

**A THREE YEAR
CURRICULUM RECOVERY
GUIDELINE**

**Mediation of the National Recovery
ATP**

**Home Language
Grades 10-12**

Implementation date: January 2021

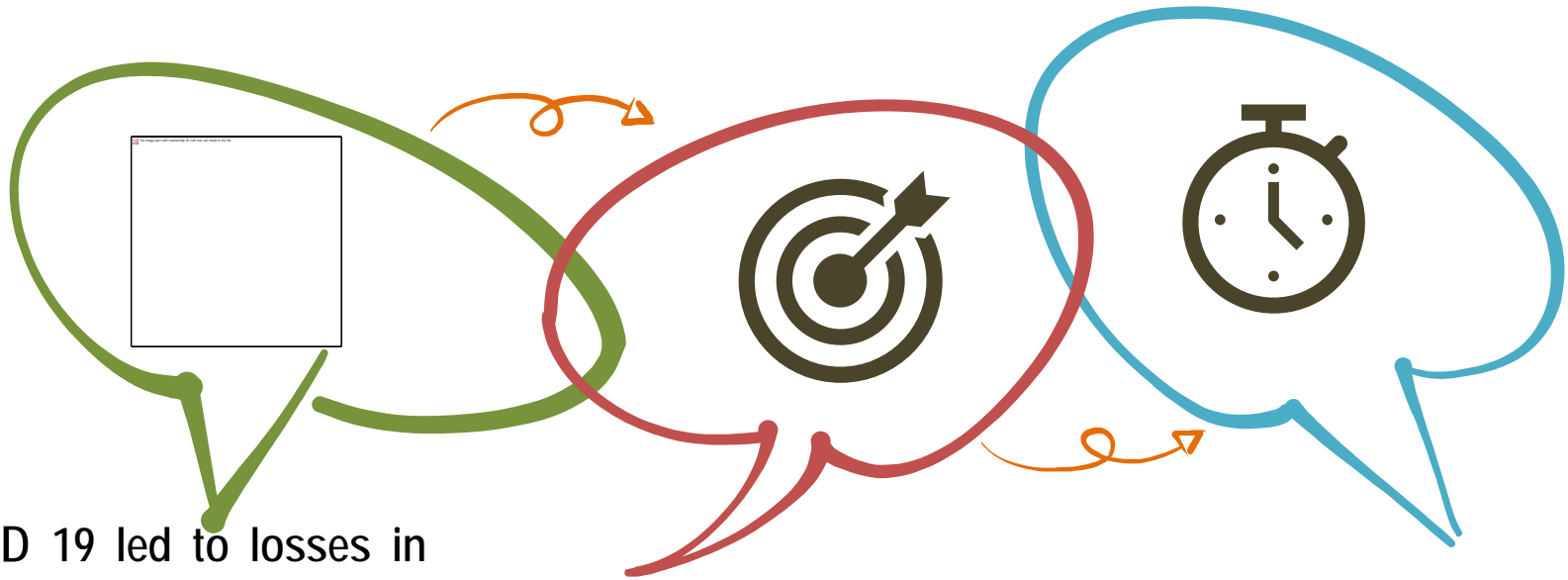
Presentation Outline

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Purpose

The Three Year Curriculum Recovery Guideline outlines the development of the three year recovery ATPs to manage learning losses over a period of three years **2021-2023 Recovery ATPs as stipulated in Circular S11 of 2020.**

Introduction



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

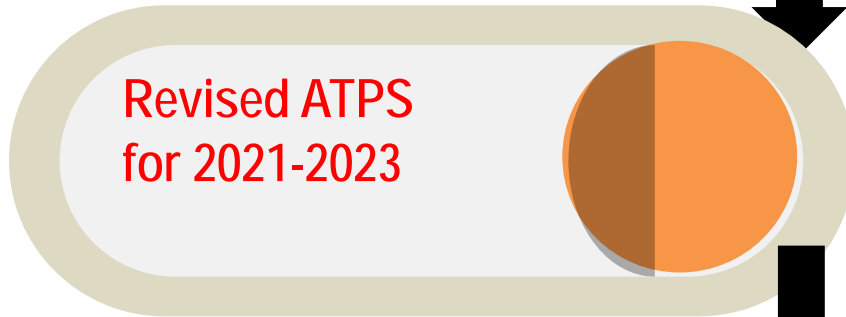
- the lockdown period and **phased reopening** of schools,
- Alternating time tabling models and
- the related health and safety **protocols**.

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

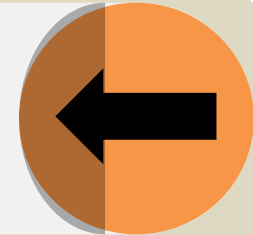


- Conceptualisation of a Curriculum Strengthening process that encompasses Competencies required for the Changing World;
- Develop Revised Modernised Curriculum Policy Statements in alignment with amended CAPS Section 4 and 2020 Assessment Circulars;
- Develop an Assessment for Learning pedagogical strategy,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

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.

Key Recovery Strategies

The National Recovery ATPs are aligned to the:

- 2021 School calendar
- Abridged Section 4 of CAPS in Gr 10-12
- Curriculum and assessment principles as prescribed in the NCS CAPS policy for **English Home Language**
- Content that was removed in 2020
- Entrenchment of **Assessment for Learning** to address the learning losses
- Having systems in place to manage the possibility of a second wave of the pandemic

Amendments to the Content Maps for Grades 10-12 Home Language

Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
*Trimmed	* Reorganised	*No amendment
*Content returned		
Listening and Speaking	Listening and Speaking	Listening and Speaking
Listening for comprehension Unprepared reading aloud / Prepared speech Prepared speech Unprepared speech	Listening for comprehension Unprepared reading aloud / Prepared speech Prepared speech Unprepared speech	Listening for comprehension Unprepared reading aloud / Prepared speech 2 Prepared speeches Unprepared speech

Notes:

The number of **formal oral assessment tasks** remains the same. The options of choosing to assess the different oral types changed. Certain oral types to be assessed must also be assessed in certain terms:

Term 1: Task 1 (Gr 10-12): Listening comprehension and Task 3 (Gr 10-11), Task 4: (Gr 12): Unprepared speech

Term 2: Task 7 (Gr 12): Unprepared reading aloud/ Prepared speech

Term 2: Task 6 (Gr 10-11): Unprepared reading aloud/ Prepared speech

Term 3: Task 9 (Gr 10-11): Prepared speech

Term 3: Task 8 (Gr 12): Unprepared reading aloud/ Prepared speech

- Either two prepared speeches **OR** one prepared speech and one unprepared reading aloud should be assessed during Terms 2 and Term 3

Term 3: Task 9 (Gr 10-11): Prepared speech - Either two prepared speeches OR one prepared speech and one unprepared reading aloud (Task 6 and Task 9)

Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
*Trimmed	* Reorganised	*No amendment
*Content returned		
Reading and Viewing	Reading and Viewing	Reading and Viewing
<p>No amendments</p> <p>Literature study: THREE genres (novel/ folklore (African Languages), drama and poetry) should be studied in depth</p> <p>Poetry: 10 seen poems as well as unseen poem to be studied</p>	<p>No amendments</p> <p>Literature study: THREE genres (novel/ folklore (African Languages), drama and poetry) should be studied in depth</p> <p>Poetry: 10 seen poems as well as unseen poem to be studied</p>	<p>No amendments</p> <p>Literature study: THREE genres (novel/ folklore (African Languages), drama and poetry) should be studied in depth</p> <p>Poetry: 12 seen poems as well as unseen poem to be studied</p>

Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
*Trimmed * Reorganised *No amendment *Content returned		
Writing and presenting	Writing and presenting	Writing and presenting
No amendments	No amendments	No amendments

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 amendments	No amendments	No amendments

2021-2023 National Recovery Teaching Plans Grades 10-12

2021 Summary of amendments to ATPs

Grade 10	Grade 11	Grade 12
<p>No amendments regarding content / skills</p> <p>Term 1: <u>Weeks 1 & 2:</u> Baseline test and discussions on features of oral texts, literary texts, transactional texts and essays <u>Weeks 9 & 10:</u> Mediation review: Test 1: Language in context</p> <p>Term 2: <u>Week 1:</u> Informal baseline test of Term 1 work & review of Term 1 content/skills <u>Weeks 10 & 11:</u> Mediation, review / remediation: Test 2: Literature</p>	<p>No amendments regarding content / skills</p> <p>Term 1: <u>Weeks 1 & 2:</u> Baseline test and discussions on features of oral texts, literary texts, transactional texts and essays <u>Weeks 9 & 10:</u> Mediation review: Test 1: Language in context</p> <p>Term 2: <u>Week 1:</u> Informal baseline test of Term 1 work & review of Term 1 content/skills <u>Weeks 10 & 11:</u> Mediation, review / remediation: Test 2: Literature</p>	<p>No amendments regarding content / skills</p> <p>Term 1: 1st and 2nd weeks: Baseline test, consolidation of Grade 11 skills and content and discussions on features of literary texts & transactional texts</p> <p><u>Weeks 9 & 10:</u> Mediation</p> <p>Term 2: <u>Weeks 10 & 11:</u> Revision/ remediation of skills and content of Term 2</p>

2021 Summary of amendments to ATPs

Grade 10	Grade 11	Grade 12
<p>Term 3: <u>Week 1:</u> Informal baseline test of Term 2 work & review of Term 2 content/skills <u>Weeks 10 & 11:</u> Mediation, review / remediation: Literature assignment / project</p> <p>Term 4: <u>Weeks 5-8:</u> Prepare for examination & revision</p> <p>SBA: June examination Test 2: Literature</p>	<p>Term 3: <u>Week 1:</u> Informal baseline test of Term 2 work & review of Term 2 content/skills <u>Weeks 10 & 11:</u> Mediation, review / remediation: Literature assignment / project</p> <p>Term 4: <u>Weeks 5-8:</u> Prepare for examination & revision</p> <p>SBA: June examination Test 2: Literature</p>	<p>Term 3: <u>Week 11:</u> Revision/ Mediation/Consolidation of Trial Examination Papers</p> <p>SBA: June examination</p>

**2021-2023 Recovery Plan
Amendments to School Based
Assessment (SBA)**

Overview of PoA: Home Languages – Grades 10-11

Legend: Struck out means removed; Red highlight indicates the changes, e.g. marks, time, no of papers

Task per Term

Term 1:

1 Written Test (35)

(comprehension, summary, language structures and conventions)

3 Tasks

(2 orals – listening (15) & unprepared speech (15) &

1 transactional writing (25)

Term 2:

2 Tasks

1 essay writing (50) &
1 oral - **unprepared reading aloud**/ prepared speech (10)

~~1 Mid-year examination (150):~~

Literature Test: (35)

Poetry:

1 Seen poem – literary essay (10)

1 unseen poem (10)

**Novel or folklore /drama:
Contextual questions (15)**

Term 3:

~~1 Written Test~~- Literature
Assignment / project (35)

+

1 Task (1 oral – prepared speech (10))

Term 4:

~~1 Task (SBA)~~

1 Internal end-of-year examinations (300):

4 Papers:

Paper 1: Language in context (70) (2 hrs)

Paper 2: Literature (80) **2,5 hrs**

Paper 3: Writing (100) **3 hrs**

Paper 4: Oral (50)

Term Mark (Terms 1-3):

- Each term, add totals and convert to % for term mark.

Promotion Mark:

- Add totals for tasks from term 1 to term 3, excluding oral marks, and convert to 60% (SBA),
- Convert Paper 1 to 9,3%,
- Convert Paper 2 to 10,7%,
- Convert Paper 3 to 13,3%,
- Add totals for oral tasks throughout the year and convert to 6,7% (Paper 4: Tasks: 1, 3. 6. 9).

Weighting: 60% (School based assessment (SBA): Tasks 2, 4, 5, 7, 8): 40% (End of year Examination: Papers 1-4:Task 10)

2021 Programme of Assessment Grades 10-11

Programme of Assessment			
Term 1			
Task 1	Task 2	Task 3	Task 4
<p>*Oral:</p> <p>Listening for comprehension (15 marks)</p>	<p>Writing: (25marks)</p> <p>Transactional Writing: Friendly/ formal letters (request/ complaint/ application/ business) / formal and informal letters to the press/ curriculum vitae and covering letter)/ agenda and minutes of meeting / obituary/ formal or informal report/ review/ newspaper article/ magazine article/ speech/ dialogue / interview/ email</p>	<p>*Oral:</p> <p>Unprepared speech (15 marks)</p>	<p>**Test 1: (35 marks)</p> <p>Language in context</p> <p>Comprehension</p> <p>Summary</p> <p>Language structures and conventions</p>

2021 Programme of Assessment Grades 10-11

Term 2		
Task 5	Task 6	Task 7
Writing: (50 marks) Narrative/ descriptive/ argumentative essay (Gr. 10) Reflective/ discursive / argumentative essay (Gr. 11)	*Oral: Unprepared reading aloud / Prepared speech (10 marks)	Test 2: Literature: (35 marks) Poetry: 1 Seen poem – literary essay (10) 1 unseen poem (10) Novel or folklore /drama: Contextual questions (15)

Term 3	
Task 8	Task 9
Literature: (35 marks) Assignment/ project	*Oral: Prepared speech (10 marks)

2021 Programme of Assessment Grades 10-11

Term 4

Task 10

End-of-year examinations: (300 marks)

Paper 1 – Language in context (70 marks) – 2 hrs

Paper 2 – Literature (80 marks) – 2.5 hrs

Paper 3 – Writing (100 marks) – 3 hrs

Paper 4 – Orals (50 marks)

***Oral: For formal assessment:** Learners should do one listening for comprehension (Task 1), one unprepared speech (Task 3), and either two prepared speeches OR one prepared speech and one unprepared reading aloud (Task 6 and Task 9).

****Test 1** could be set out of **35 marks** or, if more, should be **converted to 35 marks**. While the *Comprehension, summary, language structures and conventions* combination is suggested, teachers are urged to design a combination of aspects that fit 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 reflect the different cognitive levels as set out for exam papers.

Overview of PoA: Home Languages – Grade 12

Legend: Struck out means removed; Red highlight indicates the changes, e.g. marks, time, no of papers

Task per Term

Term 1:	Term 2:	Term 3:	Term 4:
1 Written Test (35) (Language in context Comprehension, Summary, Language structures and conventions)	3 2 Tasks (1 essay writing (50)) & Literature assignment (35) OR Contextual questions (10 marks) and Literary essay (25 marks)	1 Trial examination comprising: 3 Papers: Paper 1: Language in context (70) - 2 hrs Paper 2: Literature (80) – 2,5 hrs Paper 3: Writing (100) – 2,5 hrs 3 hrs OR Written Test	1 External Examination comprising: 4 Papers: Paper 1: Language in context (70) - 2 hrs Paper 2: Literature (80) – 2,5 hrs Paper 3: Writing (100) – 2,5 hrs 3 hrs + Paper 4: Oral (50)
4 Tasks (2 orals – listening (15) & unprepared speech (15) 1 essay writing (50) & 1 transactional writing (25)]	1 oral - unprepared reading aloud/ prepared speech (10) 1 Mid-year examination (150): 3 2 Papers: Paper 1 – Language in context (70) (2 hrs) Paper 2 – Literature (80) 2,5 hrs Paper 3 – Writing OR Written Test	+ 1 Task (oral - Unprepared reading aloud/ Prepared speech (10)	

Term Mark (Terms 1-3):

- Each term, add totals and convert to % for term mark.

SBA Mark:

- Add totals for assessment tasks from term 1 to term 3, excluding oral marks, and convert to 25%,

External Examination

- Convert Paper 1 to 17,5%,

- Convert Paper 2 to 20%,

- Convert Paper 3 to 25%

- Add totals for orals tasks throughout the year and convert to 12,5% (Paper 4).

2021 Programme of Assessment Grade 12

Programme of Assessment

Term 1

Task 1	Task 2	Task 3	Task 4	Task 5
<p>*Oral: Listening for comprehension (15 marks)/ Prepared speech (10 marks)/ Unprepared speech (15 marks)</p>	<p>Writing: (50 marks) Narrative/ descriptive/ discursive/ reflective/ argumentative essay</p>	<p>Writing: (25marks) Transactional writing: Friendly/formal letters (request/ complaint/ application/ business/ formal and informal letters to the press) curriculum vitae and covering letter/ obituary/ agenda and minutes of meeting / formal or informal report/review/ newspaper article/ magazine article/ speech/dialogue/ interview / email</p>	<p>*Oral: Listening for comprehension (15 marks)/ Prepared speech (10 marks)/ Unprepared speech (15 marks)</p>	<p>**Test (35 marks) Language in context Comprehension Summary Language structures and conventions</p>

2021 Programme of Assessment Grade 12

Term 2		
Task 6	Task 7	Task 8
<p>Literature: (35 marks) Literature assignment (35) OR Contextual questions (10 marks) and Literary essay (25 marks)</p>	<p>*Oral: Listening for comprehension (15 marks) Unprepared reading aloud/ Prepared speech (10 marks) Unprepared speech (15 marks)</p>	<p>Mid-year examinations (150 marks) Paper 1 – Language in context (70 marks) – 2 hrs Paper 2 – Literature (80 marks) – 2.5 hrs Paper 3 – Writing (Can be written in May / June) (100 marks) OR Written test</p>

2021 Programme of Assessment Grade 12

Term 3

Task ~~9~~ 8

*Oral:

~~Listening for comprehension (15 marks)~~
Unprepared reading aloud/ Prepared speech (10 marks)/ ~~Unprepared speech (15 marks)~~

Task ~~10~~ 9

Trial examinations (250 marks)

Paper 1 – Language in context (70 marks) - 2 hrs
Paper 2 – Literature (80 marks) – 2,5 hrs
Paper 3 – Writing (Can be written in August / September) (100 marks) – ~~2,5 hrs~~ 3 hrs

***Oral:** Learners should do one listening for comprehension (Task 1), one unprepared speech (Task 4), and either two prepared speeches **OR** one prepared speech and one unprepared reading aloud (Task 7 and (Task ~~9~~ 8)).

****Test** could be set out of **35 marks** or, if more, should be **converted to 35 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 reflect 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 Home Language.
- No important aspect of the Grade 10-12 curriculum is compromised.
- The foundational principles of the National Curriculum Statement (NCS) as stated for Home Language 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.

ORALS

- The amendment for the Gr 10 - 12 Orals aligns to the Revised Section 4 of CAPS.
- Social distancing protocols are adhered to.

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