

2021 CURRICULUM AND ASSESSMENT PLANS

COMPUTER APPLICATIONS TECHNOLOGY GRADE 12

Implementation: January 2021



Presentation Outline



Purpose



Amendments to the Annual Teaching Plan (ATP)



Amendments to School Based Assessment (SBA)

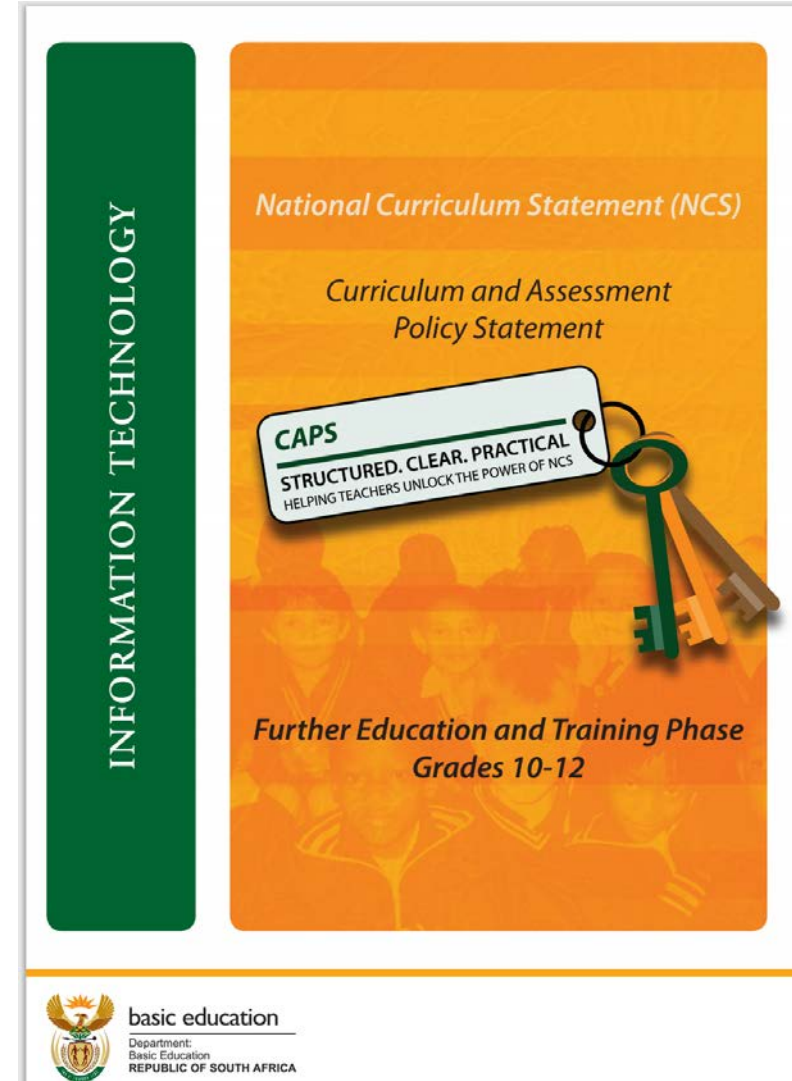


Conclusion



Purpose

- To mediate the amendments of the recovery 2021 Annual Teaching Plan (ATP) including School Based Assessment (SBA) for **Computer Applications Technology Grade 12** for implementation in January 2021.
- To ensure that **meaningful teaching proceeds** during 2021 as per the 2021 school calendar.
- To assist teachers with **guided pacing and sequencing** of curriculum content and assessment.



Purpose (continued)



To enable teachers to **cover the essential core content /skills** in each grade within the available time.



To assist teachers with **planning** for the different forms of **assessment**.

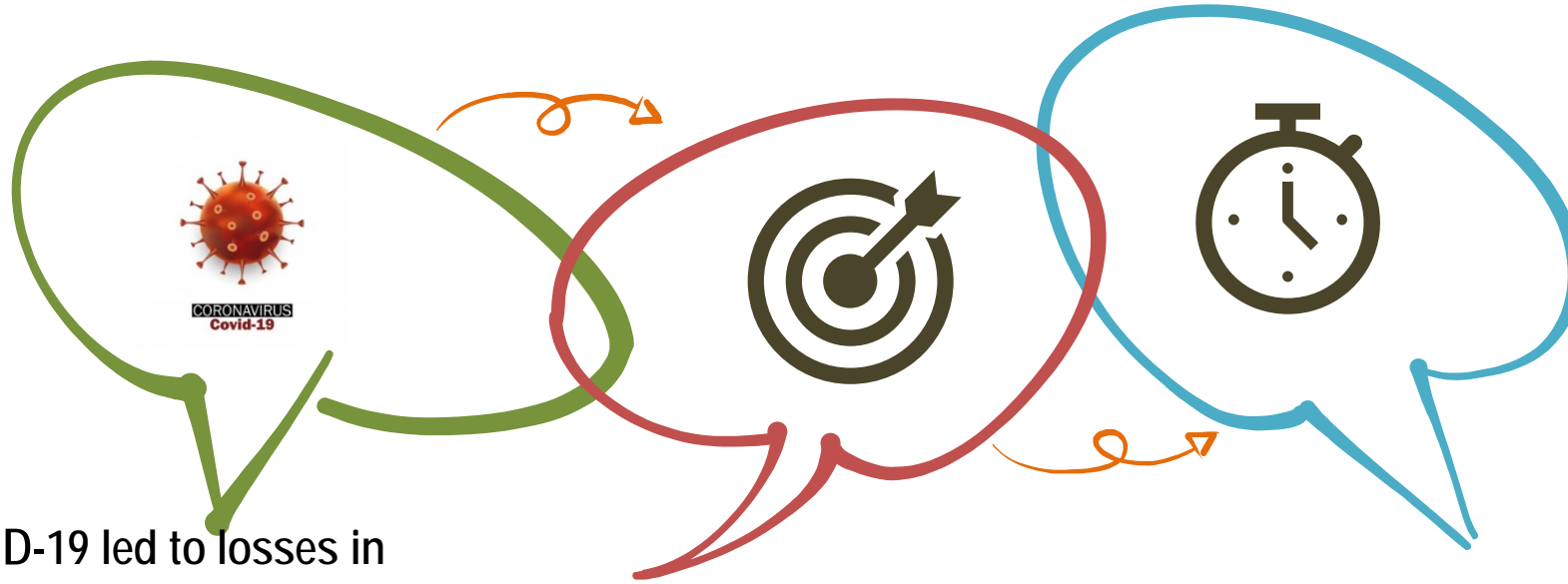


To ensure learners are **adequately prepared** for the **subsequent year/s** in terms of content, skills, knowledge, attitudes and values

The 3-year Curriculum Recovery Guideline outlines the development of the 3-year recovery ATPs to manage learning losses.

Recovery ATPs as stipulated in Circular S13 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**.

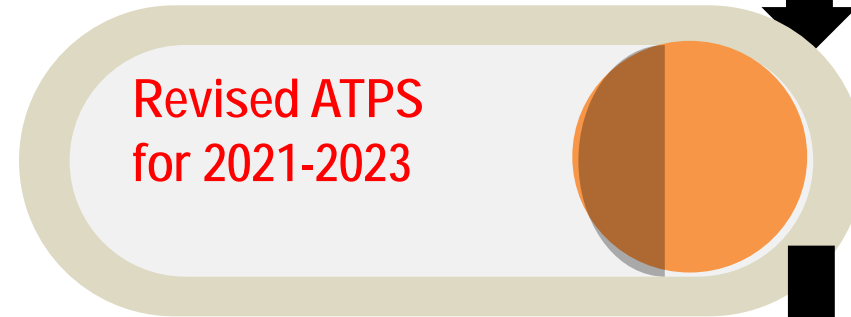
Furthermore, the revision of the school calendar **and** intermittent closure of many schools negatively **impacted** the **ability of teachers to implement the revised 2020 ATPs** as envisioned.

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

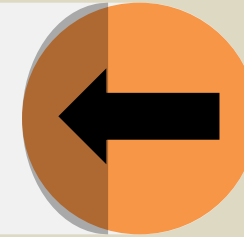


- Conceptualisation of a Curriculum Strengthening process that encompasses Competencies required for the Changing World;
- Develop Revised Modernised Curriculum Policy Statements in alignment with amended CAPS Section 4 and 2020 Assessment Circulars;
- Develop an Assessment for Learning pedagogical strategy,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

Rationale for the Guideline

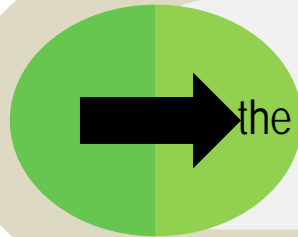
To outline the process to develop **the 3-year Recovery Plan** in managing the learning losses over a period of three years

Rationale for
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

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

ASSUMPTION 5

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

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 **CAT**.

Overview of Re-organisation

Theory

- ALL content taught as per ATP
- Content clustered for accelerated teaching and learner-directed learning.
- Supported with PowerPoint presentations, videos, questions and answers from past exam papers, quizzes.

Practical

- ALL content as per ATP
- Backlog from Grade 11:
 - HTML: Content clustered for accelerated teaching
 - Database: Content clustered for accelerated teaching

Practical Assessment Task

- All phases and sections completed as per DBE PAT document

SBA

- No June examinations

Content/Topics Amended

Content/Topics	Term	Amendment
Solution Development: Web Design Grade 11	1 + 2 +3	Clustered together in Term 1 and Term 2
Solution Development: Database Grade 11	1 + 2 +3	Clustered together in Term 1
Solution Development: Spreadsheet	1 + 2 +3	As per ATP Reinforce content, concepts and skills from Grade 11
Solution Development: Word Processing	1 + 2 +3	As per ATP Reinforce content, concepts and skills from Grade 11



Content/Topics Amended - continue

Content/Topics	Term	Amendment
System Technology: Hardware, Software and Computer Management	1 + 2 + 3	As per ATP Reinforce content, concepts and skills from Grade 11
Internet Technologies and Communication	1 + 2 + 3	As per ATP Reinforce content, concepts and skills from Grade 11
Social Implications	1 + 2 + 3	As per ATP Reinforce content, concepts and skills from Grade 11
Network Technologies	1 + 2 + 3	As per ATP Reinforce content, concepts and skills from Grade 11

Content/Topics Amended - continue

Content/Topics	Term	Amendment
Information Management Integrated with PAT	1 + 2 + 3	As per ATP Reinforce content, concepts and skills from Grade 11
Practical Assessment Task	1 + 2 + 3	Additional 4 hours allocated in Term 1 and Term 3
Case Studies	4	As per ATP

Revised Programme of Assessment

Terms	Term 1		Term 2	Term 3		Term 4	
Tasks	Task 1	Task 2	Task 3	Task 4		NSC Examination	
Assessment	Theory Test	Practical Test	Theory / Practical / integrated Test	Trial Practical Exam	Trial Theory Exam	Final Practical Exam	Final Theory Exam
SBA weighting	Convert to 25%					Convert to 25%	Convert to 25%
Total Marks	Min: 50	Min: 50	Min: 50	150	150	150	150
Time Allocation	45-60 min	45-60 min	45-60 min	3 hours	3 hours	3 hours	3 hours
PAT	Practical Assessment Task (PAT) → Convert to 25%						

SBA Amended

Task	Term	Amendment
June examination	2	Removed to increase teaching time
Test	2	Can be a theory or practical or integrated
Prelim P1 examination	3	Total amended to 150 according to the Revised CAPS Chapter 4

Amended Examination Structure

Paper 1 - Practical

- Amend total to 150 as per Revised Chapter 4
- As per examination guidelines

Paper 2 - Theory

- None
- As per examination guidelines

Practical Assessment Task (PAT)

- None
- Complete as per DBE 2021 PAT Guidelines

Conclusion

- Related content clustered
- Baseline evaluation, 2020 SBA assessment results and 2020 curriculum completion will determine learning losses
- Learning losses per school context will determine recovery ATP
- Recovery ATPs must maintain the current LTSM and resources already in the system.
- ATPs must indicate foundational content to ensure conceptual development
- Attempt to limit impact

Contact Details

Carina Labuscagne
Labuscagne.C@dbe.gov.za

