

# A THREE YEAR CURRICULUM RECOVERY GUIDELINE

## Mediation of the National Recovery ATP

### SECOND ADDITIONAL LANGUAGE (SAL) 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:

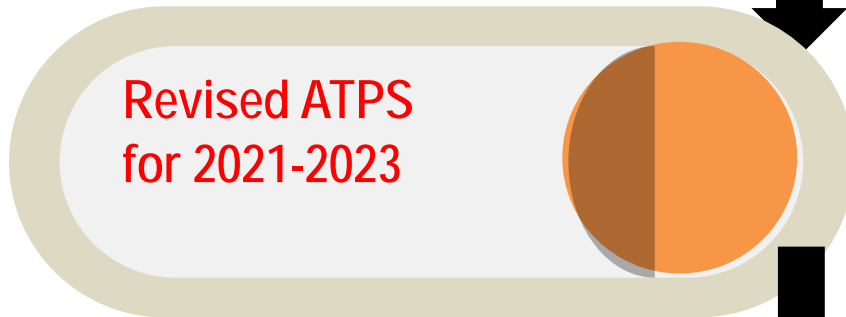
- the lockdown period and **phased reopening** of schools,
- Alternating time tabling models and
- the related health and safety **protocols**.

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



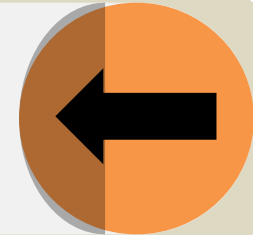
- Conceptualisation of a Curriculum Strengthening process that encompasses Competencies required for the Changing World;
- Develop Revised Modernised Curriculum Policy Statements in alignment with amended CAPS Section 4 and 2020 Assessment Circulars;
- Develop an Assessment for Learning pedagogical strategy,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

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 **Second Additional Language**.



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

# Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
<div> <div>*Trimmed</div> <div>* Reorganised</div> <div>*No amendment</div> </div>		
Listening and Speaking	Listening and Speaking	Listening and Speaking
Conversation Prepared speech Prepared Reading aloud Listening comprehension	Conversation Prepared speech Prepared Reading aloud Listening comprehension	Conversation Prepared speech Prepared Reading aloud Listening comprehension

## 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
<b>*Trimmed</b> <b>* Reorganised</b> <b>*No amendment</b>		
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
<b>*Trimmed</b> <b>* Reorganised</b> <b>*No amendment</b>		
Writing and presenting	Writing and presenting	Writing and presenting
The two types of essays, viz. narrative and descriptive retained.	The two types of essays, viz. narrative and descriptive retained.	The two types of essays, viz. narrative and descriptive retained.



# Development and grouping of writing tasks in SAL

	GRADE 10	Term (T) & Week (W)	GRADE 11	Term & Week	GRADE 12	Term & Week
<b>Paragraphs</b>	Descriptive (one paragraph) Narrative (one paragraph) Narrative/ Descriptive (Two paragraphs)	T1, W1 T1, W3	Own opinion (one paragraph) Reflective (two paragraphs)	T3, W3 T3, W11	0 0	
<b>Essays</b>	Narrative Descriptive	T3, W1 T3, W5	Descriptive Narrative	T1, W1 T1, W3	Narrative Descriptive	T1, W1 T1, W3
<b>Shorter transactional texts</b>	Poster Instructions Fill in forms (e.g. competition) Email Diary entry Advertisement	T1, W9 T2, W1 T2, W5 T2, W11 T3, W7 T4, W1	Fill in forms (e.g. application for work) Flyer Directions Advertisement Diary entry Email	T1, W7  T1, W9 T2, W1 T2, W5 T2, W7 T2, W11	Invitation card Poster/ Flyer Directions/ Instructions Advertisement/ Postcard Diary entry Email	T3, W5 T1, W9 T2, W1 T3, W5 T3, W7 T3, W11
<b>Longer transactional texts</b>	Dialogue Prepared speech Friendly letter Friendly letter (e.g. congratulations) Friendly letter (e.g. appreciation)	T1, W5 T2, W3 T2, W9 T3, W9  T3, W3	Dialogue Prepared speech Friendly letter Review Formal letter (e.g. thanks) Formal letter (e.g. complaint)	T1, W5 T2, W3 T2, W9 T4, W1 T3, W1 T3, W5	Report Prepared speech Review Formal letter (e.g. application, sympathy, invitation) Formal letter (e.g. request, application) Revision of friendly letter	T1, W5 T2, W3 T3, W1  T3, W3 T3, W9 T3, W7
<b>Summary writing</b>	Summary	T1, W7 T3, W11	Summary	T3, W9 T4, W3	Summary	T1, W2 T1, W7 T3, W2



# 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>		
Language Structures and Conventions	Language Structures and Conventions	Language Structures and Conventions
No amendment	No amendment	No amendment

# **Amendments to the Programme of Assessment**

# Amendments to the Programme of Assessment: Grade 10-11

- The Programme of Assessment (PoA) is set according to FET CAPS AMENDMENTS, Abridged Section 4: Grade 10-11, pages 52-53 AND Abridged Section 4: Grade 12 with the exception of the Mid-year examinations.
- The Mid-year Examinations are divided into TWO tasks:
  - Test 2 - Language in context ( 40 marks) and
  - Test 3 – Literature (20 marks)

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

Formal assessment tasks in Term 1		
TERM 1	Task 1 – 25 marks	Task 2 – 40 marks
<b>65 marks converts to 100</b>	Oral: Conversation	<b>TEST 1: Language in context</b> Comprehension {Written text (24 marks) and Visual text (6 marks)} (30) Summary (10)

Formal assessment tasks in Term 2				
TERM 2	Task 3 – 25 marks	Task 4 – 25 marks	Task 5 – 40 marks	Task 6 – 20 marks
<b>110 marks converts to 100</b>	<b>ORAL:</b> Prepared speech	<b>ORAL:</b> Prepared reading aloud	<b>TEST 2: Language in context</b>  Advertisement (10) Cartoon/comic strip (10) Text and picture (20)	<b>TEST 3: Literature</b>  Contextual questions



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

Formal assessment tasks in Term 3		
TERM 3	Task 7 – 40 marks	Task 8 – 25 marks
<b>65 marks converts to 100</b>	<b>Writing:</b> Narrative/Descriptive essay	<b>ORAL:</b> Listening comprehension

Formal assessment tasks in Term 4	
TERM 4	Task 9 – 300 marks
<b>300 marks</b>	<b>END-OF-YEAR EXAMINATIONS</b> Paper 1 - Language In context (80 marks) (2 hrs.) Paper 2 - Literature (40 marks) (1, 5 hrs.) Paper 3 - Writing (80 marks) (2, 5 hrs.) Paper 4 – *Orals (100 marks) *Orals: Learners should do ONE prepared speaking task, ONE conversation task, ONE listening task, and ONE prepared reading aloud task during the year.



# 2021- 2023 Revised Programme of Assessment: Grade 12

Formal assessment tasks in Term 1			
TERM 1	Task 1 – 25 marks	Task 2 – 25 marks	Task 3 – 40 marks
<b>90 marks converts to 100</b>	<b>Oral:</b> Conversation	<b>Oral:</b> Listening comprehension	<b>TEST 1:</b> <b>Language in context</b>  Comprehension (30) {Prose (24 marks) and Visual text (6 marks)} Summary (10)





# 2021 – 2023 Revised Programme of Assessment: Grade 12

Formal assessment tasks in Term 2				
TERM 2	Task 4	Task 5		
	25 marks	40 marks		
<b>65 marks converts to 100</b>	<b>Oral:</b> Prepared speech	<b>Literature</b> Contextual questions		



# 2021 – 2023 Revised Programme of Assessment: Grade 12

Formal assessment tasks in Term 3			
TERM 3	Task 6 – 25 marks	Task 7 – 40 marks	Task 8 – 200 marks
<b>265 marks converts to 100</b>	<b>Oral:</b> Prepared reading aloud  (1 – 2 minutes per learner)	<b>Writing:</b> Narrative/ descriptive essay  (1 hr)	<b>Trial examinations:</b>  Paper 1: Language in context (80) – 2 hrs.  Paper 2: Literature (40) – 1,5 hrs.  Paper 3: Writing (80) – 2,5 hrs. (Can be written in August/ September)



# 2021 – 2023 Revised Summary of Programme of Assessment: Grade 10-11

SBA: Task 2 - Test 1 (40)  
Task 5 - Test 2 (40)  
Task 6 - Test 3 (20)  
Task 7 – Essay (40) } (140) converts to (100)

Orals: Task 1- Conversation (25)  
Task 3 - Prepared speech (25)  
Task 4 - Reading aloud (25)  
Task 8 - Listening Comprehension (25) } (100)

End-of-year Examinations (300)



# Summary of Programme of Assessment: Grade 12

SBA: Task 3 - Test 1	(40)	(320)
Task 5 - Literature	(40)	
Task 7 - Essay	(40)	
Task 8 - Trial Examinations	(200)	

## Orals:

Task 1:- Conversation (25)	(100)
Task 2: – Listening Comprehension (25)	
Task4:- Prepared speech (25)	
Task 6 -Prepared Reading aloud (25)	



# 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.

### **3. Annual Teaching Plan**

# Amendments to the Annual Teaching Plan

- The Annual teaching plan of CAPS was utilised.
- Minor amendments were made on the literature: more time was allocated to literature in consideration of the schools offering the novel set-work as it requires more contact time.



# Summary: Content/Topics Amended

GRADE 10-11		
Content/Topics	Term	Amendment
Literary text	2-4	4 contact sessions added
GRADE 10-11		
Literary text	1-3	2 contact sessions added



# 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 Section 4** aligned to the 2021 School Calendar

## 4. Conclusion

- Learners will be equipped with the necessary skills and knowledge that are needed in the grade.

# Contact Details

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A photograph of a wooden surface with a cream-colored card and a black pen. The card is tilted and has the words "Thank You" written on it in a large, bold, black serif font. A black pen with gold-colored accents is lying diagonally across the top right corner of the card.

**Thank  
You**

