

# 2021 RECOVERY ATP

## GRADE: 8

### SUBJECT: NATURAL SCIENCES



# Presentation Outline

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# Introduction

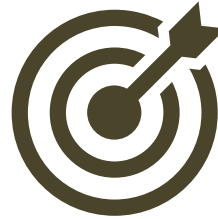
# Introduction



**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



# Principles

# 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**



# Underpinning Assumptions



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## **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;

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## **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.

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## **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

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## 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.**

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## ASSUMPTION 5

All Circulars related to the 2020 ATPs including SBA to be withdrawn and revised to align to the 2021 ATPs.

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## 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 Development of the 2021 Recovery ATPs

## The Recovery ATPs are aligned to the:

- 2021 School calendar
- Abridged Section 4 of CAPS
- Curriculum and assessment principles as prescribed in the CAPS policy for **Natural Sciences**

# Purpose

- To show the **outline of the content** for this grade for 2021;
- To mediate the Recovery Annual Teaching Plan (ATP) and the School Based Assessment for Natural Sciences, **Grade 8 for implementation in January 2021 as stipulated in Circular S11 of 2020.**
- To ensure **meaningful teaching and learning for 2021** against the backdrop of the 2020 circumstances occasioned by the Coronavirus;
- To enable teachers to **bridge missed** content - skills, knowledge, values, and attitudes - from previous grades and covering content for the current grade;

# **Amendments to the Content Overview for the Phase**

# CONTENT OVERVIEW FOR THE PHASE

## NATURAL SCIENCES

Term	Grade 7	Grade 8	Grade 9
1	<ul style="list-style-type: none"> <li>• The biosphere</li> <li>• Biodiversity</li> <li>• Sexual Reproduction</li> <li>• Variation</li> </ul>	<ul style="list-style-type: none"> <li>• Photosynthesis and respiration</li> <li>• Interactions and interdependence within the environment</li> <li>• Micro-organisms</li> </ul>	<ul style="list-style-type: none"> <li>• Cells as the basic units of life</li> <li>• Systems of the human body integrated with the Human reproduction system</li> <li>• Systems of the human body integrated with the Circulatory and Respiratory systems</li> <li>• Systems of the human body integrated with Digestive system</li> </ul>
2	<ul style="list-style-type: none"> <li>• Solids, liquids and gases (grade 6)</li> <li>• Properties of materials</li> <li>• Solution as a special mixture (grade 6)</li> <li>• Dissolving (grade 6)</li> <li>• Separating mixtures</li> <li>• Acids, bases and neutrals</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to the periodic table of elements (Grade 7)</li> <li>• Atoms</li> <li>• Particle model of matter</li> </ul>	<ul style="list-style-type: none"> <li>• Compounds</li> <li>• Chemical reactions (Grade 8)</li> <li>• Chemical reactions</li> <li>• Reactions of metals with oxygen</li> <li>• Reactions of non-metals with oxygen</li> <li>• Acids &amp; bases, and pH value</li> <li>• Reactions of acids with bases: Parts I</li> <li>• Reactions of acids with bases: Parts II</li> </ul>

# CONTENT OVERVIEW FOR THE PHASE

## NATURAL SCIENCES

Term	Grade 7	Grade 8	Grade 9
3	<ul style="list-style-type: none"> <li>Sources of Energy</li> <li>Potential &amp; Kinetic energy</li> <li>Heat Transfer</li> <li>Electric circuits (Grade 6)</li> <li>Electrical conductors and insulators (Grade 6)</li> <li>Insulation &amp; energy saving</li> <li>Energy transfer to surroundings</li> </ul>	<ul style="list-style-type: none"> <li>Potential and kinetic energy (Grade 7)</li> <li>Static electricity</li> <li>Energy transfer in electrical systems</li> <li>Series and parallel circuits</li> <li>Visible light</li> </ul>	<ul style="list-style-type: none"> <li>Forces</li> <li>Electric cells as energy systems</li> <li>Resistance</li> <li>Series and parallel circuits</li> <li>Safety with electricity</li> <li>Energy and the national electricity grid</li> <li>Cost of electrical power</li> </ul>
4	<ul style="list-style-type: none"> <li>The Solar System (Grade 6)</li> <li>Movements of the Earth and planets (Grade 6)</li> <li>Relationship of the sun to the earth</li> <li>The movement of the Moon (Grade 6)</li> <li>Relationship of the moon to</li> </ul>	<ul style="list-style-type: none"> <li>The Solar System</li> <li>Beyond the Solar System</li> <li>Looking into space</li> </ul>	<ul style="list-style-type: none"> <li>The Earth as a system</li> <li>Lithosphere</li> <li>Atmosphere</li> <li>Mining of mineral resources</li> <li>Birth; life and death of star</li> </ul>



# AMENDMENTS TO THE ANNUAL TEACHING PLAN

- The Recovery ATP for Natural Sciences has the **same content as in CAPS**, however, this content has been arranged as follows:
  - Some **topics from Grade 7** have been included with **reduced time**;
  - Content in some topics has been **reduced**;
  - Some topics have been **brought back**;
- *Planet Earth and Beyond* content has been **brought back**;
- **Textbooks** can be used as they are, but noting the included content from the previous grade in the Recovery ATP for Natural Sciences;
- Teachers to provide Notes for included content from the previous grades

# SUMMARY: CONTENT/TOPICS AMENDED

Content/Topics	Term	Amendment
Photosynthesis and Respiration	1	Retained
Interaction and interdependence within the environment	1	Retained
Micro-organisms	1	Retained
Introduction of the periodic table of elements	2	Recovered from grade 7
Atoms	2	Retained
Particle model of matter	2	Retained
Chemical Reactions	2	Removed

# SUMMARY: CONTENT/TOPICS AMENDED

Content/Topics	Term	Amendment
Potential and kinetic energy	3	Recovered from grade 7
Static electricity	3	Retained
Energy transfer in electrical systems	3	Retained
Series and Parallel circuits	3	Reduced
Visible light	3	Retained
The Solar System	4	Retained
Beyond the Solar System	4	Retained
Looking into space	4	Retained



# Summary: Programme of Assessment

- **Both formal and informal assessment** should continue as normal, and as stated in the *Revised Section 4 of the Natural Sciences CAPS*;
- The development of **Science Process Skills** is key to the teaching and learning of the subject;
- **Recording** of informal assessment is left to the discretion of the teacher;
- Learners should **read** and **write regularly** to develop **language** skills as well;

# Summary: Programme of Assessment

The 2021 formal assessment tasks for **Grade 8** are as follows:

TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none"><li>• Practical Task/ Investigation: 20 marks</li><li>• Test: 60 marks</li></ul>	<ul style="list-style-type: none"><li>• Practical Task/ Investigation: 20 marks</li><li>• Test: 90 marks</li></ul>	<ul style="list-style-type: none"><li>• Project: 30 marks</li><li>• Test: 60 marks</li></ul>	<ul style="list-style-type: none"><li>• Test: 90 marks</li></ul>

- For further details on **Weighting** please refer to the *Abridged Section 4* document

# Summary: Programme of Assessment

The 2021 formal assessment tasks for **Grade 8** are as follows

	Term 1		Term 2		Term 3		Term 4
Form of Assessment	Practical Task/ Investigation (40%)	Test (60%)	Practical Task/ Investigation (40%)	Examination (60%)	Project (40%)	Test (60%)	Examination
Minimum Marks	20	60	20	90	30	60	90
SBA Weighting	6%	10%	6%		8%	10%	
Examinations Weighting				30%			30%
Content and skills focus	Term 1	Term 1	Term 2	Term 1 (40%) Term 2 (60%)	Any content for the year	Term 3	Term 3 (60%) Term 4 (40%)
No. of Tasks	2		2		2		1

# Contact details

# Contact Details

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THANK  
YOU

