

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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4. Principles
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8. Amendments to the Annual Teaching Plan;
9. Amendments School Based Assessment (SBA)
10. Conclusion

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**.

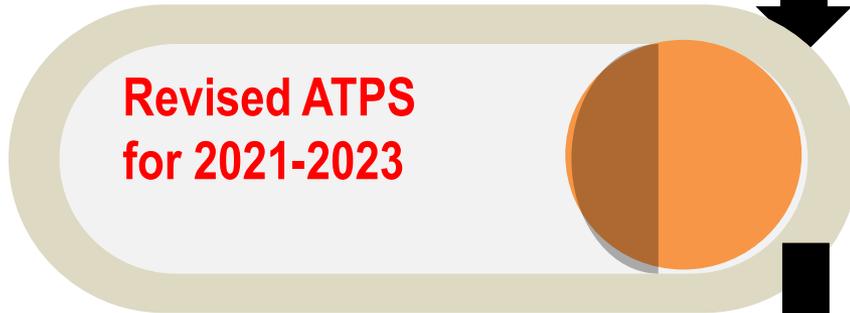
Furthermore, the revision of the school calendar **and** intermittent closure of many schools negatively **impacted** the **ability of teachers to implement the revised 2020 ATPs** as envisioned.

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

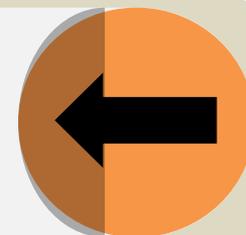


- Conceptualisation of a Curriculum Strengthening process that encompasses Competencies required for the Changing World;
- Develop Revised Modernised Curriculum Policy Statements in alignment with amended CAPS Section 4 and 2020 Assessment Circulars;
- Develop an Assessment for Learning pedagogical strategy,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

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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.

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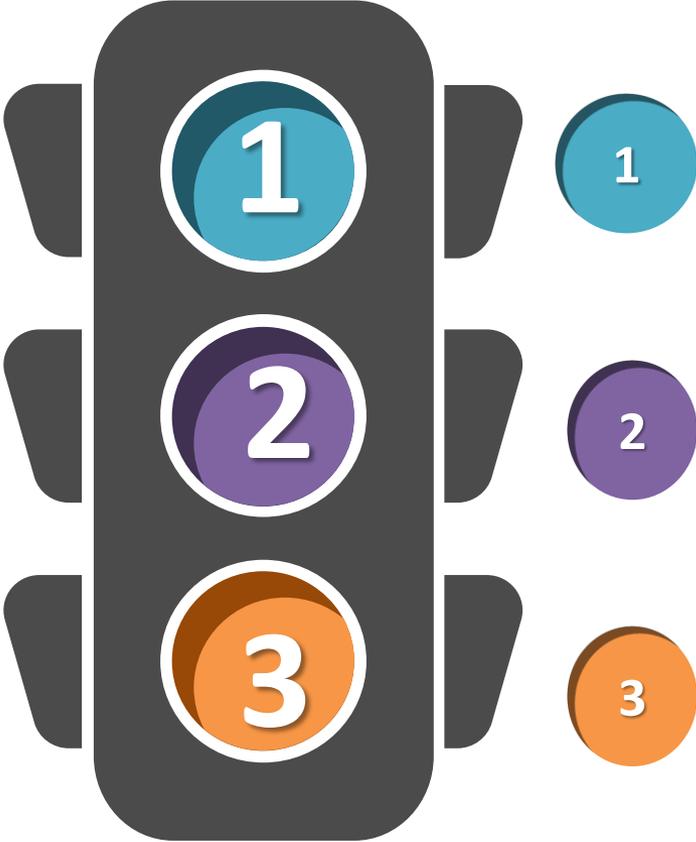
Fundamental and core topics were retained in the Recovery ATPs

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To guide and support effective teaching and learning



Underpinning Assumptions



1

ASSUMPTION 1

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

2

ASSUMPTION 2

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

3

ASSUMPTION 3

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

Underpinning Assumptions



4

4

ASSUMPTION 4

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

5

5

ASSUMPTION 5

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

6

6

ASSUMPTION 6

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

The Development of the 2021 Recovery ATPs

The Recovery ATPs are aligned to the:

- 2021 School calendar
- 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
	<p>Characteristics and foundations of South Africa's mixed economy and assessing its efficiency in terms of socio economic services.</p>	
<p>Participants, markets, monetary and real flows in an open economy.</p>	<p>Analysis of the uses of economic goods and services in relation to GDP/GNI and the main aggregates: GVA, GNE and GNI.</p>	<p>Presentation of the circular flow model as a macroeconomic model: Deducing and analysing the national account aggregates: derive and apply the multiplier.</p>

Summary: Amendments to the Content Overview for the Phase

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

Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
	<p>Trimmed * Reorganised * No amendment * Brought back</p>	
		<p>Examination of the foreign exchange market, the establishment of exchange rates, and how the Balance of Payments account is affected.</p>
		<p>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</p> <p>Economic integration and cooperation</p>

Summary: Amendments to the Content Overview for the Phase

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

Summary: Amendments to the Content Overview for the Phase

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

Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
<p>Trimmed * Reorganised * No amendment * Brought back</p>		
<p>Economics, its methods and setting within the field and its relationship with other sciences</p>	<p>Principles, processes and practices of the economy. Factors of production and their remuneration. Community participation Accessibility of the economically marginalised groups.</p>	
<p>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.</p>	<p>Analysis of the economic structure of SA: Sectors, infrastructure and exclusion and discrimination in service provision and access to economic opportunity.</p>	

Summary: Amendments to the

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

Summary: Amendments to the Content Overview for the Phase

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

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

Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
Trimmed	* Reorganised	*No amendment
<p>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</p>		<p>*Brought back</p>
		<p>Analysis and investigation of Inflation and the policies that are used to combat it</p>

Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
Trimmed	* Reorganised	*No amendment *Brought back
		<p>The economic importance of tourism to South Africa and policies to promote it, referring to the importance of indigenous knowledge systems</p>
<p>Recap: Promotion and violation of the environment (Term 1:Basic economic problem)</p>	<p>The environment: The problem Protecting the environment Approaches to sustainability The global and impact on South Africa</p>	<p>Analysis of environmental sustainability and recent international agreements in this regard (e.g. Rio de Janeiro and Johannesburg Summits)</p>

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 60%
Task 2 March Controlled Test	Task 4 June Controlled Test	Task 6 September Controlled Test	November Examination 300 40%
			100%



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 25%
Task 2 March Controlled Test	Task 4 June Examination	Task 6 Trial Examination	November Examination 300 75%
			100%

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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