

# A THREE YEAR CURRICULUM RECOVERY GUIDELINE

Mediation of the National Recovery  
ATP

**Economics**  
**Grade 10 - 12**

Implementation date : January 2021



# Presentation Outline

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# Purpose

The Three Year Curriculum Recovery Guideline outlines the development of the three year recovery ATPs to manage learning loss over a period of three years

**2021 Recovery ATPs as stipulated in Circular S11 of 2020.**

# Introduction



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

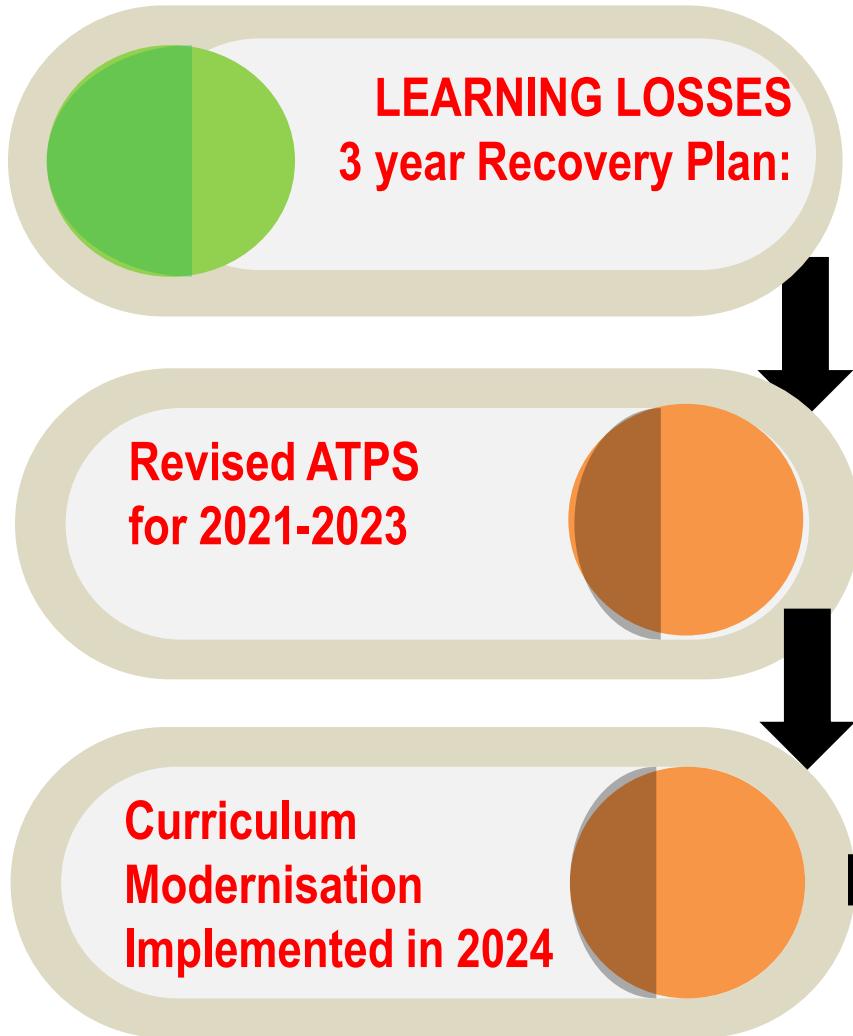
- the lockdown period and **phased reopening** of schools,
- Alternating time tabling models and
- the related health and safety **protocols**.

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

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

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

# Vision 2024

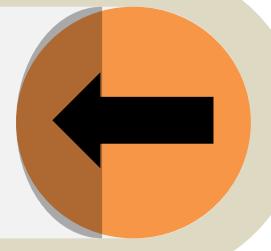


- Conceptualisation of a Curriculum Strengthening process that encompasses Competencies required for the Changing World;
- Develop Revised Modernised Curriculum Policy Statements in alignment with amended CAPS Section 4 and 2020 Assessment Circulars;
- Develop an Assessment for Learning pedagogical strategy,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

# Rationale for the Guideline

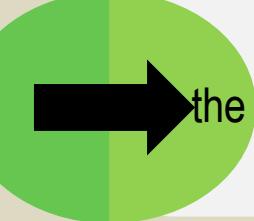
To outline the process to develop  
**the Three-year Recovery Plan** in  
managing the learning losses over  
a period of three years

## RATIONALE FOR THIS GUIDELINE



### LEARNING LOSSES

the purpose of this exercise  
are defined as:



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

# Principles

**1**

Use of the **2020 Curriculum Recovery Framework** as the **base document**

**2**

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

**3**

**Management of the learning losses and the School Based Recovery Plans**

**4**

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

**5**

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

# Principles

6

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

7

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

8

Fundamental and core topics were retained in the Recovery ATPs

9

To guide and support effective teaching and learning

# Underpinning Assumptions

1

2

3

1

2

3

## **ASSUMPTION 1**

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

## **ASSUMPTION 2**

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

## **ASSUMPTION 3**

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

# Underpinning Assumptions

4

5

6

4

5

6

## **ASSUMPTION 4**

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

## **ASSUMPTION 5**

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

## **ASSUMPTION 6**

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

# The Development of the 2021 Recovery ATPs

**The Recovery ATPs are aligned to the:**

- 2021 School calendar
- Abridged S4 of CAPS
- Curriculum and assessment principles as prescribed in the CAPS policy for Economics.

# **Amendments to the Content Map for Grades 10-12 Economics**

# Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
Trimmed	* Reorganised *No amendment *Brought back	
	<b>Characteristics and foundations of South Africa's mixed economy and assessing its efficiency in terms of socio economic services.</b>	
<b>Participants, markets, monetary and real flows in an open economy.</b>	<b>Analysis of the uses of economic goods and services in relation to GDP/GNI and the main aggregates: GVA, GNE and GNI.</b>	<b>Presentation of the circular flow model as a macroeconomic model: Deducing and analysing the national account aggregates: derive and apply the multiplier.</b>

# Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
<b>Trimmed</b>	<b>* Reorganised</b>	<b>*No amendment</b>
<b>Reasons for business cycles. Explanation and illustration of their composition and noting their impact on the vulnerable</b>		<b>Analysis and explanation of business cycles and how they are used in forecasting.</b>
		<b>Evaluation of the role of the public sector in the economy with special reference to its socio-economic responsibility in the South African context.</b>

# Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
	Trimmed      * Reorganised	*No amendment      *Brought back
		<p><b>Examination of the foreign exchange market, the establishment of exchange rates, and how the Balance of Payments account is affected.</b></p>
		<p><b>Discussion of protectionism and free trade, evaluating the SA international trade policies and major protocols in terms of: export promotion, import substitution, protection (arguments), free trade (arguments), a desirable mix and evaluation</b></p> <p><b>Economic integration and cooperation</b></p>

# Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
Trimmed	* Reorganised	*No amendment
The market as a phenomenon. Use graphs to illustrate the establishment of prices and quantities.	Analysis of the relationships between markets and illuminate them with the aid of graphs	Examination of the dynamics of perfect markets with the aid of cost and revenue curves
	Explanation and illustration by means of graphs the effects of cost and revenue on prices and the levels of production.	Examination of the dynamics of imperfect markets with the aid of cost and revenue curves
	Explanation of price elasticities, illustration of the presentation with the aid of graphs, and calculate their values.	

# Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
<b>Trimmed</b>	<b>* Reorganised</b>	<b>*No amendment</b>
Description of the production possibility curves (reflecting on efficiencies), and how they reconcile choice and scarcity		Explanation of the reasons for and consequences of market failures, reflect on cost-benefit analysis
Public sector's involvement and intervention in the market with the aid of graphs.		

# Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
	<b>Trimmed</b> * <b>Reorganised</b> * <b>No amendment</b> * <b>Brought back</b>	
<b>Economics, its methods and setting within the field and its relationship with other sciences</b>	<b>Principles, processes and practices of the economy. Factors of production and their remuneration. Community participation Accessibility of the economically marginalised groups.</b>	
<b>Problems that all economies try to solve regarding the basic processes of production, consumption and exchange, highlighting the promotion or violation of human rights and the environment.</b>	<b>Analysis of the economic structure of SA: Sectors, infrastructure and exclusion and discrimination in service provision and access to economic opportunity.</b>	



# Summary: Amendments to the

Grade 10	Grade 11	Grade 12
Trimmed	* Reorganised	*No amendment
<b>Approaches to economic development in historical and comparative context with particular reference to Africa where relevant.</b>	<b>Wealth creation process and patterns of distribution. Wealth creation process, distribution, redistribution methods, economic growth and standard of living.</b>	<b>Comparison of South African growth and development policies in terms of international benchmarks, and highlight the North/South divide</b>
<b>South African economic growth and development, historical view</b>	<b>Economic development, methods, common characteristics of developing countries, developing strategies, SA endeavours and indigenous knowledge systems.</b>	<b>South Africa's industrial development policies and their suitability in terms of international best practice</b>  <b>South Africa's role and relative economic importance in Africa.</b>



# Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
	Trimmed * Reorganised *No amendment *Brought back	
	<b>South Africa's role and relative economic importance in Africa.</b>	<b>Economic indicators &amp; Social indicators</b>
<b>The history of money and banking</b>	<b>The composition of South Africa's money and its banking.</b>	.
<b>Composition of the South African population and labour force; explanation of the factors such as HIV/AIDS that impact on them.</b>		

# Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
	<p>An analysis and investigation of poverty and the SA government's measures to alleviate poverty</p>	
	<p>Examination and debating of globalisation, its relevance to the North/South divide and its effects (negative and positive) on South Africa: Meaning, causes, consequences, absolute and comparative advantages and disadvantages and North/South divide</p>	

# Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
<b>Trimmed</b>	<b>* Reorganised</b>	<b>*No amendment</b>
<b>Unemployment and the various approaches to solve the problem. Take cognisance of the economically marginalised</b>		
<b>Labour relations, dispute resolutions mechanisms. Include labour rights and conventions within the context of the SA labour market</b>		

# Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
<b>Trimmed</b>	<b>* Reorganised</b>	<b>*No amendment</b>
Economic redress: The reconstruction of the SA economy after 1994 as an effort to redress the inequalities of the past: Human, natural, capital resources, entrepreneurship, democratisation of economic procedures and Macro economic adaptations		
		<b>Analysis and investigation of Inflation and the policies that are used to combat it</b>

# Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
<b>Trimmed</b>	<b>* Reorganised</b>	<b>*No amendment</b>
<b>Recap: Promotion and violation of the environment (Term 1:Basic economic problem)</b>	<b>The environment: The problem Protecting the environment Approaches to sustainability The global and impact on South Africa</b>	<b>The economic importance of tourism to South Africa and policies to promote it, referring to the importance of indigenous knowledge systems</b>

# **2021 -2023 National Recovery Teaching Plan Grade 10 - 12**

# 2021-2023 Amendment Summary

## Sub-topics were trimmed in the following topics:

- There was no further trimming of topics in Grade 10 - 12

## Sub-topics were reorganised in the following topics:

- Sequencing of topics is the same as in 2020
- More weeks were allocated to some topics to allow deeper learning, for example, Grade 12 Business Cycles, Economic growth and Development, Economic and social indicators, Environmental sustainability

## The following Sub-topics were brought back:

- Economic integration and co-operation (Grade 12)
- South Africa's role and economic importance in Africa: Africa's economic demarcations (Grade 12)

# Grade 12 Summary:Content/Topics Amended

Content/Topics	Term	Amendment
Economic integration and cooperation	2 Week 1-2	Sub-topic: Economic integration and cooperation brought back from Grade 11 topic that was trimmed in 2020 Revised ATP
South Africa's role and relative economic importance in Africa	3 Week	Economic demarcations and integration brought back from Grade 11 topic trimmed in 2020 ATP

## **4. Amendments School Based Assessment (SBA)**

# **Summary: Amendment to the weighting of tasks**

- **SBA Weighting of tasks:** Amended to the ratio of **60:40**
- **Abridged amended S4** aligned to the 2021 School Calendar

# 2021-2023 Revised Programme of Assessment Grade 10 & 11

Term 1	Term 2	Term 3	Term 4 (Promotion)
Task 1 Assignment	Task 3 <i>Project</i>	Task 5 Case Study	SBA Term 1+2+3 <b>60%</b>
Task 2 March Controlled Test	Task 4 June Controlled Test	Task 6 September Controlled Test	November Examination 300 <b>40%</b>
			<b>100%</b>

# 2021-2023 Revised Programme of Assessment: Grade 12

Term 1	Term 2	Term 3	Term 4 (Promotion)
Task 1 Assignment	Task 3 <i>Project</i>	Task 5 Case Study	SBA Term 1+2+3 <b>25%</b>
Task 2 March Controlled Test	Task 4 June Examination	Task 6 Trial Examination	November Examination 300 <b>75%</b>
			<b>100%</b>

# 4. Conclusion

# Conclusion

## SBA

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

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