of their choice
- Year 4 Work place exposure: learners work at a facility of choice include day care facilities for disabled children in year 4.