Every child is a National Asset

A THREE YEAR CURRICULUM RECOVERY GUIDELINE

Mediation of the National Recovery ATP

Mathematics

Grades 10 - 12

Implementation date : January 2021

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead

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:

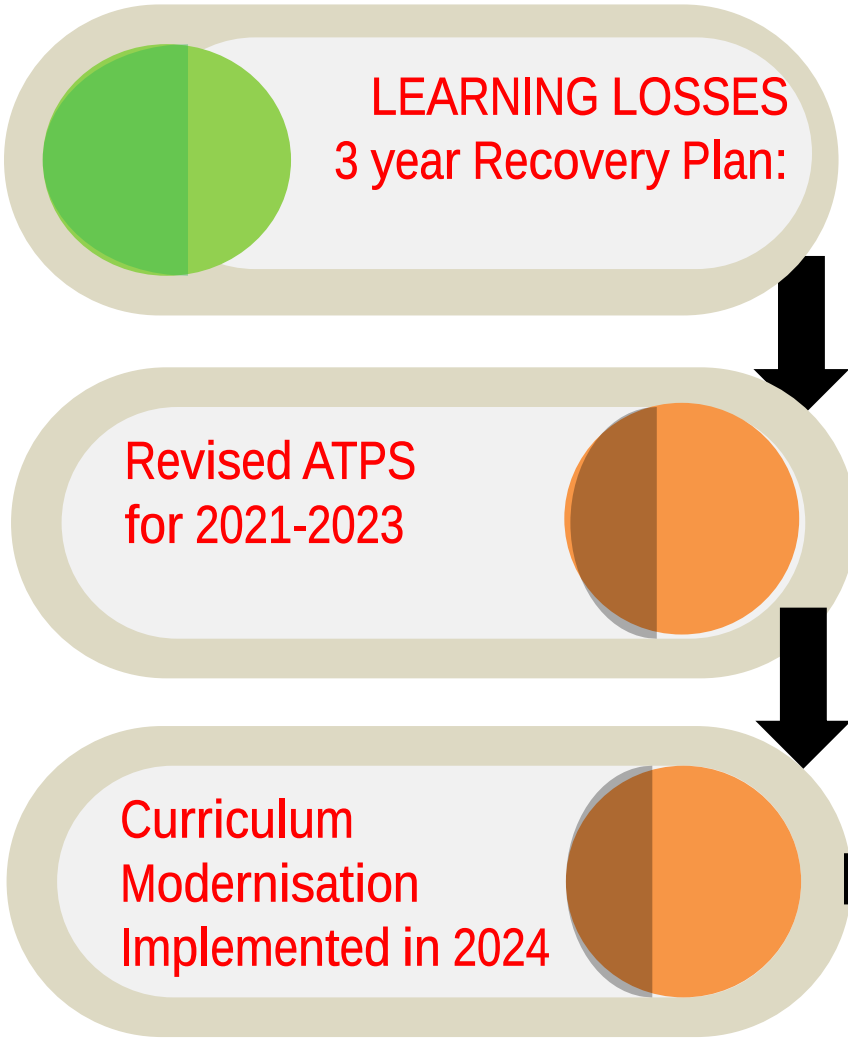
- the lockdown period and phased reopening of schools,
- Alternating time tabling models and
- the related health and safety protocols.

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

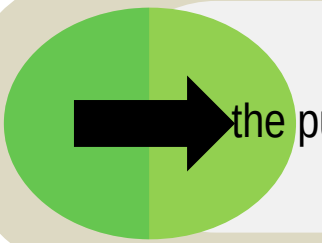


- Conceptualisation of a Curriculum Strengthening process that encompasses Competencies required for the Changing World;
- Develop Revised Modernised Curriculum Policy Statements in alignment with amended CAPS Section 4 and 2020 Assessment Circulars;
- Develop an Assessment for Learning pedagogical strategy,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

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

5

6

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.**

ASSUMPTION 5

All Circulars related to the 2020 ATPs including SBA to be withdrawn and revised to align to the 2021 ATPs.

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 Mathematics.

Amendments to the Content Map for Grades 10-12 Mathematics

Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
*Trimmed * Reorganised *No amendment		
Finance	Finance	Finance
Use simple and compound growth formulae and to solve problems (including interest, hire purchase, inflation, population growth and other real life problems). The implications of fluctuating foreign exchange rates.	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. The effect of different periods of compounding growth and decay (including effective and nominal interest rates).	Calculate the value of *n* in the formulae and Apply knowledge of geometric series to solve annuity and bond repayment problems. Critically analyse different loan options.

Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
*Trimmed * Reorganised *No amendment		
Probability	Probability	Probability
a) Compare the relative frequency of an outcome with the theoretical probability of the outcome. (b) Venn diagrams as an aid to solving probability problems. (c) Mutually exclusive events and complementary events. (d) The identity for any two events A and B: P(A or B) = P(A) + P(B) – P(A and B)	(a) Dependent and independent events. (b) Venn diagrams or contingency tables and tree diagrams as aids to solving probability problems (where events are not necessarily independent).	(a) Generalise and use the fundamental counting (multiplication) principle. (b) Probability problems using the fundamental counting principle and other techniques.

Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
*Trimmed * Reorganised *No amendment		
Statistics	**Statistics**	**Statistics**
(a) Collect, organise and interpret univariate numerical data in order to determine • measures of central tendency (mean, median, mode) of grouped and ungrouped data and represent these by five number summary (maximum, minimum quartiles) and box and whisker diagrams, and know which is the most appropriate under given conditions	(a) Represent data effectively, choosing appropriately from : • bar and compound bar graphs; • histograms (grouped data); • frequency polygons; • pie charts; • line and broken line graphs.	Represent bivariate numerical data as a scatter plot and suggest intuitively and by simple investigation whether a linear, quadratic or exponential function would best fit the data. Use of available technology to calculate the linear regression line which best fits a given set of bivariate numerical data.

Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
*Trimmed * Reorganised *No amendment		
Statistics	**Statistics**	**Statistics**
• measures of dispersion: percentiles, quartiles, deciles, interquartile and semi-inter-quartile range	(b) Represent measures of central tendency and dispersion in univariate numerical data by: • using ogives; • calculating the variance and standard deviation of sets of data manually (for small sets of data) and using available technology (for larger sets of data) and representing results graphically.	Use of available technology to calculate the correlation co-efficient of a set of bivariate numerical data and make relevant deductions.

2021 -2023 National Recovery Teaching Plan Grades 10-11

2021-2023 Amendment Summary

- Grade 12 curriculum should be covered in full.
- Basics should be covered well in probability, statistics and Finance in grades 10 and 11.
- The number od assessment have not changed in grades 10 and 11

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 Investigation / Project (15%)	Task 3 Assignment (15%)	Task 5 Test (10%)	Task 7 Test (10%)
Task 2 Test (10%)	Task 4 Test (10%)	Task 6 Test (10%)	Final Examination
For reporting 25% inv/ pro 75% Test	For reporting 25% assignment 75% Test	For reporting 50% Test 50% Test	

2021-2023 Revised Programme of Assessment grade 12

Term 1	Term 2	Term 3	Term 4
Task 1 Assignment (15%)	Task 4 Test (10%)	Task 5 Test (10%)	Final Examination
Task 2 Investigation / Project (15%)		Task 6 Test (25%)	
Task 3 Test (10%)			

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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Thank
You