

A THREE YEAR CURRICULUM RECOVERY GUIDELINE

Mediation of the National Recovery ATP

Mathematical Literacy **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 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

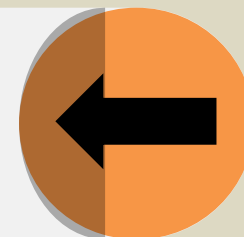


- Conceptualisation of a Curriculum Strengthening process that encompasses Competencies required for the Changing World;
- Develop Revised Modernised Curriculum Policy Statements in alignment with amended CAPS Section 4 and 2020 Assessment Circulars;
- Develop an Assessment for Learning pedagogical strategy,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

**Amendments to the Content
Map for Grades 10-12
Mathematical Literacy**

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>		
<p>Finance</p>	<p>Finance</p>	<p>Finance</p>
<p>Use simple and compound growth formulae and to solve problems (including interest, hire purchase, inflation, population growth and other real life problems).</p> <p>The implications of fluctuating foreign exchange rates.</p>	<p>Use simple and compound decay formulae and to solve problems (including straight line depreciation and depreciation on a reducing balance). Link to work on functions.</p> <p>The effect of different periods of compounding growth and decay (including effective and nominal interest rates).</p>	<p>Calculate the value of n in the formulae and</p> <p>Apply knowledge of geometric series to solve annuity and bond repayment problems.</p> <p>Critically analyse different loan options.</p>

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>		
Finance	Finance	Finance
<p>Tariff systems: (Compare 2 or more)</p>	<p>Compare different tariff systems.</p>	<p>All content</p>

Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
Probability		
Probability	Probability	Probability
<ul style="list-style-type: none"> • Expression of probability • Events and outcomes/results • Prediction • Relative frequency & theoretical probability of an event • Tree diagrams and • Two-way tables 	<p>Simple events</p> <ul style="list-style-type: none"> • Outcome, event and probability scale (revision) • Relative frequency • Theoretical probability 	<ul style="list-style-type: none"> • Probability of simple events (dice/coin games, national lotteries, gambling, insurance risk assessment, etc.) • Relative frequency and theoretical probability • Compound events (tree diagrams and two-way tables)

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>		
Data	Data	Data
<ul style="list-style-type: none"> • Developing questions. • Collecting data • Classifying and organizing data. 	<ul style="list-style-type: none"> • Developing questions. • Collecting data • Classifying and organizing data. 	<p>Developing questions: -National and global issues</p> <p>Collecting data: (not covered in grade 11) -Develop and use data collection instruments. (e.g. interview questions, questionnaires, recording sheets, etc.)</p> <p>Classifying & Organising Data: -sort numerical and categorical data using categories and class intervals -tallies and frequency tables.</p>

2021 -2023 National Recovery Teaching Plan Grade 10

2021-2023 Amendment Summary

- Grade 12 curriculum should be covered in full.
- Ensure that all revision topics are also covered in full in all grades
- The number of assessment tasks in grades 10 and 11 is the same.

4. Amendments School Based Assessment (SBA)

Summary: Amendment to the weighting of tasks

- **SBA Weighting of tasks:** Amended
- **Section 4** aligned to the 2021 School Calendar

2021-2023 Revised Programme of Assessment grades 10-11

Term 1	Term 2	Term 3	Term 4
Task 1 Assignment	Task 3 Assignment	Task 5 Investigation	Final Examination
Task 2 Test	Task 4 Test	Task 6 Test	

2021-2023 Revised Programme of Assessment grade 12

Term 1	Term 2	Term 3	Term 4
Task 1 Investigation	Task 3 Assignment	Task 4 Test	Final Examination
Task 2 Test		Task 5 Trial	



4. Conclusion

Conclusion

SBA

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

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