

Every child is a National Asset

A THREE YEAR CURRICULUM RECOVERY GUIDELINE

Mediation of the National Recovery ATP

FIRST ADDITIONAL LANGUAGE (FAL) Grade 10 - 12

Implementation date : January 2021



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Read to Lead
A Reading Nation is a Leading Nation

Presentation Outline

1. Purpose
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4. Principles
5. Underpinning assumptions
6. Key Recovery Strategies
7. Amendment to the Grade 10-12 Content Map for Tourism
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:

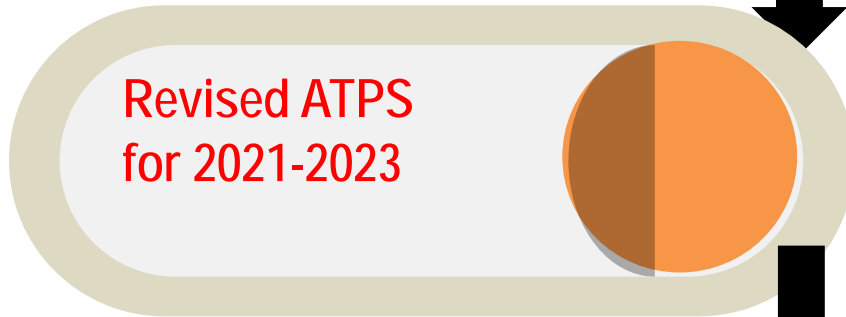
- the lockdown period and **phased reopening** of schools,
- Alternating time tabling models and
- the related health and safety **protocols**.

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

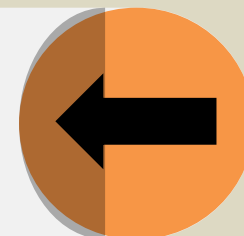


- Conceptualisation of a Curriculum Strengthening process that encompasses Competencies required for the Changing World;
- Develop Revised Modernised Curriculum Policy Statements in alignment with amended CAPS Section 4 and 2020 Assessment Circulars;
- Develop an Assessment for Learning pedagogical strategy,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

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

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

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

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 First Additional Language.

Amendments to the Content Map for Grades 10-12 FAL

Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
<p style="text-align: center;"> *Trimmed * Reorganised *No amendment </p>		
Listening and Speaking	Listening and Speaking	Listening and Speaking
Listening comprehension Prepared speech Unprepared speech	Listening comprehension Prepared speech Unprepared speech	Listening comprehension Prepared speech One of the following: Unprepared speech/prepared reading aloud/informal speaking in a group

NOTE:

The Listening and Speaking activities listed above are meant for formal assessment. Other activities like listening for information, pair and group discussions, dialogues, interviews, debate and others, should still be taught throughout the phase. Current, real-life situations in which the texts apply, e.g., the President's address to the nation, post-match interviews, and US Presidential debates, could be played in class and analysed with and by learners.

Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
*Trimmed * Reorganised *No amendment		
Reading and Viewing	Reading and Viewing	Reading and Viewing
No amendment	No amendment	No amendment

Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
<p style="text-align: center;"> *Trimmed * Reorganised *No amendment </p>		
Writing and presenting	Writing and presenting	Writing and presenting
<p>The three types of essays, viz. narrative, descriptive and discursive are retained.</p>	<p>The five types of essays, viz. narrative, descriptive, discursive, argumentative and reflective are retained (as per the abridged Section 4).</p>	<p>The five types of essays, viz. narrative, descriptive, discursive, argumentative and reflective are retained.</p>

Development and Grouping of Transactional Writing FAL

LONGER TRANSACTIONAL WRITING

	Grade 10	Grade 11	To Be Taught in Grade 12	Required for Grade 12
Texts for spoken interactions	Dialogue Speech	Interview Agenda and Minutes		Dialogue Interview Speech Agenda and Minutes
Texts for publication	Review Magazine Article	Report - formal or informal Newspaper Article	Obituary	Obituary Review Newspaper Article Magazine Article Report
Texts to elicit a written response	Friendly Letter Email Formal Letters: <ul style="list-style-type: none"> • Application • Business *email format to be taught alongside the letters	Formal Letters: <ul style="list-style-type: none"> • Request • Complaint • CV and Covering Letter *email format to be taught alongside the letters	Formal and Informal Letters to the Press *email format to be taught alongside the letters	Friendly Letter Formal letters: <ul style="list-style-type: none"> • Request • Complaint • Application • Business Formal and informal letters to the press Email

SHORTER TRANSACTIONAL WRITING

Texts for personal reflection	Diary entries			Diary entries
Texts for publication	Advertisements	Invitation cards Flyers/Posters		Advertisements Postcards invitation cards Flyers/Posters
Texts for functional purposes	Filling in forms	Directions/Instructions		Filling in forms Directions/instructions

Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
*Trimmed * Reorganised *No amendment		
Language Structures and Conventions	Language Structures and Conventions	Language Structures and Conventions
No amendment.	No amendment	No amendment

2021 -2023 National Recovery Teaching Plan Grade 10

2021-2023 Amendment Summary

No amendments have been effected on any of the topics/skills.

In line with the Abridged Section 4, Shorter Transactional Writing texts have been removed from the Programme of Assessment. However, these texts should be taught and will still form part of P3: Section C. The Recovery ATP makes provision for the teaching of the texts.

4. Amendments School Based Assessment (SBA)

Summary: Amendment to the weighting of tasks

- **SBA Weighting of tasks:**
 - Amended to the ratio of **60:40 (SBA:Examinations) for Grades 10 and 11.**
 - **The 25:75 is retained for Grade 12.**
- **Abridged amended S4** aligned to the 2021 School Calendar

Grades 10 and 11 Summary: Tasks Amended

Term 1	Term 2	Term 3	Term 4
<p>GRADE 10</p> <p>Task 1: Oral (Listening Comprehension) (10)</p> <p>Task 2: Writing (essay) (50)</p> <p>Task 3 Written Test Controlled Test 1 (40)</p>	<p>GRADE 10</p> <p>Task 4: Shorter transactional text (new) Prepared Speech (20)</p> <p>Task 5: Literature - Contextual questions (35) Literature assignment: Short transactional text (80-100 words based on the literature text) (20) and contextual questions (15)</p> <p>Task 6: Controlled Test 2: Literature (35)</p>	<p>GRADE 10</p> <p>Task 7: Unprepared speech (20)</p> <p>Task 8 : Writing (Longer transactional text) (30)</p>	<p>GRADE 10</p> <p>Task 9 Final examinations Paper 1: Language - 80 Paper 2: Literature - 70 Paper 3: Writing - 100 Paper 4: Orals – 50 Listening comprehension (10) + Unprepared speech (20), converted to a mark /50 Listening comprehension, Prepared speech (20) and Unprepared Speech (20)</p>

NB: Although Shorter Transactional Writing texts have been removed from the POA, they should be taught and assessed as part of the writing paper (P3: Section C).

Grades 10 and 11 Summary: Tasks Amended

Term 1	Term 2	Term 3	Term 4
<p>GRADE 10</p> <p>Task 1: Oral (Listening Comprehension) (10)</p> <p>Task 2: Writing (essay) (50)</p> <p>Task 3 Written Test Controlled Test 1 (40)</p>	<p>GRADE 10</p> <p>Task 4: Shorter transactional text (new) Prepared Speech (20)</p> <p>Task 5: Literature – Contextual questions (35) Literature assignment: Short transactional text (80-100 words and based on the literature text) (20) <u>and</u> contextual questions (15)</p> <p>Task 6: Controlled Test 2: Literature (35)</p>	<p>GRADE 10</p> <p>Task 7: Unprepared speech (20)</p> <p>Task 8 : Writing (Longer transactional text) (30)</p>	<p>GRADE 10</p> <p>Task 9 Final examinations Paper 1: Language - 80 Paper 2: Literature - 70 Paper 3: Writing - 100 Paper 4: Orals – 50 Listening comprehension (10) + Unprepared speech (20), converted to a mark /50) Listening comprehension, Prepared speech (20) and Unprepared Speech (20)</p>

NB: Although Shorter Transactional Writing texts have been removed from the POA, they should be taught and assessed as part of the writing paper (P3: Section C).

2021-2023 Revised Programme of Assessment: Grade 10

TERM 1	Task 1	Task 2	Task 3
Total Term 1: 100	Oral: Listening for comprehension	Writing: Essay Narrative Descriptive Discursive (150-200 words)	Controlled test 1: Comprehension (20) Summary (10) Language in context (10)
Total:	10	50	40
Date completed			
TERM 2	Task 4	Task 5	Task 6
Total Term 2: 90	Oral: Prepared speech	Literature assignment: Short transactional text (80-100 words and based on the literature text) (20) <u>and</u> contextual questions (15)	Controlled test 2: Literature (1½ hour)
Total:	20	35	35
Date completed			
TERM 3	Task 7	Task 8	
Total Term 3: 50	Oral: Unprepared speech	Writing: Long transactional text (120-150 words)	
Total:	20	30	
Date completed			
TERM 4	Task 9 (100%)		
Exam: 250 Oral: 50 40% of 300 + 60% of SBA	End of year exam: Paper 1: 80 (2 hrs) Paper 2: 70 (2½ hrs) Paper 3: 100 (2½ hrs) Paper 4: 50 (Oral)	Tasks 2, 3, 5, 6 and 8 form the SBA mark of which 60% is taken for the year mark. Tasks 1, 4 & 7 form marks for Paper 4: Orals (50) Task 9 (250 marks) and Paper 4, the orals (50 marks) make up 40% of the final mark.	
Total:	300		
Date completed			

2021-2023 Revised Programme of Assessment: Grade 11

TERM 1	Task 1	Task 2	Task 3
Total Term 1: 100	Oral: Listening for comprehension	Writing: Essay Narrative/Descriptive/ Discursive/Argumentative/ Reflective (200-250 words)	Controlled test 1: Comprehension (20) Summary (10) Language in context (10)
Total:	10	50	40
Date completed			
TERM 2	Task 4	Task 5	Task 6
Total Term 2: 90	Oral: Prepared speech	Literature assignment: Short transactional text (80- 100 words and based on the literature text) (20) and contextual questions (15)	Controlled test 2: Literature (1½ hour)
Total:	20	35	35
Date completed			
TERM 3	Task 7	Task 8	
Total Term 3: 50	Oral: Unprepared speech	Writing: Long transactional text (120- 150 words)	
Total:	20	30	
Date completed			
TERM 4	Task 9 (100%)		
Exam: 250 Oral: 50 40% of 300 + 60% of SBA	End of year exam: Paper 1: 80 (2 hrs) Paper 2: 70 (2½ hr) Paper 3: 100 (2½ hrs) Paper 4: 50 (Oral)	Tasks 2, 3, 5, 6 and 8 form the SBA mark of which 60% is taken for the year mark. Tasks 1, 4 & 7 form marks for Paper 4: Orals (50) Task 9 (250 marks) and Paper 4, the orals (50 marks) make up 40% of the final mark.	
Total:	300		
Date completed			

2021-2023 Revised Programme of Assessment: Grade 10-11

Controlled Test 1

- Could be set out of 40 marks or more. If more, the mark should be converted to 40 marks.
- While the Comprehension, summary, language structures and conventions combination is suggested, teachers are urged to design a combination of aspects that fits the character (test programme, time allocation, etc.) of the school.
- A test in the Programme of Assessment should not be made up of several smaller tests.
- Each test should cover a substantial amount of content, should be set for 45-60 minutes, and should represent the different cognitive levels as set out for exam papers.

2021-2023 Revised Programme of Assessment: Grade 10-11

Controlled Test 2

- ONE genre is studied in detail.
- This test consists of ONE section containing THREE/ONE question(s), depending on the genre chosen.
- See further guidance in the slide which follows:

2021-2023 Revised PoA: WEIGHTINGS

60%:40% (SBA:Final exam)

POETRY	SHORT STORIES	NOVEL	DRAMA
THREE contextual questions on THREE of the 8 seen poems. TWO questions must be answered.	THREE contextual questions on THREE of the 6 short stories. TWO questions must be answered.	ONE contextual question from the complete novel	ONE contextual question from the complete drama
Questions to be numbered : QUESTION 1, QUESTION 2 and QUESTION 3	Questions to be numbered : QUESTION 1, QUESTION 2 and QUESTION 3 Extracts : ONE extract for each short story (i.e. 3 extracts) Disjunctive: ± 200 words Conjunctive: ± 150 words	There is only QUESTION 1 . The question will consist of TWO extracts . Disjunctive: ± 200 words Conjunctive: ± 150 words Questions on BOTH extracts must be answered.	There is only QUESTION 1 . The question will consist of TWO extracts . Disjunctive: ± 200 words Conjunctive: ± 150 words Questions on BOTH extracts must be answered.
Mark allocation: 17+18 of 18+17 = 35	Mark allocation: 17+18 of 18+17 = 35	Mark allocation: 17+18 of 18+17 = 35	Mark allocation: 17+18 of 18+17 = 35

SBA		EXAM	
Task/marks	Weighting	Paper	Weighting
1 - 10	Oral	Language: 80	11
2 - 50	16	Literature: 70	8
3 - 40	12.8	Writing: 100	14
4 - 20	Oral	Oral: 50	7
5 - 35	11.2	Total	40
6 - 35	11.2		
7 - 20	Oral		
8 - 30	8.8		
Total	60		

Grades 12 Summary: Tasks Amended

Term 1	Term 2	Term 3	Term 4
<p>Task 1: Oral (Listening Comprehension) (10)</p> <p>Task 2: Writing (Essay) (50)</p> <p>Task 3: Longer Transactional writing</p> <p>Task 4: Controlled Test 1</p>	<p>Task 5: Oral Prepared Speech (20)</p> <p>Task 6: Oral Prepared reading aloud/unprepared speech/informal speaking in group (20)</p> <p>Task 7: Literature Assignment (35)</p> <p>Task 8: Mid-year examinations [REMOVED]</p>	<p>Task 8: Preparatory examination</p> <p>Paper 1: 80 (2 hours)</p> <p>Paper 2: 70 (2½ hours)</p> <p>Paper 3: 100 (2½ hours)</p>	<p>External Final Exam:</p> <p>Paper 1: 80 (2 hours) Paper converted to 20%</p> <p>Paper 2: 70 (2½ hours) Paper converted to 17,5%</p> <p>Paper 3: 100 (2½ hours) Paper converted to 25%</p> <p>Paper 4: 50 (Oral) Marks for 3 oral tasks converted to 12,5%</p>

NB: Although Shorter Transactional Writing texts have been removed from the POA, they should be taught and assessed as part of the writing paper (P3: Section C).

2021-2023 Revised Programme of Assessment: Grade 12

TERM 1	Task 1	Task 2	Task 3	Task 4
Total Term 1: 130	Oral: Listening comprehension	Writing: Essay Narrative/Descriptive/ Discursive/Argumentative/ Reflective (250-300 words)	Writing: Long transactional text (120-150 words)	Controlled Test 1: Reading comprehension and summary OR Reading comprehension and language in context
Total:	10	50	30	40
Date completed				
TERM 2	Task 5	Task 6	Task 7	
Total Term 2: 75	Oral: Prepared speech	Oral: ONE of the following: Prepared reading aloud or Unprepared speech or Informal speaking in group	Literature: Assignment	
Total:	20	20	35	
Date completed				
TERM 3	Task 8			
Total Term 3: 250	Preparatory Exam: Paper 1: 80 (2 hours) Paper 2: 70 (2½ hours) Paper 3: 100 (2½ hours) This paper can be written in August/September			
Total:	250			
Date completed				
TERM 4				
Exam: 250 Oral: 50	External Final Exam: Paper 1: 80 (2 hours) <i>Paper converted to 20%</i> Paper 2: 70 (2½ hours) <i>Paper converted to 17,5%</i> Paper 3: 100 (2½ hours) <i>Paper converted to 25%</i> Paper 4: 50 (Oral) <i>Marks for 3 oral tasks converted to 12,5%</i>			SBA-mark: Marks for all the tasks completed in Term 1-3, excluding oral tasks. This total is converted to 25 %.

2021-2023 Revised Programme of Assessment: Grade 12

CAPS: **Controlled Test 1

- could be set out of 40 marks or more. If more, the mark should be converted to 40 marks.
- While the Comprehension, summary, language structures and conventions combination is suggested, teachers are urged to design a combination of aspects that fits the character (test programme, time allocation, etc.) of the school.
- A test in the Programme of Assessment should not be made up of several smaller tests.
- Each test should cover a substantial amount of content, should be set for 45-60 minutes, and should represent the different cognitive levels as set out for exam papers.

4. Conclusion

Conclusion

SBA

- A uniform, standardised approach is used across Grade 10-12 in Tourism.
- No important aspect of the Grade 10 Tourism curriculum is compromised.
- The foundational principles of the National Curriculum Statement (NCS) as stated for Tourism 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.

PAT

- The amendment for the Gr 10 and 11 Orals aligns to the Revised S4 of CAPS.
- Social distancing protocols are adhered to.

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