eduresourcza.com

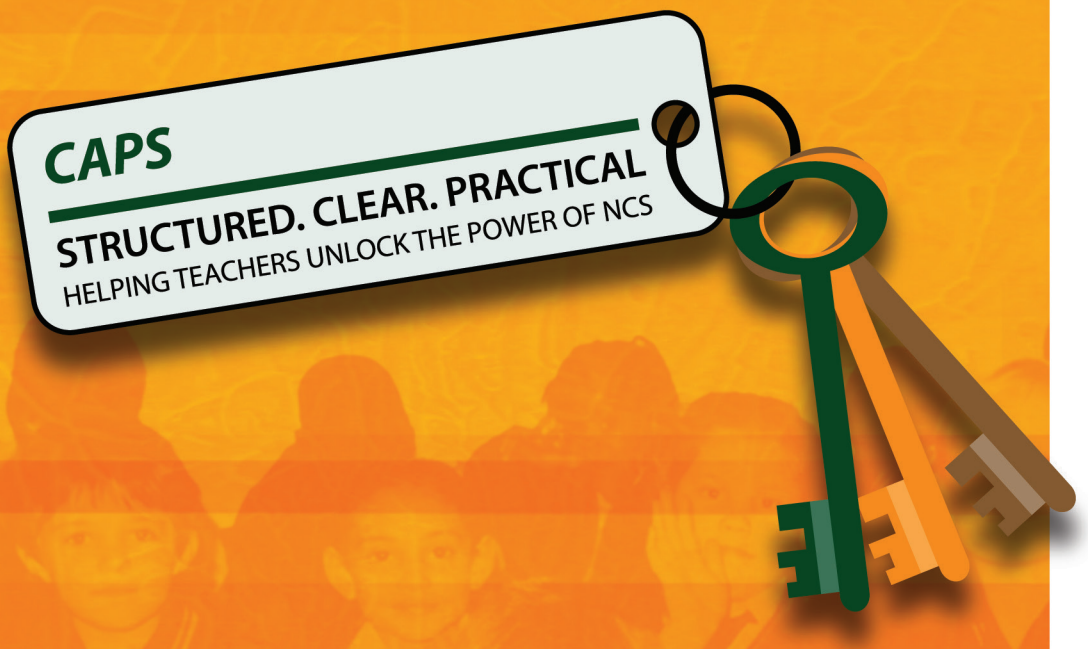
Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

GET CAPS AMENDMENTS

National Curriculum Statement (NCS)

Curriculum and Assessment Policy Statement



SENIOR PHASE
GRADES 7 – 9

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading National Campaign

2030 NDP

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

GET CAPS AMENDMENTS

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

GET CAPS AMENDMENTS

A Generic Introduction

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

THE ABRIDGED CAPS SECTION 4 AMENDMENTS

1. Introduction

The National Curriculum Statement, Grades R – 12 was approved as National Policy and published in the Government Gazette 34600, Notices 722 and 723 of 12 September 2011.

The National Curriculum Statement, Grades R-12 comprises:

- Curriculum and Assessment Policy Statements for all approved subjects for Grades R-12;
- The National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12; and
- The National Protocol for Assessment.

A number of concerns were received from teachers, subject specialists, parents and education stakeholders about the challenges in the implementation of the Curriculum and Assessment Policy Statements (CAPS) in many subjects across the grades with regards to:

- Curriculum/ assessment overload and poor curriculum coverage;
- Poor quality of formal assessment tasks;
- Lack of guidance on the use of cognitive levels;
- Omissions on the forms of assessment and weighting of assessment with regards to time and marks;
- The need to create more time for teaching and formative assessment;
- the number of tasks based on the need to make valid and reliable judgements about learning outcomes;
- Shift from disconnected 'tagged on' assessments to credible assessment tasks;
- The nature of the subject and grade used to determine the required number of assessment tasks; and
- To reduce dominance by any single type or mode, e.g. tests, projects, assignments, case studies, simulations, etc.

The Department of Basic Education has considered the concerns and has agreed to undertake a holistic review of the CAPS documents to enhance the effectiveness of the curriculum. However, the curriculum review process is lengthy and includes strict policy processes. In order to provide interim relief to teachers whilst supporting effective curriculum implementation, the DBE developed an abridged version of Section 4 of the CAPS, focusing mainly on the reduction of formal assessment tasks across most subjects. Due to the urgency of the teachers' requests, the DBE aims to provide provisional relief whilst allowing the rigorous process of reviewing the CAPS to take place.

2. Purpose

This document presents an abridged version of Section 4 of the CAPS document. It specifically provides the interim changes made to the programme of assessment for subjects in Grades R-9. The changes were made to relieve teachers from the burden of overload regarding the number of assessment tasks, thus improve the focus on teaching and learning. The revisions

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

in some subjects include guidance regarding cognitive demands and types of assessment. The reduction of tasks varies from subject to subject. There was no reduction of tasks in Creative Arts, Languages, Life Orientation and Social Sciences. In all other subjects, the reduction varies from 1-4 formal assessment tasks per year. For some subjects like Creative Arts and Social Sciences, more clarity and guidance has been provided on mark allocation, percentages and or weighting, type/ form of assessment and examination guidelines.

3. Outline

The following subjects are included in this document and grouped according to Phases:

FOUNDATION PHASE SUBJECTS
Home Language First Additional Language Mathematics Life Skills
INTERMEDIATE PHASE SUBJECTS
Home Language First Additional Language Mathematics Life Skills Natural Sciences and Technology Social Sciences
SENIOR PHASE SUBJECTS
Home Language First Additional Language Mathematics Life Orientation Natural Sciences Social Sciences Economic Management Sciences Creative Arts Technology

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

GET CAPS AMENDMENTS

Creative Arts

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

SECTION 4: ASSESSMENT

4.1 INTRODUCTION

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (assessment for learning) and formal (assessment of learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

In Creative Arts the approach to assessment and feedback should be constructive and encouraging to build learners' confidence. Great care should be taken to avoid negative, hurtful or personal remarks. The emphasis in the Creative Arts in the Senior Phase should be mostly on practical assessments rather than written examinations.

Due to the short time allocated for each art form (1 hour per week), assessments must be part of learning and not seen as a separate event.

4.2 INFORMAL DAILY ASSESSMENT

The purpose of assessment for learning is to continuously collect information on learners' achievements. This information is then used to improve their learning.

Informal assessment is the daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can mark these assessment tasks.

Self-assessment and peer assessment actively involve learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

Informal, formative tasks lead up to and culminate in the final formal assessment. Evidence of the various informal tasks should be available in the learners' evidence of work (files/ workbooks/portfolios/source books/note books etc.). It is important that informal tasks are available as evidence of the process of the learners' journey towards the final product. These tasks are important building blocks in the process towards the final product.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Teachers should administer at least 4 informal formative tasks per art form per term (to a total of a minimum of 8 informal formative tasks per term for the subject, Creative Arts).

These informal assessment tasks can include the following: discussions, verbal and written reflections, journals, mind maps, rough sketches, music notation, story boards, reviews, character analysis, listening activities, quizzes, work sheets, interviews, process drawings, tableaux, visual references, word walls, visual analysis and interpretation, posters, video recordings etc.

All effort should be made to include activities that would enhance learners' proficiency in languages. The terminology of the specific art form should be taught and continuously be reinforced.

4.3 FORMAL ASSESSMENT

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. Teachers' files should reflect careful planning and preparation of the Formal Assessment Tasks. The evidence of these tasks must be visible in learners' workbooks/files/sourcebooks, etc. All formal assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. It should be planned and developed as a step by step and interrelated set of formative assessment activities. The activities should be done in class and be mediated by the teacher to ensure active, creative and critical participation by all learners. The forms of assessment used should be appropriate for the age and developmental level of the learners. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations and performances. Formal assessment tasks form part of a year-long formal programme of assessment in each grade and subject.

The following are examples of forms of assessment that can be used for informal or formal assessment:

1. Project

The project will be any piece of work in which knowledge, skills and values which lead towards competence in the specific or integrated content, are demonstrated. The task will involve collecting, analysing and/or evaluating data and information that will result in the synthesising of the findings into a written product that may be reported, modelled or performed by the learners. Learners will collect data/ resources/information outside of contact time to perform the task. The completion of the project will be facilitated by the teacher in class time to ensure the authenticity of the product.

The topic and nature of the project will be determined by the content covered according to the annual teaching plan. Learners should be given enough time to complete the project. They need adequate guidance at the outset of the project and progress should be monitored throughout. All assessment criteria applicable to the project must be discussed with the learners prior to the

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

commencement of the project. Learners should be given a project before the end of the second term for submission during the third term

2. Written tasks: design and make, case study, source-based, assignment and test

The list provides forms of assessment that will serve as a written task in Grades 4 to 9. Teachers must ensure that learners are exposed to do a variety of these forms of assessment across the three grades so that learners do not repeat the same form of assessment across the grades.

1) Design and make

Design and make involves the production of the actual product using creative processes to achieve a certain competency. Making is the end product of a design. Learners will be required to design, make and write a descriptive paragraph(s) on the task. Learners are required to show an understanding of knowledge gained and application of knowledge and skills. The focus will be determined by the content covered according to the annual teaching plan. The teacher will provide learners with resources and information required to deliver the task. All assessment criteria applicable to the task must be discussed with the learners prior to the commencement of the task.

Examples:

- Make a collage or poster that describes character, set design or as required by the ATP.

2) Assignment

The assignment will allow for a more holistic assessment of knowledge, skills and values and their application in different contexts. The assignment is less open-ended than the project in that it does not require of learners to collect, analyse and/or evaluate data and information that will result in the synthesising of the findings. It however, will be a problem-solving and/or decision-making and application of knowledge exercise with clear guidelines regarding a specified length. The focus will be determined by the content covered according to the annual teaching plan. The teacher will provide learners with resources and information required to deliver the task. All assessment criteria applicable to the task must be discussed with the learners prior to the commencement of the task.

3) Case study

A case study will involve a detailed description of a specific situation or phenomenon. The description can either be real or hypothetical and can be taken from a book, newspaper, magazine, video or the radio. Case studies will assess whether a learner can apply knowledge, skills and values to an unfamiliar context. The focus will be determined by the content covered according to the annual teaching plan. The teacher will provide learners with resources and information required to deliver the task. All assessment criteria applicable to the task must be discussed with the learners prior to the commencement of the task.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

4) Source based assessment

A source-based assessment will involve a detailed description of a specific source or phenomenon. The description can either be real or hypothetical and can be taken from a book, newspaper, magazine, video or the radio. Source-based assessment will assess whether a learner can apply knowledge, skills and values to familiar or unfamiliar context. The focus will be determined by the content covered according to the annual teaching plan. The teacher will provide learners with resources and information required to deliver the task.

5) Test

Tests usually consist of a range of questions. Learners are required to respond within a specified time. Questions are useful to assess knowledge recall and test understanding and comprehension. If questions are correctly phrased, they can also test application of knowledge. Since they are generally easy to mark reliably this is a good way to conduct summative assessment, can also be a very useful formative tool.

6) Examinations

Examinations of at least 60 minutes each will be administered twice a year as part of the internal examination timetable of the school/district/province. The examinations will comprehensively address the knowledge and skills covered up to the time of the examination. More than one type of question will be incorporated and the focus will be on the application of knowledge in an integrated manner. The mid-year examination will cover the content for terms 1 and 2 and end-of-year examination will cover the work done throughout the year.

7) Research

It is a means of gathering and recording information and then presenting it to others in a way that is meaningful.

8) Presentations: oral presentations; demonstrations

- **Oral presentations**
  It is the process of presenting a topic to an audience. It is typically a demonstration, introduction, lecture, speech meant to inform persuade or build goodwill or present a new idea or product.

- **Demonstrations**
  The act, process or means of making evident or proving an explanation by example, experiment etc. A demonstration will be showing how something works or is used specifically to illustrate functionality.

9) Practical Assessment Tasks

Practical Assessment Tasks involves learners observing or manipulating real objects or materials or they witness a teacher demonstration. Practical work can: motivate learners by stimulating interest and enjoyment.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

The forms of assessment used should be appropriate for the age and developmental level of the learners. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

When developing formal assessment tasks, the teacher must design the learning and teaching activities in such a way that they adhere to the weighting of cognitive levels as indicated below. These levels should inform the learning, teaching and assessment strategies of each task.

COGNITIVE LEVELS FOR SETTING FORMAL ASSESSMENT TASKS			
Cognitive Levels	**Action word/ instruction**	**% of Task**	**Marks** (per cognitive level)
			Grades 7 - 9
Low Order Remembering / Recall	Recall, multiple choice, fill in, match, underline, true/ false statements, name, list, label, identify, describe, define, memorise	30%	15
Medium Order Understanding / Applying	Interpret, apply, analyse, compare, demonstrate, complete, summarise, discuss	40%	20
High Order Analysing / Evaluating / Creating	Create, compose, design, explain, critique, defend, solve, justify, recommend, construct, propose, invent, exhibit	30%	15
		Total Marks	**50**

Because learning objectives describe a very wide range of different types of learning, we need a “common language” for describing learning. Taxonomies can provide such a language. It allows for a systematic approach to describe and classify the things we want learners to achieve (the learning objectives), the teaching strategies we use to help them learn, and the assessment strategy that tells us what they have learned. Blooms Taxonomy is recommended as an appropriate taxonomy for Creative Arts.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Written Examination: No formal written test will be written in Terms 1 and 3.

The Test / Examination must include theory of the arts (elements, concepts, definitions), history of the genres / styles, healthcare, composition, improvisation and reflection (understanding of the arts). Learners could write both art forms as ONE question paper or write TWO separate question papers, ONE for each art form.

When developing examination papers, the following grid should be attached and presented for moderation. This grid would ensure that question papers are constructed according to the various levels of complexity. Questions should vary in the degree of difficulty: longer and shorter questions aimed at different levels of factual, intellectual and critical thinking.

An example of how the different levels of cognition can be incorporated in an assessment task or examination paper. It may be adapted to cater for taxonomies e.g. Blooms. Teachers may use any other relevant taxonomy such as Barret and Solo taxonomies.

	LOW Accessible to all learners who are functioning at the relevant grade.		**MEDIUM** Accessible to the above average learners		**HIGH** Accessible to most capable learners	
Question	**Remembering**	**Understanding**	**Applying**	**Analysing**	**Evaluating**	**Creating**
Q1						
Q2						
Q3						
Etc.						
Total marks						
Target	**30% of paper**		**40% of paper**		**30% of paper**	

Practical work: Assessment should track progress through class observation of practical work and build up to a final practical assessment task in each art form in the fourth term. Regular practice every week is necessary to build skills. Formal Practical Assessment Tasks will be done in each term. It allows for learners to be assessed on a regular basis during the school year and also allows for the assessment of skills that cannot be assessed in a written format, e.g. tests or examination. Teachers must be allowed additional time during the examination period to complete the practical assessment. This additional time will depend on the number of learners registered per grade.

Written work: Due to the shortage of time, formal written assessments are limited to one written assignment/test per art form per year and an end-of-year written examination paper. The mid-year examination will assess the work done in Terms 1 and 2. The end-of-year examination will assess the work done throughout the year.

4.4 PROGRAMME OF ASSESSMENT

The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. In the Senior Phase, school-based assessment counts for 40% and the end-of-year examination counts for 60%. The requirements (number and nature of tasks) and weighting for Creative Arts are indicated below:

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

CREATIVE ARTS PROGRAMME OF ASSESSMENT

	TERM 1		TERM 2		TERM 3		TERM 4	
	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8
Art Form	**Art Form 1**	**Art Form 2**	**Art Form 1**	**Art Form 2**	**Art Form 1**	**Art Form 2**	**Art Form 1**	**Art Form 2**
Form/types of assessment	Practical Task	Practical Task	Practical & Written Exam	Practical & Written Exam	Practical Task	Practical Task	Practical & Written Exam	Practical & Written Exam
Tool(s) of Assessment	Rubric	Rubric	Rubric & Memo	Rubric & Memo	Rubric	Rubric	Rubric & Memo	Rubric & Memo
Time Allocation	Week 7-10	Week 7-10	Week 7-10	Week 7-10	Week 7-10	Week 7-10	Week 7-10	Week 7-10
Date Of Completion	End of Term	End of Term	End of Term	End of Term	End of Term	End of Term	End of Term	End of Term
Total Marks	**50**	**50**	**100**	**100**	**50**	**50**	**100**	**100**
Weighting SBA%/EXAM %	5	5	10	10	5	5	30	30
Content Focus: Knowledge and Skills	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term

Informal, formative tasks lead up to and culminate in the final formal assessment. Evidence of the various informal tasks should be recorded in the learners' files/ workbooks. These informal tasks do not have to be formally assessed by the teacher. These tasks are important building blocks in the process towards the final product. These informal assessment tasks to include the following: journals, mind maps, rough sketches, music notation, story boards, reviews, character analysis, listening activities, quizzes, work sheets, interviews, process drawings, tableaux, visual references, word walls, visual analysis and interpretation, posters, video recordings, audio recordings, checklists etc.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

4.4.1 Dance (one of two art forms)
Each art form will carry a 50% weighting

PROGRAMME OF ASSESSMENT: DANCE GRADE 7

	TERM 1	TERM 2	TERM 3	TERM 4
Form/types of assessment	Practical Task: Performance Solo/Group	Written Exam & Practical Exam	Practical Task: Performance Solo/Group	Written Exam & Practical Exam
Tool(s) of Assessment	Rubric	Rubric & Memo	Rubric	Rubric & Memo
Time Allocation	Week 7-10	Week 7-10	Week 7-10	Week 7-10
Date Of Completion	End Of Term	End Of Term	End Of Term	End Of Term
Total Marks	50	100	50	100
SBA%/EXAM%	5	10	5	30
Content Focus: Knowledge and Skills	Topic 1: Performance Topic 2: Technique and improvisation As per ATP per term	**Practical Examination: Group Performance** **Written Examination** • Terminology • Elements of Dance • Safe Dance Warm-up • Practice • Dance Forms • Dance Literacy • Self-Reflection	Topic 1: Performance Topic 2: Technique and Improvisation As per ATP per term	**Practical Examination: Group Performance** • Composition in small groups (3 to 4 dancers) of a short dance sequence based on a South African picture, photograph or theme for formal assessment **Written Examination** • Terminology • Elements of Dance • Safe Dance Practice • Dance Forms • Dance Literacy • Self-Reflection

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

PROGRAMME OF ASSESSMENT: DANCE GRADE 8

	TERM 1	TERM 2	TERM 3	TERM 4
Form/types of assessment	Practical Task: Performance Solo/Group	Written Exam & Practical Exam	Practical Task: Performance Solo/Group	Written Exam & Practical Exam
Tool(s) of Assessment	Rubric	Rubric & Memo	Rubric	Rubric & Memo
Time Allocation	Week 7-10	Week 7-10	Week 7-10	Week 7-10
Date Of Completion	End Of Term	End Of Term	End Of Term	End Of Term
Total Marks	50	100	50	100
SBA%/EXAM%	5	10	5	30
Content Focus: Knowledge and Skills	Topic 1: Performance Topic 2: Technique and improvisation As per ATP per term	**Practical Examination: Group Performance –** • Social or Popular Dance **Written Examination** • Terminology • Elements of Dance; Safe Dance Practice • Dance Forms • Dance Literacy • Self-Reflection	Topic 1: Performance Topic 2: Technique and Improvisation As per ATP per term	**Practical Examination: Group Performance –** • Short group dance showing commitment to the movement, attention to detail, timing and spatial awareness **Written Examination** • Terminology • Elements of Dance • Safe Dance Practice • Dance Forms • Dance Literacy • Self-Reflection

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

PROGRAMME OF ASSESSMENT: DANCE GRADE 9

	TERM 1	TERM 2	TERM 3	TERM 4
Form/types of assessment	Practical Task: Performance Solo/Group	Written Exam & Practical Exam	Practical Task: Performance Solo/Group	Written Exam & Practical Exam
Tool(s) of Assessment	Rubric	Rubric & Memo	Rubric	Rubric & Memo
Time Allocation	Week 7-10	Week 7-10	Week 7-10	Week 7-10
Date of Completion	End Of Term	End Of Term	End Of Term	End Of Term
Total Marks	50	100	50	100
SBA%/EXAM%	5	10	5	30
Content Focus: Knowledge and Skills	Topic 1: Performance Topic 2: Technique and improvisation As per ATP per term	**Practical Examination:** • Group Performance – Social or Popular Dance **Written Examination** • Terminology • Elements of Dance • Safe Dance Warm-up Practice • Dance Forms • Dance Literacy • Self-Reflection	Topic 1: Performance Topic 2: Technique and Improvisation As per ATP per term	**Practical Examination: Group Performance** • Technique • Improvisation • Group Dance • Composition • Indigenous Dance **Written Examination** • Terminology • Elements of Dance; Safe Dance Practice • Dance Forms • Dance Literacy

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

4.4.2 Drama (one of two art forms)
Each art form will carry a 50% weighting

PROGRAMME OF ASSESSMENT: DRAMA GRADE 7

	TERM 1	TERM 2	TERM 3	TERM 4
Form/types of assessment	Practical Task: Performance	Written Exam & Practical Exam	Practical Task: Performance	Written Exam & Practical Exam
Tool(s) of Assessment	Rubric	Rubric & Memo	Rubric	Rubric & Memo
Time Allocation	Week 7-10	Week 7-10	Week 7-10	Week 7-10
Date of Completion	End Of Term	End Of Term	End Of Term	End Of Term
Total Marks	50	100	50	100
SBA%/EXAM%	5	10	5	30
Content Focus: Knowledge and Skills	Topic 1 & 2: Classroom drama playmaking/ Improvisation. Process and Performance (group work) As per ATP.	**Written Exam** • All relevant drama elements (covered through practical and theoretical work in terms 1 and 2) Topic 5: Careers (terms 1 and 2) **Practical Exam** • Topic 1, 2, 3: • Performance of dramatic forms. As per ATP.	Topic 1, 2 Classroom drama playmaking/ improvisation Process and Performance (group work) As per ATP	**Written Exam Topic 1, 2, 3:** • All relevant drama elements (covered through practical and theoretical work during the year) **Topic 5:** • Careers (terms 3 and 4). **Practical Exam** • Performance of dramatic forms. As per ATP.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

PROGRAMME OF ASSESSMENT: DRAMA GRADE 8

	TERM 1	TERM 2	TERM 3	TERM 4
Form/types of assessment	Practical Task: Performance	Written Exam & Practical Exam	Practical Task: Performance	Written Exam & Practical Exam
Tool(s) of Assessment	Rubric	Rubric & Memo	Rubric	Rubric & Memo
Time Allocation	Week 7-10	Week 7-10	Week 7-10	Week 7-10
Date of Completion	End Of Term	End Of Term	End Of Term	End Of Term
Total Marks	50	100	50	100
SBA%/EXAM%	5	10	5	30
Content Focus: Knowledge and Skills	Topic 1 & 2: Classroom drama playmaking/ Improvisation. Process and Performance (group work) Topic 4: Appreciation & Reflection (terms 1 and 2) As per ATP.	**Written Exam** • All relevant drama elements (covered through practical and theoretical work in terms 1 and 2) **Topic 4:** • Appreciation & Reflection (terms 1 and 2) **Practical Exam** • Topic 1, 2, 3: • Performance of dramatic forms As per ATP.	Topic 1, 2 Classroom drama playmaking/ improvisation Process and Performance (group work) Topic 4: Appreciation & Reflection As per ATP	**Written Exam** • All relevant drama elements (covered through practical and theoretical work during the year) **Topic 5:** • Media **Practical Exam** **Topic 1, 2, 3:** • Performance of dramatic forms. As per ATP.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

PROGRAMME OF ASSESSMENT: DRAMA GRADE 9

	TERM 1	TERM 2	TERM 3	TERM 4
Form/types of assessment	Practical Task: Performance	Written Exam & Practical Exam	Practical Task: Performance	Written Exam & Practical Exam
Tool(s) of Assessment	Rubric	Rubric & Memo	Rubric	Rubric & Memo
Time Allocation	Week 7-10	Week 7-10	Week 7-10	Week 7-10
Date of Completion	End Of Term	End Of Term	End Of Term	End Of Term
Total Marks	50	100	50	100
SBA%/EXAM%	5	10	5	30
Content Focus: Knowledge and Skills	Topic 1 & 2: Playmaking/ Improvisation. Process and Performance (group work) As per ATP.	**Written Exam** • All relevant drama elements (covered through practical and theoretical work in terms 1 and 2) **Topic 5:** • Media • (terms 1 and 2) **Practical Exam** **Topic 1, 2, 3:** • Performance of dramatic forms. As per ATP.	Topic 1, 2 Playmaking/ improvisation Process and Performance (group work) Topic 4: Appreciation & Reflection As per ATP	**Written Exam** • All relevant drama elements (covered through practical and theoretical work during the year) **Topic 4:** • Appreciation & Reflection **Practical Exam** **Topic 1, 2, 3:** • Performance of dramatic forms. As per ATP.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

4.4.3 Music (one of two art forms)
Each art form will carry a 50% weighting

PROGRAMME OF ASSESSMENT: MUSIC GRADE 7

	TERM 1	TERM 2	TERM 3	TERM 4
Form/types of assessment	Practical Task: Solo/group work performance	Written Exam & Practical Exam	Practical Task: Solo and ensemble performance	Written Exam & Practical Exam
Tool(s) of Assessment	Rubric	Rubric & Memo	Rubric	Rubric & Memo
Time Allocation	Week 7-10	Week 7-10	Week 7-10	Week 7-10
Date Of Completion	End Of Term	End Of Term	End Of Term	End Of Term
Total Marks	50	100	50	100
SBA%/EXAM%	5	10	5	30
Content Focus: Knowledge and Skills	**Practical Performance** Topic 3: Performing and creating music; breathing exercises, singing a repertoire of songs including National Anthem Of South Africa, folksongs and popular music, creating instrumental music, etc. Integrating Topic 1 and 2 as per ATP	**Written Exam Topic 1:** • Music literacy; music literacy activities including letter names of notes on the treble clef, duration, clapping or drumming short rhythmic phrases. NB: Work done in term 1 should also be included **Practical Exam Topic 3:** • Performing & Creating Music integrating Topics 1 & 2: as per ATP	**Practical Performance Topic 3:** • Performing and creating music; breathing exercises, singing a repertoire of songs including folksongs (indigenous and cultural songs), rounds and part singing, African drumming, etc. Integrating Topic 1 and 2 as per ATP	**Written Exam Topic 1:** • Music literacy; • general music knowledge and music theory including treble and bass clef, letter names of notes on the treble and bass clef, Duration. NB: Work done in term 1-3 to be included. **Practical Exam Topic 3**: • Performing & Creating Music, integrating Topics 1 & 2 as per ATP

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

PROGRAMME OF ASSESSMENT: MUSIC GRADE 8

	TERM 1	TERM 2	TERM 3	TERM 4
Form/types of assessment	Practical Task: Solo/group work performance	Written Exam & Practical Exam	Practical Task: Solo/ ensemble work performance	Written Exam & Practical Exam
Tool(s) of Assessment	Rubric	Rubric & Memo	Rubric	Rubric & Memo
Time Allocation	Week 7-10	Week 7-10	Week 7-10	Week 7-10
Date Of Completion	End Of Term	End Of Term	End Of Term	End Of Term
Total Marks	50	100	50	100
SBA%/EXAM%	5	10	5	30
Content Focus: Knowledge and Skills	Topic 3: Performing and creating music; Breathing and technical exercises, singing of socially significant songs, group or solo performances from the standard repertoire of different musical styles: - Choral works - Group instrumental works - Solo vocal works - Solo instrumental works, etc. integrated with Topics 1 and 2 as per ATP	**Written Exam** **Topic 1:** • Music literacy; music literacy activities including Duration, Pitch, Reading musical notation, musical terminology (Dynamics and tempo). **Topic 2:** • As per ATP NB: work done in term 1 should also be included. **Practical Exam** • **Topic 3** Performing and creating Music integrated with Topic 1 and 2	**Topic 3:** • Performing and creating music; Breathing and technical exercises, group or solo performances from different musical styles, Performing musical works that express a personal or social issue. Also refer to ATP	**Written Exam** Topic 1: Music Literacy; General music knowledge and music theory including Duration, Pitch, musical terminology (tempo and Articulation). NB: work done in term 1-3 should also be included. **Practical Exam** • **Topic 3** Performing and creating Music integrated With Topic 1 and 2

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

PROGRAMME OF ASSESSMENT: MUSIC GRADE 9

	TERM 1	TERM 2	TERM 3	TERM 4
Form/types of assessment	Practical Task: Solo/ensemble work performance	Written Exam & Practical Exam	Practical Task: Solo/ensemble work performance	Written Exam & Practical Exam
Tool(s) of Assessment	Rubric	Rubric & Memo	Rubric	Rubric & Memo
Time Allocation	Week 7-10	Week 7-10	Week 7-10	Week 7-10
Date Of Completion	End Of Term	End Of Term	End Of Term	End Of Term
Total Marks	50	100	50	100
SBA%/EXAM%	5	10	5	30
Content Focus: Knowledge and Skills	**Topic 3** : Breathing and technical exercises including, group or solo performances, integrated with Topic 1 and 2, as per ATP.	**Written Exam** **Topic 1** • Duration and pitch, • Key signatures of C, G, D and F Major, ledger lines, Intervals, Triads on I, IV and V (close position), integrating with **Topic 2**, refer to ATP **Practical Exam** **Topic 3** • Performing and Creating Music integrated with Topic 1 and 2	**Topic 3** Breathing and technical exercises including; group or solo performances of, popular musical styles: Choral works, group instrumental, works, Solo vocal works, Solo instrumental works, adding music to words of a poem (four lines). Also refer to ATP	**Written Exam** **Topic 3** : • Writing the scales, key signatures, ledger lines, intervals, triads, **Topic 2** • Discussion of the National Anthem per ATP. **Practical Exam** **Topic 3** • Performing and Creating Music integrated with Topic 1 and 2

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

4.4.4 Visual Art (one of two art forms)
Each art form will carry a 50% weighting

PROGRAMME OF ASSESSMENT: VISUAL ARTS GRADE 7

	TERM 1	TERM 2	TERM 3	TERM 4
Form/types of assessment	**Practical Task:** Create in 3D: Earthenware figures/African Masks	**Written Exam & Practical Exam** Visual literacy: Investigation of local Crafter/ Artist /Artwork/ Style Create in 2D	**Practical Task** Create in 3D: Useful containers using recyclable materials **OR** Create in 2D: Collage; buildings as heritage	**Written Exam & Practical Exam** General Visual Literacy knowledge and art theory Create in 2D **OR** Create in 3D
Tool(s) of Assessment	Rubric	Rubric & Memo	Rubric	Rubric & Memo
Time Allocation	Week 7-10	Week 7-10	Week 7-10	Week 7-10
Date Of Completion	End Of Term	End Of Term	End Of Term	End Of Term
Total Marks	50	100	50	100
SBA%/EXAM %	5	10	5	30
Content Focus: Knowledge and Skills	• Art elements: shape/form, texture • Design principles: balance, proportion, emphasis, contrast • Modelling techniques: pinching, rolling, joining techniques, surface texture	**Written examination** • The role of the artist in society • General Visual Literacy knowledge and art theory **Practical Examination** • Create in 2D: • Still life	• Art elements and design principles, • Observational drawing • Paper cut collage • Emphasis on learners' personal expression and interpretation of architecture	**Written examination** • General Visual Literacy knowledge and art theory **Practical Examination** • Create in 2D: life drawing OR Create in 3D: change a common recyclable object

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

PROGRAMME OF ASSESSMENT: VISUAL ARTS GRADE 8

	TERM 1	TERM 2	TERM 3	TERM 4
Art form	**Visual Arts**	**Visual Arts**	**Visual Arts**	**Visual Arts**
Form/types of assessment	**Practical Task:** Create in 3D: Mythological container	**Written Exam & Practical Exam** Visual literacy activities Create in 2D OR Create in 3D	**Essay/presentation** Visual Literacy: Careers in the arts	**Written Exam & Practical Exam** General Visual Literacy knowledge and art theory Create in 2D
Tool(s) of Assessment	Rubric	Rubric & Memo	Rubric	Rubric & Memo
Time Allocation	Week 7-10	Week 7-10	Week 7-10	Week 7-10
Date Of Completion	End of Term	End of Term	End of Term	End of Term
Total Marks	50	100	50	100
SBA%/EXAM%	5	10	5	30
Content Focus: Knowledge and Skills	• Art elements and design principles • Conscious application in crafting, • Spatial awareness • Modelling techniques	**Written Exam** • General Visual Literacy knowledge and art theory **Practical Exam** • Create in 2D e.g. social issues in S.A OR • Create in 3D e.g. fashion design	• Art elements and design principles • Description of own and others' artwork • Critical thinking and response • Careers in the arts and design fields	**Written Exam** • General Visual Literacy knowledge and art theory **Practical Exam** • Create in 2D e.g. observational projects

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

PROGRAMME OF ASSESSMENT: VISUAL ARTS GRADE 9

	TERM 1	TERM 2	TERM 3	TERM 4
Art form	**Visual Arts**	**Visual Arts**	**Visual Arts**	**Visual Arts**
Form/types of assessment	**Presentation** Visual Literacy: The role of the artist in global society	**Written Exam & Practical Exam** • General Visual Literacy, knowledge and art theory • Create in 2D OR Create in 3D	**Practical Task:** Create in 2D: Personal example of popular culture	**Written Exam & Practical Exam:** • General Visual Literacy knowledge and art theory • Create in 2D OR Create in 3D
Tool(s) of Assessment	Rubric	Rubric & Memo	Rubric	Rubric & Memo
Time Allocation	Week 7-10	Week 7-10	Week 7-10	Week 7-10
Date Of Completion	End Of Term	End of Term	End Of Term	End Of Term
Total Marks	50	100	50	100
SBA%/EXAM%	5	10	5	30
Content Focus: Knowledge and Skills	• Art elements and design principles, use in own work, • Role of artist as contributor, observer and social commentator in global society As per ATP.	**Written Exam** • General Visual Literacy; knowledge and art theory as per ATP. **Practical Exam** • Create in 2D e.g. Still Life / Logo OR • Create in 3D e.g. Marquette for S.A. sculpture	• Art elements and design principles • Simple etching techniques, • The arts as popular culture As per ATP.	**Written Exam** • General Visual Literacy knowledge and art theory, as per ATP. **Practical Exam** • Create in 2D e.g. lettering project OR Create in 3D e.g. puppet

NB Visual Arts: The Informal tasks should be adapted to suit individual school contexts and themes should be relevant and be done as a build-up process towards Formal Tasks, i.e. 2D should be done as a concept development towards 3D. Visual Literacy needs to be integrated in all practical activities.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

4.5 RECORDING AND REPORTING

Recording is a process whereby the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress in obtaining the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her/his readiness to be promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools and other stakeholders. Learner performance can be reported in a number of ways, such as report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters and class or school newsletters. Teachers in all grades report in percentages against the subject. Seven levels of competence have been described for each subject listed for Grades R – 12. The various achievement levels and their corresponding percentage bands are as shown in the table below.

Codes and percentages for recording and reporting

Rating Code	Description Of Competence	Percentage
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

NOTE: The seven-point scale should have clear descriptors that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet and report percentages or codes against the subject on the learners' report cards.

Downloaded from eduresourcza.com

Example of a recording mark sheet with two art forms.

	Term 1		Total Term 1	%	Term 2		Total Term 2	%	Term 3		Total Term 3	%	SBA Converted to 40	Term 4		Total Term 4	%	EXAM Con-verted to 60	Final %
	Task 1	Task 2			Task 3	Task 4			Task 5	Task 6				Task 7	Task 8				
	Art form 1	Art form 2			Art form 1: Practical & Written Exam	Art form 2: Practical & Written Exam			Art form 1	Art form 2				Art form 1: Practical & Written Exam	Art form 2: Practical & Written Exam				
Learner	50	50	100		50 +50 = 100	50 + 50 = 100	200		50	50	100		40	50 + 50 = 100	50+ 50 = 100	200		60	100
1.																			
2.																			
3.																			
4.																			
5.																			

SBA 40% **EXAM 60%**

The NATIONAL CODES together with EITHER THE DESCRIPTORS or PERCENTAGES OR BOTH should be used for recording and reporting learner performance in Grades 7-9. Comments should be used to qualify learner performance. **(NPA: 14)**

Please note:

The examination mark in Term 2 (June) and Term 4 (November) counts out of **100 per art form**, i.e. **50 marks for the practical exam** and **50 marks for the written exam.**

For **reporting purposes**, **one mark** that is a total of the marks of the two art forms, is used for Creative Arts.

Downloaded from eduresourcza.com
Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

4.6 Moderation of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

Since Senior Phase assessment is school based, it is very important for provincial and national departments to set standards across provinces and across schools.

Creative Arts moderation should include:

- cluster standard setting;
- internal moderation by the school management team;
- sample face moderation of practical work on site for Grade 7 – 9; and
- external cluster moderation in Grade 9.

Standard setting, face moderation and cluster moderation can be conducted by lead teachers or by district / provincial officials.

4.7 Annexures

Below are examples of practical assessment instruments for each art form. These can be adapted to particular practical tasks.

Annexure A: Example of a Grade 9 Practical Dance formal assessment instrument

Assessment Criteria	Possible marks	learner 1	learner 2	learner 3	learner 4
Classwork					
• Memory of exercises and movements	5				
• Safe use of the body (posture, alignment, safe landings)	5				
• Fitness (strength, stamina, flexibility)	5				
• Level of complexity reached	5				
Group sequence or dance					
• Quality of movement (coordination, control, musicality, level of complexity, commitment to movement, attention to detail, focus)	5				
• Team work (timing, spatial awareness)	5				
improvisation and choreography					
• Use of dance elements	4				
• Use of composition structures	4				
• Inventiveness	4				
• Confidence in improvising and composing	4				
• Working with others	4				
Total marks	50				

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Annexure B: Example of a Grade 9 Practical Visual Art formal assessment instrument

Example of a Visual Art assessment instrument assessment Criteria	Possible marks	learner 1	learner 2	learner 3	learner 4
Class work (life drawing)					
• Learner's use of art elements: line, shape, tone	10				
• Learner's exploration of design principles: proportion, emphasis, contrast	10				
• Learner's personal interpretation of the subject	10				
• Learner's exploration of composition: placement within format	10				
• Overall impression of the work: creative interpretation	10				
Total marks	50				

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Annexure C: example of a Grade 9 assessment rubric for a Drama performance

Criteria	10 – 8	6 – 7	4 – 5	1 – 3
Script embraces dramatic elements such as tension, symbols and timing	Outstanding use of dramatic elements.	Good use of dramatic elements.	Fair use of dramatic elements.	Poor use of dramatic elements.
Performance is delivered confidently to class, with good delivery techniques; keeps class entertained and educates	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Characterisation is convincing	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Costumes, props, sets, lights contribute to a successful performance	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
The performance captures the theme of the play	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.

4.1 General

This document should be read in conjunction with:

4.1.1 *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*; and

4.1.2 The policy document, *National Protocol for Assessment Grades R – 12.*

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

GET CAPS AMENDMENTS

Economic and Management Sciences

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

SECTION 2: ECONOMIC AND MANAGEMENT SCIENCES

2.1 WHAT IS ECONOMIC AND MANAGEMENT SCIENCES?

The subject Economic and Management Sciences deals with the efficient and effective use of different types of private, public or collective resources to satisfy people's needs and wants. It reflects critically on the impact of resource exploitation on the environment and on people. It also deals with effective management of scarce resources in order to maximise profit.

Economic and management Sciences is a practical subject that equips learners with real-life skills for personal development and the development of the community. The tasks set should contribute to personal development and should promote the idea of sustainable economic growth and the development of the community.

The table below indicates the main topics in the Economic and Management Sciences curriculum.

WEIGHTING OF CURRICULUM AND ECONOMICAND MANAGEMENT SCIENCES TOPICS

Weighting of the curriculum	Topic
The Economy (Weighting of 30%)	1. History of money
	2. Need and wants
	3. Goods and services
	4. Inequality and poverty
	5. The production process
	6. Government
	7. The National Budget
	8. Standard of living
	9. Markets
	10. Economic systems
	11. The circular flow
	12. Price theory
	13.Trade unions
Financial Literacy (Weighting of 50%)	1. Savings
	2. Budgets
	3. Income and expenditure
	4. Accounting concepts
	5. Accounting cycle
	6. Source documents
	7. Financial management and keeping of records

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Weighting of the curriculum	Topic
Entrepreneurship (Weighting of 20%)	1. Entrepreneurial skills and knowledge
	2. Businesses
	3. Factors of production
	4. Forms of ownership
	5. Sectors of the economy
	6. Levels and functions of management
	7. Functions of a business
	8. Business plan

2.2 OVERVIEW OF CONTENT

An overview of the content of this subject entails the following:

- the needs and wants of different communities in societies;
- the nature, processes and production of goods and services, and business activities within the different sectors;
- financial management, accounting as a tool for management of a business, and record keeping;
- the influence of demand and supply, and pricing;
- the flow of money, goods and services between households, business and government, and the rights and responsibilities of the different role players in the economy;
- the way in which to achieve sustainable growth, reduce poverty and distribute wealth fairly, while still pursuing profitability;
- entrepreneurial skills and knowledge needed to manage self and the environment effectively;
- basic aspects of leadership and management;
- the role of savings in sustainable economic growth and development;
- trade unions and their influence in the economy;
- the importance of using resources sustainably, effectively and efficiently; and
- functioning of both formal and informal businesses.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

2.3 TIME ALLOCATION OF ECONOMIC AND MANAGEMENT SCIENCES IN THE CURRICULUM

The teaching time for Economic and Management Sciences is two hours per week. As this subject involves the development of accounting skills of learners in Grades 8 and 9, one hour per week must be used for financial literacy in terms of the Annual Teaching Plan.

2.4 TEACHING AND LEARNING MATERIALS REQUIRED FOR ECONOMIC AND MANAGEMENT SCIENCES

1. Each learner should have

    a. a textbook; and

    b. a calculator.

2. **Learners in Grades 8 and 9 should each have one Eight Column Creditors Journal, one General Ledger and one Three column Journal. (Financial Literacy).**

3. Grade 7, 8 and 9 learners should have a normal exercise/ note/ theory book.

4. **Teachers should have a textbook with a teacher guide.**

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

SECTION 3: TERM PLANS

3.1 OVERVIEW OF TOPICS

Topic	Grade	Content
The Economy (25%)	7	History of money; needs and wants; goods and services; the production process; and inequality and poverty
	8	Government; the National Budget; standard of living; and markets
	9	Economic systems; the circular flow; price theory; and trade unions
Financial Literacy (50%)	7	Savings; budgets, income and expenses; and accounting concepts
	8	Accounting concepts; accounting cycle; source documents; Cash Receipts Journal and Cash Payments Journal of a service business; effects of cash transactions on the accounting equation; General Ledger and Trial Balance
	9	Cash Receipts Journal and Cash Payment Journal of a sole trader; posting to the General Ledger; preparing a Trial Balance; recording transactions in the Debtors Journal, Creditors Journal; posting to the Debtors Ledger and Creditors Ledger
Entrepreneurship (25%)	7	The entrepreneur; starting a business; businesses; and an Entrepreneur's Day
	8	Factors of production; forms of ownership; levels of management; and functions of Management
	9	Sectors of the economy; functions of a business; and a business plan

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

3.2 ANNUAL TEACHING PLAN

GRADE 7, TERM 1

Week (2 hours per week)	Topic	Content
Weeks 1 – 3	**The economy:** History of money	Traditional societies; bartering; promissory notes; coins; paper money; electronic banking **(EFT's)**; the role of money
Weeks 4 – 5	**The economy:** Needs and wants	Basic needs of individuals, families, communities and countries; primary and secondary needs; unlimited wants; limited resources to satisfy needs and wants
Weeks 6 – 7	**The economy:** Goods and services	Goods and services; examples of goods and services; producers and consumers; the role of households as producers and consumers; using goods and services efficiently and effectively; how to recycle and reuse goods to satisfy needs and wants
Weeks 8 – 10	**The economy:** Inequality and poverty	Causes of socio-economic imbalances; inequality in South Africa; education and skills to fight inequality and injustice; urban and rural challenges; creating sustainable job opportunities

Notes:

1. Formal assessment for Term 1 consists of two tasks:

- Assignment / Poster /Case study (50%)
- Controlled Test (50%).

2. The assignment / poster must include the following topics:

- The history of money
- Needs and wants

3. The controlled test must include the following topics:

- Goods and services
- Inequality and poverty

4. It is compulsory to complete all the topics as indicated in the teaching plan.

5. When teaching these topics, the context of the school should be considered.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

GRADE 7, TERM 2

Week (2 hours per week)	Topic	Content
Week 1	**Revision**	Revise the work covered in the first term; give learners an overview of what will be taught during the second term
Weeks 2 – 3	**Financial Literacy:** Accounting concepts	Capital; assets; liability; income; expenses; profit; losses; budgets; savings; banking; financial records; transactions
Weeks 4 – 6	**Financial Literacy:** Income and expenses	Personal income; personal expenses; types of personal income; personal statement of net worth; types of income that businesses receive; types of expenses that businesses have; savings and investments in businesses
Weeks 7 – 8	**Financial Literacy:** Budgets	Definition of a budget; income; expenditure; a personal budget; business budget
Weeks 9 – 10	**Mid-year examination**	Mid-year examination must be based on the work covered in terms 1 and 2

Notes:

1. Formal assessment for Term 2 consists only of a mid-year examination (100%).

2. The mid-year examination must include all topics covered in term 1 and term 2.

   - Term 1: 30% of content covered
   - Term 2: 70% of content covered

3. It is compulsory to complete all the topics as indicated in the teaching plan.

4. When teaching these topics, the context of the school should be considered.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

GRADE 7, TERM 3

Week (2 hours per week)	Topic	Content
Week 1	**Revision**	Revise the work covered in the second term; give learners an overview of what will be taught during the second term
Weeks 2 -3	**Entrepreneurship:** Businesses	Formal and informal businesses; types of businesses (trading, manufacturing and service) that are both formal and informal; ***advantages and disadvantages of formal and informal businesses; the role of formal and informal businesses as producers and consumers; the effect of natural disasters and health epidemics on formal and informal businesses**
Weeks 4 – 5	**Entrepreneurship:** The entrepreneur	Definition of an entrepreneur; characteristics of an entrepreneur; skills of an entrepreneur; entrepreneurial actions of buying, selling, producing and making a profit
Weeks 6 – 7	**Entrepreneurship:** Starting a business	Needs and wants of consumers; analysis of strengths, weaknesses, opportunities, threats (SWOT); setting goals; achieving goals; the concept of advertising; media used in advertising; principles of advertising; budget for Entrepreneur's Day; use of recycled material; simple cost calculation – variable cost, fixed cost, selling price
Weeks 8 -10	**Entrepreneurship:** Entrepreneur's Day	Hosting of Entrepreneur's Day; income and expenditure statement

Notes:

1. Formal assessment for Term 3 consists of one task: a project (100 %)

2. The content of the project must be on Entrepreneurship.

3. It is compulsory to complete all the topics as indicated in the teaching plan.

4. When teaching these topics, the context of the school should be considered.

5. * Means Non-examinable

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

GRADE 7, TERM 4

Week (2 hours per week)	Topic	Content
Week 1	**Revision**	Revise the work covered in the third term; give learners an overview of what will be taught during the fourth term
Weeks 2 – 4	**The economy:** The production process	Definition of production; inputs and outputs; sustainable use of resources; meaning of economic growth; meaning of productivity; ***the effect of productivity on the economic growth;** technology in the production process**; *contribution of technology to improving productivity and economic growth**
Weeks 5 – 6	**Financial Literacy:** Savings	Personal savings; purpose of savings; ***history of banks**; the role of banks; services offered by banks; opening a savings account at a bank; community savings schemes; financial organisations; financial institutions and organisations promoting Entrepreneurship
Weeks 7 – 10	**Examination preparations, examination administration / writing of examinations**	Revise the work covered throughout the year; study techniques; examination writing skills **End-of-year examination must be based on work covered in Term 1, 2, 3 and 4**

Notes:

1. Formal assessment for Term 4 consists of an end-of-year examination (60%).

2. The end-of-year examination must include all topics covered in term 1, term 2, term 3 and term 4.

   - Financial literacy: 50 Marks (50% weighting)
   - The Economy: 25 Marks (25% weighting)
   - Entrepreneurship: 25 Marks (25% weighting)

3. It is compulsory to complete all the topics as indicated in the teaching plan.

4. When teaching these topics, the context of the school should be considered.

5. * Means Non-examinable

SBA	Examination
Term 1: 100 (20 % weighting)	**Written examination: 100**
Term 2: 100 (10 % weighting)	
Term 3: 50 (10 % weighting)	
Total SBA = 250. Convert to 40% weighting)	**Convert to 60%**
Year mark: SBA + End-of-year examination = 100%	

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

GRADE 8, TERM 1

Week (2 hours per week)	Topic	Content
Week 1	**Revision**	Revise Grade 7 work; give learners an overview of what will be taught during the first Term
Weeks 2 – 3	**The economy:** Government	Meaning of government; different levels of government; roles of the different levels of government in respect of households in the use of resources and services (both as consumer and producer); roles of the different levels of government in respect of businesses in the use of resources and services (both as consumer and producer)
Weeks 4 – 5	**The economy:** National Budget	Government revenue: direct tax, indirect tax; government expenditure on services such as education, health, housing, social grants, transport, security, etc.; the influence of the National Budget on growth and redressing of economic inequalities
Week 6	**The economy:** Standard of living	Lifestyles; ***self-sufficient societies**; modern societies; rural societies; impact of development on the environment; unemployment; productive use of resources to promote a healthy environment
Weeks 7 – 8	**Financial literacy:** Accounting Concepts	Sole trader; debit; credit; capital; owner's equity; income; expenses; profit; losses; transactions; liability; assets; banking; cash receipts; cash payments; subsidiary journals; accounting equation: assets = owner's equity + liability (A = OE + L)
Weeks 9 – 10	**Financial Literacy:** Source documents	Receipts; deposit slips; cash register slips (till slips); cheques; cheque counter foils Electronic Funds Transfer (EFT - Additional); bank statements; cash invoices

Notes:

1. Formal assessment for Term 1 consists of two tasks:
   - Data response - (50%)
   - Controlled Test - (50%)

2. The data response must include the following topics:

   - Government
   - National Budget

3. The controlled test must include the following topics:
   - Standard of living
   - Accounting concepts
   - Source documents

4. It is compulsory to complete all the topics as indicated in the teaching plan.

5. When teaching these topics, the context of the school should be considered.

6. * Means Non-examinable

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

GRADE 8, TERM 2

Week (2 hours per week)	Topic	Content
Week 1	**Revision**	Revise the work covered in the first term; give learners an overview of what will be taught during the second term
Week 2	**Financial Literacy:** Overview of the accounting cycle	Transactions; source documents; subsidiary journals; General Ledger; Trial Balance; Income Statement; Balance Sheet; introduction of the Cash Journals of a service business – their purpose and importance
Week 3	**Financial Literacy:** Accounting equation	Cash transactions (receipts) on the accounting equation Assets = owner's equity + liability (A = OE + L)
Weeks 4 – 5	**Financial Literacy:** Cash Receipts Journal (services)	Concept of a Cash Receipts Journal (CRJ) of a service business; formats and uses of the columns in the CRJ; source documents used to complete the CRJ; entering of cash transactions in the CRJ; closing off the CRJ; effect of cash transactions on the accounting equation.
Week 6	**Entrepreneurship:** Factors of production	Capital – borrowed and own capital; labour – unskilled, semi-skilled and skilled labour; role of workers in the business; fair employment practices; natural resources; entrepreneurship; remuneration of the factors of Production
Weeks 7- 8	**The economy:** Markets	Types of markets – goods and services market; factor market (labour and financial markets)
Weeks 9 – 10	**Mid-year examination**	Mid-year examination must be based on work covered in terms 1 and 2

Notes:

1. Formal assessment for Term 2 consists of a mid-year examination (100%).

2. The mid-year examination must consist out of two papers that include all topics covered in term 1 and 2.

   - Paper 1: Financial Literacy: 50 Marks (50% weighting)
   - Paper 2: The Economy: 25 Marks (25% weighting)
     Entrepreneurship: 25 Marks (25% weighting)

3. It is compulsory to complete all the topics as indicated in the teaching plan.

4. When teaching these topics, the context of the school should be considered.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

GRADE 8, TERM 3

Week (2 hours per week)	Topic	Content
Week 1	**Revision**	Revise the work covered in the second term; give learners an overview of what will be taught during the third term
Week 2	**Financial Literacy** Accounting equation	Effect of cash transactions (payments) on the accounting equation. Assets = owner's equity + liability (A = OE + L)
Week 3	**Financial Literacy:** Cash Receipts Journal (services)	Concept of a Cash Receipts Journal (CRJ) of a service business; formats and uses of the columns in the CRJ; source documents used to complete the CRJ; entering of cash transactions in the CRJ; closing off the CRJ; effect of cash transactions on the accounting equation
Weeks 4 - 7	**Financial Literacy;** Cash Payments Journal (service)	Concept of a Cash Payments Journal (CPJ) of a service business; Formats and uses of the columns in the CPJ; source documents used to complete a CPJ; effect of cash transactions on the accounting equation; entering combined transactions in the CRJ and CPJ; closing off of the CRJ and CPJ
Weeks 8 – 10	**Entrepreneurship** Forms of ownership	Sole traders; partnerships; close corporations; private and public companies; characteristics; advantages and disadvantages; their role in sustainable job creation; role in sustainable use of natural resources

Notes:

1. Formal assessment for Term 3 consists of one task: a case study or a project (100%).
2. The formal assessment task must include Financial Literacy.
3. It is compulsory to complete all the topics as indicated in the teaching plan.
4. When teaching these topics, the context of the school should be considered.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

GRADE 8, TERM 4

Week (2 hours per week)	Topic	Content
Week 1	**Revision**	Revise the work covered in the third term; give learners an overview of what will be taught during the fourth term
Weeks 2 – 4	**Financial Literacy:** General Ledger and Trial Balance (service)	The double entry-principle; the "T" accounts; format of the General Ledger; sections within the General Ledger; opening accounts in the General Ledger; posting/recording of transactions from the CRJ and CPJ of the service business to the General Ledger, balancing of the General Ledger; preparing of a Trial Balance of a service business
Weeks 5 – 6	**Entrepreneurship:** Levels and functions of Management	Different levels of management; management tasks such as planning, organizing, leading, and controlling; characteristics of good management; ***different styles of management – autocratic style, permissive or free- reign style (laissez-fair), democratic or participatory style.**
Weeks 7 – 10	**Examination preparations, examination administration / writing of examinations**	Revise the work covered throughout the year; study techniques; examination writing skills. **End-of-year examination must be based on work covered in Term 1, 2, 3 and 4**

Notes:

1. Formal assessment for Term 4 consists of an end-of-year examination.

2. The end-of-year examination must include all topics covered in term 1, term 2, term 3 and term 4.

   - Paper 1: Financial Literacy: 50 Marks (50% weighting)
   - Paper 2: The Economy: 25 Marks (25% weighting)
     Entrepreneurship: 25 Marks (25% weighting)

3. It is compulsory to complete all the topics as indicated in the teaching plan.

4. When teaching these topics, the context of the school should be considered.

5. *Means - Non-examinable

SBA	Examination
Term 1: 100 (20 % weighting)	**Written examination: 100**
Term 2: 100 (10 % weighting)	
Term 3: 50 (10 % weighting)	
Total SBA = 250. Convert to 40%	**Convert to 60%**
Year mark: SBA + end-of-year examination = 100%	

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

GRADE 9, TERM 1

Week (2 hours per week)	Topic	Content
Week 1	**Revision**	Revise Grade 8 work; give learners an overview of what will be taught during the first term
Week 2	**The economy:** Economic systems	The three major economic systems: a planned economy, market economy and mixed economy; origin of each system; ***advantages and disadvantages of each economic system**; characteristics of each economic system; the global economy.
Weeks 3 - 4	**The economy:** The circular flow	The participants in the circular flow of a closed economy; flow of goods and services, money and factors of production in the circular flow of a closed economy; illustrate by using a flow diagram
Week 5	**Financial Literacy:** Accounting Equation	Effect of cash transactions on the accounting equation. Assets = owner's equity + liability (A = OE + L)
Weeks 6 – 7	**Financial Literacy** Cash Receipts Journal and Cash Payments Journal (sole trader)	Cash transactions of a trading business; Effect of cash transactions on the accounting equation.
Weeks 8 - 10	**Financial Literacy:** General Ledger and Trial Balance (sole trader)	Posting of cash transactions of a trading business from Cash Receipts Journal (CRJ) and Cash Payments Journal (CPJ) to General Ledger; Preparing of a Trial Balance of a trading business.

Notes:

1. Formal assessment for Term 1 consists of two tasks:
   - Assignment (50%)
   - Controlled test (50%)
2. The assignment must include the following topics:
   - Economic systems
   - The circular flow
3. The controlled test must include the following topics:
   - Accounting equation
   - CRJ and CPJ
   - General Ledger
   - Trial Balance
4. It is compulsory to complete all the topics as indicated in the teaching plan.
5. When teaching these topics, the context of the school should be considered.
6. * Means –Non-examinable

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

GRADE 9, TERM 2

Week (2 hours per week)	Topic	Content
Week 1	**Revision**	Revise the work covered in the first term; give learners an overview of what will be taught during the second term
Week 2	**Financial Literacy:** Accounting Equation	Effect of credit transaction on Accounting Equation (Credit Sales) Assets = owner's equity + liability (A = OE + L)
Weeks 3 - 4	**Financial Literacy:** Credit transactions - debtors	Credit sales; debtors; National Credit Act; ***debtors' allowance** accounting cycle; recording of transactions to Debtors Journal (DJ); ***Debtors Allowances Journal (DAJ)**; recording of receipts from debtors in the Cash Receipts Journal (CRJ)
Weeks 5 - 7	**The economy:** Price theory	Law of demand, demand schedule and graphical illustration of the demand curve; law of supply, supply schedule and graphical illustration of the supply curve; equilibrium price and quantity; change in quantity demanded; change in quantity supplied; ***** **increase and decrease in demand; increase and decrease in supply; graphical illustration of the change in demand and the change in supply**
Weeks 8 - 9	**Entrepreneurship:** Sectors of the economy	The primary sector, the secondary sector, the tertiary sector; types of businesses found in the three sectors; the interrelationship of the three sectors; sustainable use of resources in the three sectors; the role of the three sectors in the economy; types of skills required in each sector
Week 10	**Mid-year examination**	Mid-year examination must be based on work covered in terms 1 and 2

Notes:

1. Formal assessment for Term 2 consists of a mid-year examination (100%).

2. The mid-year examination must include all topics covered in term 1 and term 2.

   - Paper 1: Financial Literacy: 50 marks (50% weighting)
   - Paper 2: The Economy: 25 marks (25% weighting)
     Entrepreneurship: 25 marks (25% weighting)

3. It is compulsory to complete all the topics as indicated in the teaching plan.

4. When teaching these topics, the context of the school should be considered.

5. * Means Non-examinable

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

GRADE 9, TERM 3

Week (2 hours per week)	Topic	Content
Week 1	**Revision**	Revise the work covered in the second term; give learners an overview of what will be taught during the third term
Week 2	**Entrepreneurship:** Functions of a business	Functions of a business; administration, purchasing, marketing, finances, Public relations, human resources, production, general management and risk management; characteristics of the business functions; ***role and importance of the business functions.**
Weeks 3 - 4	**Entrepreneurship:** Business Plan	Concept of a business plan; components of a business plan; format of a business plan [the front cover, table of contents, description of the product or services offered by the business, goals of the business, the business owner, production plan, marketing plan, management plan, SWOT (strengths, weaknesses, opportunities, threats) analysis and conclusion]; financial plan (fixed and variable costs, ***break-even points**, mark-up on sales, profit percentage).
Weeks 5 – 6	**Financial Literacy:** Credit transactions – Debtors	Posting to the Debtors Ledger and General Ledger
Week 7	**Financial Literacy:** Accounting Equation	Effect of credit transaction on the accounting equation (Credit purchases) Assets = owner's equity + liability (A = OE + L)
Week 8	**Financial Literacy:** Credit transactions - Creditors	Creditors; accounting cycle; recording of transactions in the Creditors Journal (CJ); and the ***Creditors Allowances Journal (CAJ)**
Weeks 9 – 10	**Financial Literacy:** Credit transactions – Creditors	Recording of payments to creditors in the Cash Payments Journal (CPJ); posting to the Creditors Ledger and General Ledger; effect of credit transactions on the accounting equation

Notes:

1. Formal assessment for Term 3 consists of a project (100%)

2. The formal assessment task must include the following topic:
   - Entrepreneurship (Business Plan)

3. It is compulsory to complete all the topics as indicated in the teaching plan.

4. When teaching these topics, the context of the school should be considered.

5. * Means Non-examinable

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

GRADE 9, TERM 4

Week (2 hours per week)	Topic	Content
Week 1	**Revision**	Revise the work covered in the third term; give learners an overview of what will be taught during the fourth term
Weeks 2 - 4	**Financial literacy:** Transactions – cash and Credit	Recording of cash and credit transactions of a sole trader in the subsidiary journals; posting to the Debtors Journal (DJ), Creditors Journal (CJ), General Ledger; preparing of a trail balance
Weeks 5 – 6	**The economy:** Trade unions	Concept of trade unions; brief historical development of trade unions; the roles and responsibilities of trade unions in South Africa; effect of trade unions in businesses; contribution of trade unions to sustainable growth and development
Weeks 7 – 10	**Examination preparations, examination administration / writing of examinations**	Revise the work covered throughout the year; study techniques; examination writing skills **End-of-year examination must be based on work covered in Term 1, 2, 3 and 4**

Notes:

1. Formal assessment for Term 4 consists of an end-of-year examination.

2. The end-of-year examination must include all topics covered in term 1, 2, 3 and
   - Paper 1: Financial Literacy: 70 marks
   - Paper 2: The Economy & Entrepreneurship: 80 marks

3. It is compulsory to complete all the topics as indicated in the teaching plan.

4. When teaching these topics, the context of the school should be considered.

SBA	Examination
Term 1: 100 Marks(20 % weighting)	**Written examination: 150**
Term 2: 100 Marks (10 % weighting)	
Term 3: 50 Marks (10 % weighting)	
Total SBA = 250. Convert to 40%	**Convert to 60%**
Year mark: SBA + end-of-year examination = 100%	

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

GET CAPS AMENDMENTS

Mathematics

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

SECTION 4: MATHEMATICS ASSESSMENT GRADES 7-9

4.1 INTRODUCTION

Assessment is a continuous planned process of identifying, gathering and interpreting information regarding the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal and formal. In both cases regular feedback should be provided to learners to enhance their learning experience. This will assist the learner to achieve the minimum performance level of 40% to 49% required in Mathematics for promotion purposes.

4.2 TYPES OF ASSESSMENT

The following types of assessment are very useful in mathematics; as a result teachers are encouraged to use them to serve the purpose associated with each.

Baseline assessment: Mathematics teachers who might want to establish whether their learners meet the basic skills and knowledge levels required to learn a specific Mathematics topic will use baseline assessment. Knowing learners' level of proficiency in a particular Mathematics topic enables the teacher to plan her/his Mathematics lesson appropriately and to pitch it at the appropriate level. Baseline assessment, as the name suggests, should therefore be administered prior to teaching a particular Mathematics topic. The results of the baseline assessment should not be used for promotion purposes.

Diagnostic assessment: It is not intended for promotion purposes but to inform the teacher about the learner's Mathematics problem areas that have the potential to hinder performance. Two broad areas form the basis of diagnostic assessment: content-related challenges where learners find certain difficulties to comprehend, and psycho-social factors such as negative attitudes, Mathematics anxiety, poor study habits, poor problem-solving behaviour, etc. Appropriate interventions should be implemented to assist learners in overcoming these challenges early in their school careers.

Formative assessment: Formative assessment is used to aid the teaching and learning processes, hence assessment ***for*** learning. It is the most commonly used type of assessment because it can be used in different forms at any time during a Mathematics lesson, e.g. short

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

class works during or at the end of each lesson, verbal questioning during the lesson. It is mainly informal and should not be used for promotion purposes. The fundamental distinguishing characteristic of formative assessment is constant feedback to learners, particularly with regard to learners' learning processes. The information provided by formative assessment can also be used by teachers to inform their methods of teaching.

Summative assessment: Contrary to the character of formative assessment, summative assessment is carried out after the completion of a Mathematics topic or a cluster of related topics. It is therefore referred to as assessment ***of*** learning since it is mainly focusing on the product of learning. The results of summative assessment are recorded and used for promotion purposes. The forms of assessment presented in Table 4.1 are examples of summative assessment.

4.3 INFORMAL OR DAILY ASSESSMENT

Assessment for learning has the purpose of continuously collecting information on learner performance that can be used to improve their learning.

Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing Informal assessment should be used to provide feedback to learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from the learning activities taking place in the classroom.

Self-assessment and peer assessment actively allow learners to assess themselves. This is important as it allows learners to learn from, and reflect on their own performance. The results of the informal or daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion purposes.

4.4 FORMAL ASSESSMENT

Formal assessment comprises School-Based Assessment (SBA) and End of the Year Examination. Formal assessment tasks are marked and formally recorded by the teacher for promotion purposes. All Formal assessment tasks are subject to moderation for the purpose

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

of quality assurance and to ensure that appropriate standards are maintained. The SBA component may take various forms. However, **tests, examinations, projects, assignments** and **investigations** are recommended for Mathematics. The Senior Phase Mathematics minimum formal programme of assessment tasks are outlined in Table 4.1.

Table 4.1: Requirements for Formal assessment: Senior Phase Mathematics

		TERM 1		TERM 2		TERM 3		TERM 4
Number of assessment tasks		2		2		2		1
Form of assessment		Assignment	Test	Investigation	Examination	Project	Test	Examination
Marking guideline		Memo	Memo	Memo and/ Rubric	Memo	Rubric	Memo	Memo
Number of papers		1	1	1	2	1	1	2
Minimum marks: Grade 7		50	40	40	Paper 1: 50 Paper 2: 50	50	40	Paper 1: 50 Paper 2: 50
Minimum marks: Grade 8		50	50	40	Paper 1: 60 Paper 2: 60	50	50	Paper 1: 60 Paper 2: 60
Minimum marks: Grade 9		50	50	50	Paper 1: 75 Paper 2: 75	50	50	Paper 1: 75 Paper 2: 75
Maximum Time allocation			1 hour		1½ hours /paper		1 hour	1 ½ hours /paper
Term weighting (for reporting purpose)		**40%**	**60%**	**40%**	**60%**	**40%**	**60%**	(SBA+ End of the Year Exam) 100%
		100%		**100%**		**100%**		
SBA Weighting (40%)		**8%**	**6%**	**6%**	**8%**	**6%**	**6%**	
End of the year examinations (60%)								60%
Content areas covered					Paper 1: CA 1,2 Paper 2: CA:3,4, **where applicable**			Paper 1: CA 1, 2 Paper 2: CA 3,4,5
Topics		Grade 7: CAPS, p. 38 Grade 8: CAPS, p. 74 Grade 9: CAPS, p. 118						
Concepts and Skills	**Grade 7**	CAPS: p.39 - 48		CAPS:p.49-57	CAPS:p.39–57	CAPS: p.58–66		CAPS:p. 39 -73
	Grade 8	CAPS: p 75 - 91		CAPS:p.92-99	CAPS: p.75–99	CAPS:p.100 –112		CAPS:p.75-117
	Grade 9	CAPS: p119 - 133		CAPS:p.134-140	CAPS:p.119-140	CAPS:p.141–146		CAPS:p.119-153

- There are seven assessment tasks for Mathematics in the Senior Phase.
- Two papers are prescribed for June and November examinations to ensure concepts and skills are adequately assessed in terms of quantity and quality.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

- Term weighting for reporting is 100%, where the weighting for Assignment, Investigation and Project is 40% per task. The weighting for Tests and June Examination is 60% per task.
- To calculate term weighting for reporting for Term 1- 3, add the percentage marks for the two tasks per term.
- The weighting for End of the Year Examination is 60% and the weighting for SBA is 40%.
- To calculate the percentage mark for SBA, add the percentage marks for ALL the tasks administered in Term1 – 3.
- For progression and promotion, add the percentage marks for the End of the Year Examination (November/ December) and SBA (assignment, investigation, project, two tests and June examination).

Tests and **examinations** are individualised assessment tasks and should be carefully designed to ensure that learners demonstrate their full potential in Mathematics content. The questions should be carefully spread to cater for different cognitive levels of learners. Tests and examinations are marked using a memorandum.

The assignment, as is the case with tests and examinations, is mainly an individualised task. It can be a collection of past questions, but should focus on more demanding work as any resource material can be used, which is not the case in examinations and tests.

Projects are used to assess a range of skills and competencies. Through projects, learners are able to demonstrate their understanding of different Mathematics concepts and apply them in real-life situations. Caution should however, be exercised not to give projects that are above learners' cognitive levels. The assessment criteria should be clearly indicated on the project specification and should focus on the Mathematics involved and not on duplicated pictures and facts copied from reference materials. Good projects contain the collection and display of real data, followed by deductions that can be substantiated.

I**nvestigation** promotes critical and creative thinking. It can be used to discover rules or concepts and may involve inductive reasoning, identifying or testing patterns or relationships, drawing conclusions, and establishing general trends. To avoid having to assess work which is copied without understanding, it is recommended that whilst initial investigation could be done at home, the final write-up should be done in class, under supervision, without access to any notes. Investigations may be marked using rubrics and / or memorandum. The rubric can be specific to the task, or generic, listing the number of marks awarded for each skill.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

These skills include:

- organising and recording ideas and discoveries using, for example, diagrams and tables
- communicating ideas with appropriate explanations
- calculations showing clear understanding of mathematical concepts and procedures
- generalising and drawing conclusions.

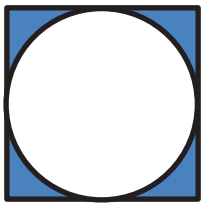
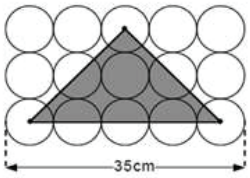
All the formal tasks should be done in class under the supervision of the teacher and schools must provide resources where needed. In the case of a project, data collection may be done outside the school without supervision of the teacher and the rest of the work be done in class.

The forms of assessment used should be appropriate to the age and cognitive abilities of learners. These tasks should be designed to cover the content and achieve the broad aims of the subject. Appropriate instruments, such as rubrics and memoranda, should be used for marking. Formal Assessments should cater for a range of cognitive levels and abilities of learners as shown in Table 4.2.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Table 4.2: Cognitive levels

DESCRIPTION AND EXAMPLES OF COGNITIVE LEVELS		
Cognitive levels	**Description of skills to be demonstrated**	**Example**
Knowledge (≈25%)	• Straight recall • Use of mathematical facts • Appropriate use of mathematical vocabulary • Read information directly from a table • Estimation and appropriate rounding off numbers • Identification and direct use of correct formula	1. Estimate the answer and then calculate with a calculator: $\frac{62\,816}{325+279}$ **[Grade 7]** 2. Use the formula $A = \pi r^2$ to calculate the area of a circle if the diameter is equal to 10 cm. **[Grade 8]** 3. Write down the y-intercept of the function: $y = 2x + 1$. **[Grade 9]**
Routine procedures (≈45%)	• Perform well-known procedures • Simple applications and calculations which might involve many steps • Derivation from given information may be involved • Identification and use (after changing the subject) of correct formula • Generally similar to those encountered in class	1. Determine the mean of five Grade 7 learners' marks if they have respectively achieved 25; 40; 21; 35 and 14 out of 50. **[Grade 7]** 2. Solve for x, if $2x - 5 = 9$. **[Grade 8]** 3. R600 invested at r% per annum for a period of 3 years yields R150 interest. Calculate the value of r if $SI = \frac{P.n.r}{100}$. **[Grade 9]**
Complex procedures (≈20%)	• Problems involving complex calculations and/or higher order reasoning • Investigate elementary axioms to generalize them into proofs for straight line geometry, congruence and similarity • No obvious route to the solution • Problems not necessarily based on real world contexts • Making significant connections between different representations • Require conceptual understanding	1. Mr Mnisi pays R75 for a book which he marks up to provide 20% profit. He then sells it for cash at 4% discount. Calculate the selling price. **[Grade 7]** 2. A car travelling at a constant speed travels 60 km in 18 minutes. How far, travelling at the same constant speed, will the car travel in 1 hour 12 minutes? **[Grade 8]** 3. Calculate the area of the shaded part in the figure alongside. if the area of the square is $16cm^2$. N.B. Parts of the circumference of the circle intersect with the parts of the sides of the square. **[Grade 9]** 
Problem solving (≈10%)	• Unseen, non-routine problems (which are not necessarily difficult) • Higher order understanding and processes are often involved • Might require the ability to break the problem down into its constituent parts	1. The sum of three consecutive numbers is 87. Find the numbers.**[Grade 7]** 2. The combined age of a father and son is 84 years. If the son is 20 years younger than the father, how old are they? **[Grade 8]** 3. The diagram alongside shows 15 identical circles arranged as a rectangle, and a shaded triangle. The vertices of the triangle are at the centre of the circles  Calculate the area of the shaded triangle. **[Grade 9]**

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

4.5 EXAMINATION GUIDELINES: SENIOR PHASE: GRADES 7-9

Table 4.3.1: June Examination Guidelines: Grade 7

TOPICS	PAPER 1 CONCEPTS					MARKS	% MARK
Whole numbers	Properties of whole numbers and Calculations using whole numbers	Multiples and factors	Solving problems			12 ± 2	23 ± 2
Exponents	Comparing and representing numbers in exponential form	Calculations using numbers in exponential form	Solving problems			11 ± 2	23 ± 2
Common fractions	Ordering, comparing and simplifying common fractions	Calculations with common fractions	Solving problems	Percentages	Equivalent forms	12 ± 2	23 ± 2
Decimal fractions	Ordering and comparing decimal fractions	Calculations with decimal fractions	Solving problems	Equivalent forms		11 ± 2	23 ± 2
Functions and relationships	Input and output values	Equivalent forms				4 ± 2	8 ± 2
TOTAL						**50**	**100**

N.B. Mark allocation per topic ≈ percentage weighting per topic × total mark for the paper.

Table 4.3.2: June Examination Guidelines: Grade 7

TOPICS	PAPER 2 CONCEPTS			MARKS	% MARK
Geometry of straight line	Definitions			4 ± 2	7 ± 2
Geometry of 2D shapes	Classifying 2D shapes	Similar and congruent 2D shapes	Solving problems	18 ± 2	37 ± 2
Area and perimeter of 2D shapes	Area and perimeter	Calculations and solving problems		13 ± 2	26 ± 2
Surface area and Volume of 3D Objects	Surface area and volume	Calculations and solving problems		15 ± 2	30 ± 2
TOTAL				**50**	**100**

N.B. Mark allocation per topic ≈ percentage weighting per topic × total mark for the paper.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Table 4.3.3: November Examination Guidelines: Grade 7

TOPICS	PAPER 1 CONCEPTS					MARKS	% MARK
Whole numbers	Properties of whole numbers and Calculations using whole numbers	Multiples and factors	Solving problems			6 ± 2	11 ± 2
Integers	Counting, ordering and comparing integers	Calculations with integers	Properties of integers	Solving problems		5 ± 2	11 ± 2
Exponents	Comparing and representing numbers in exponential form	Calculations using numbers in exponential form	Solving problems			5 ± 2	11 ± 2
Common fractions	Ordering, comparing and simplifying common fractions	Calculations with common fractions	Solving problems	Percentages	Equivalent forms	6 ± 2	11 ± 2
Decimal fractions	Ordering and comparing decimal fractions	Calculations with decimal fractions	Solving problems	Equivalent forms		6 ± 2	11 ± 2
Numeric and geometric patterns	Investigate and extend patterns					6 ± 2	11 ± 2
Functions and relationships	Input and output values	Equivalent forms				5 ± 2	11 ± 2
Algebraic expressions	Algebraic language					4 ± 2	7 ± 2
Algebraic equations	Number sentences					4 ± 2	9 ± 2
Graphs	Interpreting graphs	Drawing graphs				3 ± 2	7 ± 2
TOTAL						**50**	**100**

N.B. Mark allocation per topic ≈ percentage weighting per topic × total mark for the paper.

Table 4.3.4: November Examination Guidelines: Grade 7

TOPICS	PAPER 2 CONCEPTS					MARKS	% MARK
Geometry of straight line	Definitions					2 ± 2	3 ± 2
Geometry of 2D shapes	Classifying 2D shapes	Similar and congruent 2D shapes	Solving problems			10 ± 2	17 ± 2
Geometry of 3D objects	Classifying 3D objects					7 ± 2	15 ± 2
Transformation geometry	Transformations	Enlargements and reductions				8 ± 2	15 ± 2
Area and perimeter of 2D shapes	Area and perimeter of regular and irregular polygons	Calculations and solving problems				6 ± 2	12 ± 2
Surface area and Volume of 3D Objects	Surface area and volume	Calculations and solving problems				6 ± 2	13 ± 2
Data Handling	Organise and summarise data	Represent data	Interpret data	Analyse data	Report data	7 ± 2	18 ± 2
Probability	Probability					4 ± 2	7 ± 2
TOTAL						**50**	**100**

N.B. Mark allocation per topic ≈ percentage weighting per topic × total mark for the paper.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Table 4.3.5: June Examination Guidelines: Grade 8

TOPICS	PAPER 1 CONCEPTS				MARKS	% MARK
Whole numbers	Properties of whole numbers	Calculations using whole numbers	Multiples and factors	Solving problems	7 ± 2	15 ± 2
Integers	Counting, ordering and comparing integers	Calculations with integers	Properties of integers	Solving problems	10 ± 2	23 ± 2
Exponents	Comparing and representing numbers in exponential form	Calculations using numbers in exponential form	Solving problems		11 ± 2	23 ± 2
Numeric and geometric patterns	Investigate and extend patterns				5 ± 2	11 ± 2
Functions and relationships	Input and output values				4 ± 2	8 ± 2
Algebraic expressions	Algebraic language	Expand and simplify algebraic expression			16 ± 2	12 ± 2
Algebraic equations	Solving equations				7 ± 2	8 ± 2
TOTAL					**60**	**100**

N.B. Mark allocation per topic ≈ percentage weighting per topic × total mark for the paper.

Table 4.3.6: June Examination Guidelines: Grade 8

TOPICS	PAPER 2 CONCEPTS			MARKS	% MARK
Geometry of straight line	Angle relationships	Solving problems		32 ± 2	53 ± 2
Geometry of 2D shapes	Classifying 2D shapes	Similar and congruent 2D shapes	Solving problems	28 ± 2	47 ± 2
TOTAL				**60**	**100**

N.B. Mark allocation per topic ≈ percentage weighting per topic × total mark for the paper.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Table 4.3.7: November Examination Guidelines: Grade 8

TOPICS	PAPER 1 CONCEPTS				MARKS	% MARK
Whole numbers and integers	Properties of whole numbers	Calculations using whole numbers	Multiples and factors	Solving problems	7 ± 2	11 ± 2
Integers	Calculations with integers	Properties of integers	Solving problems		4 ± 2	7 ± 2
Common Fractions	Calculations using fractions	Solving problems	Percentages	Equivalent forms	5 ± 2	9 ± 2
Decimal Fractions	Calculations with decimal fractions	Solving problems	Equivalent forms		4 ± 2	7 ± 2
Exponents	Comparing and representing numbers in exponential form	Calculations using numbers in exponential form	Solving problems		7 ± 2	11 ± 2
Functions and Relationships	Input and output values	Equivalent forms			6 ± 2	11 ± 2
Numeric and geometric patterns	Investigate and extend patterns				3 ± 2	6 ± 2
Algebraic expressions	Algebraic language	Expand and simplify algebraic expression			10 ± 2	16 ± 2
Algebraic equations	Solving equations				7 ± 2	11 ± 2
Graphs	Interpreting graphs	Drawing graphs			7 ± 2	11 ± 2
TOTAL					**60**	**100**

N.B. Mark allocation per topic ≈ percentage weighting per topic × total mark for the paper.

Table 4.3.8: November Examination Guidelines: Grade 8

TOPICS	PAPER 2 CONCEPTS					MARKS	% MARK
Geometry of 2D shapes	Classifying 2D shapes	Similar and congruent 2D shapes	Solving problems			8 ± 2	13 ± 2
Geometry of straight line	Angle relationships	Solving problems				9 ± 2	15 ± 2
Transformation Geometry	Transformations	Enlargements and reductions				6 ± 2	10 ± 2
Geometry of 3D Objects	Classifying 3D objects					7 ± 2	12 ± 2
Theorem of Pythagoras	Use the Theorem of Pythagoras					5 ± 2	8 ± 2
Area and perimeter	Area and perimeter of regular and irregular polygons	Calculations and solving problems				5 ± 2	8 ± 2
Surface area and volume of 3D objects	Surface area and volume	Calculations and solving problems				5 ± 2	8 ± 2
Data Handling	Organise and summarise data	Represent data	Interpret data	Analyse data	Report data	10 ± 2	18 ± 2
Probability	Probability					5 ± 2	8 ± 2
TOTAL						**60**	**100**

N.B. Mark allocation per topic ≈ percentage weighting per topic × total mark for the paper.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Table 4.3.9: June Examination Guidelines: Grade 9

TOPICS	PAPER 1 CONCEPTS				MARKS	% MARK
Whole numbers	Properties of numbers	Calculations using whole numbers	Multiples and factors	Solving problems	8 ± 2	11 ± 2
Exponents	Comparing and representing numbers in exponential form	Calculations using numbers in exponential form	Solving problems		9 ± 2	13 ± 2
Common fractions	Calculations using fractions	Solving problems	Equivalent forms		8 ± 2	11 ± 2
Integers	Properties of integers	Calculations with integers	Solving problems		8 ± 2	11 ± 2
Decimal fractions	Calculations with decimal fractions	Solving problems	Equivalent forms		8 ± 2	11 ± 2
Functions and relationships	Input and output values	Equivalent forms			8 ± 2	10 ± 2
Numeric and geometric patterns	Investigate and extend patterns				8 ± 2	11 ± 2
Algebraic expressions	Algebraic language	Expand and simplify algebraic expression			10 ± 2	12 ± 2
Algebraic equations	Solving equations				8 ± 2	10 ± 2
TOTAL					**75**	**100**

N.B. Mark allocation per topic ≈ percentage weighting per topic × total mark for the paper.

Table 4.3.10: June Examination Guidelines: Grade 9

TOPICS	PAPER 2 CONCEPTS			MARKS	% MARK
Geometry of straight line	Angle relationships	Solving problems		24 ± 2	32 ± 2
Geometry of 2 D	Classifying 2D shapes	Similar and congruent 2D shapes	Solving problems	24 ± 2	32 ± 2
Area and perimeter of 2D shapes	Area and perimeter of polygons			13 ± 2	18 ± 2
Theorem of Pythagoras	Solve problems using the Theorem of Pythagoras			14 ± 2	18 ± 2
TOTAL				**75**	**100**

N.B. Mark allocation per topic ≈ percentage weighting per topic × total mark for the paper.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Table 4.3.11: November Examination Guidelines: Grade 9

TOPICS	PAPER 1 CONCEPTS					MARKS	% MARK
Whole numbers	Properties of numbers	Calculations using whole numbers	Multiples and factors	Solving problems		18 ± 2	6 ± 2
Common fractions	Calculations using fractions	Solving problems	Equivalent forms				6 ± 2
Integers	Properties of integers	Calculations with integers	Solving problems				6 ± 2
Decimal fractions	Calculations with decimal fractions	Solving problems	Equivalent forms				6 ± 2
Exponents	Comparing and representing numbers in exponential form	Calculations using numbers in exponential form	Solving problems			5 ± 2	7 ± 2
Numeric and geometric patterns	Investigate and extend patterns					6 ± 2	7 ± 2
Functions and relationships	Input and output values	Equivalent forms				5 ± 2	6 ± 2
Algebraic expressions	Algebraic language	Expand and simplify algebraic expression	Factorise algebraic expressions			15 ± 2	20 ± 2
Algebraic equations	Solving equations					14 ± 2	19 ± 2
Graphs	Interpreting graphs	Drawing graphs				12 ± 2	17 ± 2
TOTAL						**75**	**100**

N.B. Mark allocation per topic ≈ percentage weighting per topic × total mark for the paper.

Table 4.3.12: November Examination Guidelines: Grade 9

TOPICS	PAPER 2 CONCEPTS					MARKS	% MARK
Geometry of straight line	Angle relationships	Solving problems				11 ± 2	14 ± 2
Geometry of 2D shapes	Classifying 2D shapes	Similar and congruent 2D shapes	Solving problems			11 ± 2	14 ± 2
Geometry of 3D Objects	Classifying 3D objects					10 ± 2	13 ± 2
Transformation Geometry	Transformations	Enlargements and reductions				10 ± 2	13 ± 2
The Theorem of Pythagoras	Solve problems using the Theorem of Pythagoras					6 ± 2	8 ± 2
Perimeter and area	Area and perimeter of polygons					6 ± 2	8 ± 2
Surface Area and volume of 3D objects	Surface area and volume					6 ± 2	8 ± 2
Data Handling	Organise and summarise data	Represent data	Interpret data	Analyse data	Report data	10 ± 2	15 ± 2
Probability	Probability					5 ± 2	7 ± 2
TOTAL						**75**	**100**

N.B. Mark allocation per topic ≈ percentage weighting per topic × total mark for the paper.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

4.6 RECORDING AND REPORTING

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates the learner's progress towards the achievement of the knowledge as prescribed in the National Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her/his readiness to be promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Primary schooling is a critical period for the acquisition of foundational Mathematics skills and conceptual knowledge. Reporting of learner performance is therefore essential and should not be limited to the quarterly report card. Other methods of reporting should be explored, e.g. parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters. These extreme, but worthwhile modalities will ensure that any underperformance is communicated promptly and appropriate measures of intervention are implemented collaboratively by teachers and parents. Formal reporting is done on a 7-point rating scale (see Table 4.4).

Table 4.4: Scale of achievement for the National Curriculum Statement, Grades 7 - 9

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80 - 100
6	Meritorious achievement	70 - 79
5	Substantial achievement	60 - 69
4	Adequate achievement	50 - 59
3	Moderate achievement	40 - 49
2	Elementary achievement	30 - 39
1	Not achieved	0 - 29

4.7 MODERATION OF ASSESSMENT

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be carried out internally at school and/or externally at district, provincial and national levels. Given that the promotion of learners in the Senior Phase is largely

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

dependent upon the SBA (which contributes 40%); the moderation process should be intensified to ensure that:

- learners are not disadvantaged by the invalid and unreliable assessment tasks,
- quality assessment is given and high but achievable standards are maintained.

4.8 GENERAL

This document should be read in conjunction with:

4.8.1. *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

4.8.2. *National Protocol for Assessment Grades R-12*.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

GET CAPS AMENDMENTS

Natural Sciences

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

4.1 PROGRAMME OF FORMAL ASSESSMENT FOR NATURAL SCIENCES FOR GRADES 7, 8 AND 9

4.1.1 Description of the forms of assessment

No.	Form of assessment	Description
	Projects	Projects are tasks in which learners illustrate or apply knowledge that they have gained in class. Projects may involve aspects of investigation and/or design. Learners may collect data to solve a problem or to understand a particular set of circumstances and/or phenomena. In doing this, they can build models, compile reports, essays or posters and even give presentations. Learners can do projects individually or in groups; working alone but with some support and guidance from the teacher. The teacher directs the choice of the project, usually by providing the learner with a topic or brief for the investigation. Assessment of projects Teachers can assess different stages of projects separately, or the entire project. Assessment of projects should be based on the understanding of content, application of skills and values applicable in a relevant context. Assessment tools of projects could be a combination of rubric, memorandum, checklist, etc.
	Practical tasks	In carrying out practical tasks learners are required to demonstrate a skill or proficiency. Learners use materials, tools and equipment to create, produce or do something. The teacher observes the learner demonstrate specific practical skills (e.g. measure the voltage of a cell, use a thermometer to measure temperature, etc.). Practical tasks can be very useful for assessing how learners draw on knowledge and values to carry out practical skills (manual and/or behavioural, e.g. safety and handling of equipment). Any practical task should provide opportunities for learners to demonstrate the skills listed under Specific Aim 2. These may or may not include design/plan investigations skills. However, there are some circumstances in which only some of these skills would apply and not every skill can be assessed in every practical task.(CAPS, page 17) *Assessment of practical tasks* The assessment may be based on the end-result of the activity (the product), or the carrying-out of the activity (the process), or a combination of both. Assessment tools of projects could be a combination of rubric, memorandum, checklist, etc.
	Tests and examinations	Tests consist of a range of questions that cover the different cognitive levels – knowledge recall, understanding, application, evaluation, analysis and synthesis. Learners are required to respond to questions

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

No.	Form of assessment	Description
		within a specified time under controlled conditions. Since they are generally easy to mark reliably they are a good way conduct formal assessment, however, they can be a very useful informal tool too. Examinations are similar to tests, the only difference is that they cover more content.
	Investigation activities	The investigation activities are about “Doing Science”. They are about investigating relationships and solving problems in the natural world. These usually start off with a question that is followed by a hypothesis (a speculative answer to the question), the validity of which will be tested. Investigation activities are one type of performance activity that engage learners in some form of systematic inquiry of a phenomenon. Learners can investigate and solve: problems of making, problems of observing, surveying and measuring, problems of comparing, and problems of determining the effect of certain factors. Assessment of investigation activities Each stage of an investigation activity involves a range of thinking skills, therefore it is important to assess each stages of an investigation activity (process), as well as the end-result (the product). Assessment tools can be a combination of rubric, memorandum, checklist, etc.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

4.1.2 Cognitive levels for assessment in Grades 7, 8 and 9

Low order questions 40%		Middle order questions 45%		High order questions 15%	
Leve1 Remembering	**Level 2 Understanding**	**Level 3 Applying**	**Level 4 Analysing**	**Level 5 Evaluating**	**Level 6 Creating**
Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	*Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.*	*Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.*	*Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.*	*Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.*	*Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.*
acquire	classify	apply	analyse	appraise	adapt
categorise	compare	build	assume	argue	appraise
choose	conclude	calculate	attribute	arrange	argue
copy	contrast	carry out	break down	assess	assess
define	define	change	calculate	choose	build
describe	demonstrate	choose	categorise	compose	change
find	describe	compute	classify	conclude	choose
identify	differentiate	construct	compare	construct	combine
label	discuss	demonstrate	conclude	criticise	compare
list	distinguish	develop	contrast	critique	compile
locate	draw	dramatise	correlate	decide	compose
match	estimate	employ	criticise	deduct	conclude
memorise	exemplify	execute	deconstruct	defend	consider
name	explain	exhibit	deduce	derive	construct
omit	express	experiment with	detect	design	create
point out	extend	identify	devise	detect	criticise
quote	identify	illustrate	differentiate	determine	decide
recall	illustrate	implement	discover	develop	deduce
recite	infer	interpret	discriminate	disprove	design
recognise	interpret	interview	dissect	document	develop
record	locate	make use of	distinguish	estimate	devise
relate	match	model	divide	evaluate	elaborate
repeat	outline	modify	examine	experiment	estimate
respond	paraphrase	operate	experiment	explain	evaluate
retrieve	recognise	organise	find	formulate	formulate
select	relate	plan	infer	generalise	generalise
show	rephrase	practice	inspect	hypothesise	hypothesise

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

state tabulate tell trace	report represent restate review show summarise translate	predict relate restructure select sketch solve	integrate investigate motivate organise outline probe scrutinise separate simplify structure survey test for	interpret judge justify measure modify order organise predict prioritise produce propose prove rank rate recommend relate select test	imagine improve infer integrate invent judge measure modify plan predict produce propose rate rearrange solve suppose test validate

Adapted from: Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

4.1.3 Weighting of Marks for Tests and Examinations

(a) Grade 7 Mid-Year Examinations

	Topics	Cognitive levels			Allocated Time in CAPS	Suggested mark allocation
		Low (40%)	*Middle (45%)*	*High (15%)*		
TERM 1	The Biosphere				1 week	± 6
	Biodiversity				3½ weeks	± 14
	Sexual Reproduction				3½ weeks	± 14
	Variation				1 week	± 6
TERM 2	Properties of materials				2 weeks	± 10
	Separating mixtures				2 weeks	± 10
	Acids, bases and neutrals				2 weeks	± 10
	Introduction to the Periodic table of elements				2 weeks	± 10
	TOTAL	**± 32 marks**	**± 36 marks**	**± 12 marks**	**17 weeks**	**80 marks**

(b) Grade 7 Final Examinations

	Topics	Cognitive levels			Allocated Time in CAPS	Suggeste d mark allocation
		Low (40%)	*Middle (45%)*	*High (15%)*		
TERM 3	Sources of energy				1 week	± 6
	Potential and Kinetic Energy				2 weeks	± 10
	Heat Transfer				2 weeks	± 10
	Insulation and Energy saving				2 weeks	± 10
	Energy transfer to surroundings				1 week	± 6
	The National electricity supply system				1 week	± 4
TERM 4	Relationship of the Sun to the Earth				4 weeks	± 16
	Relationship of the Moon to the Earth				2 weeks	± 10
	Historical development of Astronomy				2 weeks	± 8
	TOTAL	**± 32 marks**	**± 36 marks**	**± 12 marks**	**17 weeks**	**80 marks**

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

(c) Grade 8 Mid-Year Examinations

	Topics	Cognitive levels			Allocated Time in CAPS	Suggested mark allocation
		Low (40%)	*Middle (45%)*	*High (15%)*		
TERM 1	Photosynthesis and respiration				2 weeks	± 12
	Interactions and Interdependence within the environment				5 weeks	± 25
	Micro-organisms				2 weeks	± 10
TERM 2	Atoms				2 weeks	± 12
	Particle model of matter				5 weeks	± 25
	Chemical reactions				1 week	± 6
	TOTAL	**± 36 marks**	**± 40 marks**	**± 14 marks**	**17 weeks**	**90 marks**

(d) Grade 8 Final Examinations

	Topics	Cognitive levels			Allocated Time in CAPS	Suggested mark allocation
		Low (40%)	*Middle (45%)*	*High (15%)*		
TERM 3	Static electricity				1 week	± 5
	Energy transfer in electrical systems				3 weeks	± 15
	Serial and parallel circuit				2 weeks	± 15
	Visible light				3 weeks	± 15
TERM 4	The Solar System				3 weeks	± 15
	Beyond the Solar System				3 weeks	± 15
	Looking into space				2 weeks	± 10
	TOTAL	**± 36 marks**	**± 40 marks**	**± 14 marks**	**17 weeks**	**90 marks**

(e) Grade 9 Mid-Year Examinations

	Topics	Cognitive levels			Allocated Time in CAPS	Suggested mark allocation
		Low (40%)	*Middle (45%)*	*High (15%)*		
TERM 1	Cells as the Basic unit of life				2 weeks	± 10
	Systems in the human body				2 weeks	± 10
	Human reproduction				2 weeks	± 10
	Circulatory and respiratory systems				1½ weeks	± 10
	Digestive system				1½ weeks	± 10
T L	Compounds				1 week	± 6

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

	Chemical reactions				1 week	± 6
	Reactions of metals with oxygen				1½ weeks	± 6
	Reactions of non-metals with oxygen				1 week	± 6
	Acids & bases and pH value				1 week	± 6
	Reactions of acids with bases: Part I				1 week	± 6
	Reactions of acids with bases: Part III				½ weeks	± 4
	The general reaction of an acid with a metal hydroxide (base)				1 week	± 4
	Reactions of acids with bases: Part III				½ weeks	± 3
	Reactions of acids with metals				½ weeks	± 3
	TOTAL	**± 40 marks**	**± 45 marks**	**± 15 marks**	**18 weeks**	**100 marks**

(f) Grade 9 Final Examinations

	Topics	**Cognitive levels**			**Allocated Time in CAPS**	**Suggested mark allocation**
		Low (40%)	*Middle (45%)*	*High (15%)*		
TERM 3	Forces				2 weeks	± 12
	Electric cells as energy systems				½ week	± 4
	Resistance				1 week	± 9
	Series and parallel circuits				2 weeks	± 14
	Safety with electricity				½ week	± 4
	Energy and the national electricity grid				1 week	± 6
	Cost of electrical power				2 weeks	± 9
TERM 4	The earth as a system				1 week	± 6
	Lithosphere				2 weeks	± 9
	Mining of mineral resources				2 weeks	± 9
	Atmosphere				2 weeks	± 12
	Birth, life and death of stars				1 week	± 6
	TOTAL	**± 40 marks**	**± 45 marks**	**± 15 marks**	**17 weeks**	**100 marks**

4.1.4 Specifications to programme of formal assessment

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

The following should be noted for the programme of formal assessment:

a) The programme of formal assessment consists of five SBA tasks in terms 1, 2, and 3; and two examinations (mid-year and end-of-year). Refer to the programme of assessment tables below.

b) A minimum mark allocation is prescribed for each assessment task. Box 1 below provides a way of calculating and weighting of marks.

c) Weighting of content in examinations:

- The mid-year examination should comprise 40% of content from term 1, and 60% of content from term 2.
- The end-of-year examination should comprise 60% of content from term 3, and 40% of content from term 4.

d) Weighting of marks in a term:

- Practical tasks and investigations count 40% towards the total term mark.
- Tests count 60% towards the total term mark.

e) Practical tasks and/or investigations cover any content within a specific term.

f) At least one investigation should be done in each grade during the year.

g) Concepts and skills across all the topics, including skills associated with investigations and practical tasks must be assessed in the written exams.

h) Project can be done in any term, but its mark should be counted in term 3.

i) At the end of each term, marks can be reported as a percentage and related to the 7-point rating code.

j) For any formal assessment, learners should be made aware of what will be assessed and how it will be assessed.

4.1.5 Summary of the programme of assessment in the Senior Phase

FORMAL ASSESSMENT	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL %
School-Based Assessment	**Test** Practical task/ Investigation	Practical task/ Investigation	**Test** Project		**40%**
Exams		**Exam on work from terms 1 and 2**		**Exam on work from terms 3 and 4**	**60%**
Number of Tasks	**2**	**2**	**2**	**1**	**100%**

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

4.1.6 Programme of Formal Assessment per Grade

Grade 7

	Term 1		Term 2		Term 3		Term 4
Form of Assessment	Practical task/ Investigation	Test	Practical task/ Investigation	Examination	Project	Test	Examination
Tools of Assessment	Rubric/memo/checklist	Memo	Rubric/memo/checklist	Memo	Rubric/memo/checklist	Memo	Memo
Minimum Marks	**20**	**60**	**20**	**80**	**30**	**60**	**80**
Maximum Time Allocation	Dependent on nature of the task and context	90 minutes	Dependent on nature of the task and context	120 minutes	Dependent on nature of the task and context	90 minutes	120 minutes
Content and skills focus	Term 1	Term 1	Term 2	Terms 1 & 2	Any term (1 – 3)	Term 3	Terms 3 & 4
No. of Tasks	**2**		**2**		**2**		**1**

Grade 8

	Term 1		Term 2		Term 3		Term 4
Form of Assessment	Practical task/ Investigation	Test	Practical task/ Investigation	Examination	Project	Test	Examination
Tools of Assessment	Rubric/memo/checklist	Memo	Rubric/memo/checklist	Memo	Rubric/memo/checklist	Memo	Memo
Minimum Marks	**20**	**60**	**20**	**90**	**30**	**60**	**90**
Maximum Time Allocation	Dependent on nature of the task and context	90 minutes	Dependent on nature of the task and context	120 minutes	Dependent on nature of the task and context	90 minutes	120 minutes
Content and skills focus	Term 1	Term 1	Term 1	Terms 1 & 2	Any content for the year	Term 3	Terms 3 & 4
No. of Tasks	**2**		**2**		**2**		**1**

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Grade 9

	Term 1		Term 2		Term 3		Term 4
Form of Assessment	Practical task/ Investigation	Test	Practical task/ Investigation	Examination	Project	Test	Examination
Tools of Assessment	Rubric/memo/checklist	Memo	Rubric/memo/checklist	Memo	Rubric/memo/checklist	Memo	Memo
Minimum Marks	**20**	**70**	**20**	**100**	**30**	**70**	**100**
Maximum Time Allocation	Dependent on nature of the task and context	90 minutes	Dependent on nature of the task and context	120 minutes	Dependent on nature of the task and context	90 minutes	120 minutes
Content and skills focus	Term 1	Term 1	Term 1	Terms 1 & 2	Any content for the year	Term 3	Terms 3 & 4
No. of Tasks	**2**		**2**		**2**		**1**

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

4.1.7 Recording and reporting for each term

Marks should be recorded and converted into a percentage for each term. Percentages are reported and may be related to the 7-point rating codes.

Box 1: Calculation and weighting of marks

How to calculate learners' marks (%)

Term 1
Practical task/Investigation: Learner's mark ÷ total mark x 40
Test: Learner's mark ÷ total mark x 60
Total Term 1 mark = Learner's mark (Practical task/Investigation) ÷ total mark x 40 + Learner's mark (Test) ÷ total mark x 60

Term 2
Learner's mark (Practical task/Investigation) ÷ total mark x 40
Learner's mark (Exam) ÷ total mark x 60
Total Term 2 mark = Learner's mark (Practical task/Investigation) ÷ total mark x 40 + Learner's mark (Exam) ÷ total mark x 60

Term 3
Learner's mark (Project) ÷ total mark x 40
Learner's mark (Test) ÷ total mark x 60
Total Term 3 mark = Learner's mark (Project) ÷ total mark x 40 + Learner's mark (Test) ÷ total mark x 60

Term 4
Learner's mark (Exam) ÷ Total mark x 100

Final Year Mark
SBA (Terms 1, 2 & 3) + Mid-year Exam + End-of-year Exam
Learner's SBA mark = Terms 1, 2, 3 (Practical task/Investigation + Tests + Project) ÷ total SBA tasks mark x 40
Learner's Exam mark = Terms 2 and 4 (Exam June and November) ÷ Total Exams mark x 60
Therefore: Final Year Mark = SBA (40%) + Exams (60%)

- *Percentages are reported and may be related to the 7-point rating code as given below.*

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

GET CAPS AMENDMENTS

Languages

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

SECTION 4
ASSESSMENT
GRADES 7-9 HOME LANGUAGE AND FIRST ADDITIONAL LANGUAGE

4.1 Introduction

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners. It involves four steps: generating and collecting evidence of achievement; evaluating evidence; recording the findings and using information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment is a process that measures individual learners' attainment of knowledge (content, concepts and skills) in a subject by collecting, analysing and interpreting the data and information obtained from this process to:

- Enable the teacher to judge a learners' progress in a reliable way;
- Inform learners of their strengths, weaknesses and progress; and
- Assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of learners.

Assessment should be mapped out against the content (concepts and skills) of Languages. In both informal and formal assessments; it is important to ensure that in the course of a school year:

- all of the subject content is covered;
- the full range of major skills is included; and
- a variety of different forms of assessment is used.

4.2 Types of assessment

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

The following types of assessment are very useful in mathematics; as a result, teachers are encouraged to use them to serve the purpose associated with each. Assessment should be both informal (Formative or Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Types of Assessment	Description and uses
Baseline Assessment	Baseline assessment is assessment usually used at the beginning of a phase, grade or learning experience to establish what learners already know. It assists educators with the planning of learning programmes and learning activities.
Formative Assessment	Formative assessment is developmental and is used to inform teachers and learners about their progress. Thus it improves teaching and learning by giving teachers direction and enables them to adapt to learners' needs. Formative assessment or 'assessment for learning' involves both teacher and learner in a process of continual reflection and self-assessment. Formative assessment is interactive in that the teacher uses thought provoking questions to stimulate learner thinking and discussion.
Summative Assessment	Summative assessment gives an overall picture of learners' progress at a given time, for example, at the end of a term. It usually results in judgements about learner performance and can involve high stakes for learners.
Diagnostic Assessment	Diagnostic assessment is similar to formative assessment, but its application will always lead to some form of intervention or remedial action or programme. It shows up either learners' strengths and weaknesses or inappropriate teaching methodology. When it is used to find out about the nature and

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

	cause of medical barriers to learning it should be administered by specialists and is followed by expert guidance, support and intervention strategies.
Systemic Assessment	Systemic assessment is an external way of monitoring the education system by comparing learners' performance to national indicators of learner achievement. It involves monitoring of learner attainment at regular intervals, using nationally or provincially defined measuring instruments. This form of evaluation compares and aggregates information about learner achievements so that it can be used to assist in curriculum development and evaluation of teaching and learning. For the General Education and Training Band systemic evaluation usually targets Grade 3, Grade 6 and Grade 9 Languages and Mathematics.

4.3 Assessment in Languages

Assessment in Languages is ongoing and supports the growth and development of learners. It is an integral part of teaching and learning as it provides feedback for teaching and learning. It should be incorporated in teaching and learning instead of being dealt with as a separate entity. Furthermore, integrated assessment of various language aspects should be practiced. For example, we could start off with a reading aloud of a given text and use the very text for reading comprehension. Language Structure and Conventions activities could also be dealt with based on the same text. Post-reading the text learners could be asked to respond to the text by, for example, writing a letter about the issues raised in the text or to write some creative response to the content of the text. To wrap up this activity, discussions could be held about the topic and in this way we address all of the language skills in one fluent, integrated activity.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Assessing the different language skills should not be seen as separate activities but one integrated activity. Assessment rubrics should thus address the different language skills in the task.

Learners' *listening skills, oral competence, ability to answer questions, participation in discussions* and *written recording skills* where necessary should be observed daily.

It is important, too, that learners' *understanding of* what they are *reading* is assessed and not just their ability to recognise or decode words. Assessment of reading should therefore also take place regularly and not just be a once-off assessment. Formal reading assessment should focus on reading aloud as well as activities which help you to determine how much the learner has understood, for example, retelling a story or answering questions (listening comprehension).

Assessment of written work will focus primarily on the learner's ability to convey meaning, as well as how correctly they have written, for example, correct language structures and use, spelling and punctuation. All assessment should recognise that language learning is a process and that learners will not produce a completely correct piece of work the first time round. Therefore the various stages in the writing process should also be assessed.

When giving a formal assessment task, there will be a focus on a particular skill, for example, Listening and Speaking or Reading or Writing. However, because language learning is an integrated process, more than one skill will be used. The Language Structures and Conventions should be assessed in context. It must be ensured that assessment is not only done as written work, but allows for practical and oral work too. It is important to assess what learners understand and not what they can just memorise, so assess skills in context as much as possible, e.g. learners may spell all their words correctly during a test on Friday, but are they

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

able to use those same words correctly spelt when writing or recording their personal news or a story?

Teaching and assessment of languages should make provision for inclusion of all learners, and strategies should be found to assist all learners to access or produce language texts. Some students experiencing barriers may not be able to attain some of the aims as they are presented in the Curriculum and Assessment Policy Statement. Special attention should be given to learners who are experiencing dyslexic condition.

The programme of assessment allows for summative assessment, which could take the form of a test or examination, at the end of every term. The work on which assessment is conducted must have been covered during the term. The assessment items must be pitched at different cognitive levels to ensure validity.

It is further recommended that what learners are assessed in Home Language should be assessed in the First Additional Language within that period. For example, if learners are assessed on reading comprehension in their Home Language in Week 7-8; the same concept should be assessed within the same period in their First Additional Language. Home Language and First Additional Language teachers should plan their assessment programme together.

4.4 Informal or Daily Assessment or Assessment for Learning or Formative Assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning.

Informal assessment or assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. Informal

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

assessment should be used to provide feedback to learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from the learning activities taking place in the classroom.

Only informal assessment activities completed by a learner should be considered as evidence. This can be done through observations, discussions, practical demonstrations, learner–teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing.

Assessment of language competence will be in the form of observation, written exercises, oral activities and presentations, written tests, reading aloud and other forms of assessment. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom and you may use many of your learning activities to assess learners' performance informally. In some cases, you might want to set specific assessment type of activities to motivate your learners to learn, such as regular spelling texts. Learners or teachers can mark these assessment tasks.

It is suggested that you use the first two-weeks of the term to do a baseline assessment of learners. You should use the activities given in the first two-weeks of the teaching plans to do this assessment. This will enable you to establish the kind of attention your learners will need as you proceed.

Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. Teachers may however wish to keep their own informal records of how individual learners are progressing in the different aspects of the subject to assist with planning and ensuring that individual

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

learners develop the required skills and understanding. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

4.5 Formal Assessment Task

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and *formally recorded* by the teacher for progression purposes. All Formal Assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment tasks provide teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations (such as retelling a story, matching), performances (such as acting out), essays, participation in oral tasks (such as dialogues, conversations, discussions), written tasks (such as completing a worksheet, writing paragraphs or other types of texts), etc.

The purpose of designing a Programme of Assessment (POA) is to ensure validity, reliability, fairness and sufficiency of assessment by giving explicit guidance on the types of activities and the percentage allocated to each language skill within a task. It also addresses the focus of assessment, i.e. the way tasks should be addressed.

In formal assessment, use memoranda, rubrics, checklists and rating scales as well as other appropriate assessment tools to observe, assess and record learners' levels of understanding and skill. Choose an assessment tool that is most appropriate for the type of activity. For example, a rubric is more suitable than a memorandum for a creative writing piece. A memorandum is better suited to a spelling test or a reading comprehension activity.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

4.5.1 Formal Assessment Tasks requirements for Home Language

All assessment in the Intermediate Phase is internal. The formal Programme of Assessment for Grades 7-9 comprises thirteen formal assessment tasks:

- Thirteen (13) formal assessment tasks that make up 40% of the promotion mark; and
- One end-of-the-year examination for the final 60%.

The June examination is part of the 40%.

Formal assessment tasks must assess a range of aspects of the language skills so that key aspects will be assessed over the course of the term and the year. Each formal assessment task should be made up of activities that assess Listening and Speaking, Reading and Viewing, Writing and Presenting, and Language Structures and Conventions, and should take place over a period of days.

- Ensure that these activities (reading aloud, summary, essay, etc.) have been informally assessed and feedback given to the learner before they are formally assessed.
- The forms of assessment used should be age and developmental level appropriate.
- The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.
- It should be based on the knowledge and skills done during that term.
- Use the term plans for each grade to select the kind of activities and the set of skills required for each part of the formal assessment task. For example, if you set a creative writing piece in Grade 8, Term 1 and want learners to write a poem, you can only expect them to 'write sentences of the same length that rhyme', as that is what you would have taught.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

- If you set an information text in the first term, they will have to write using an appropriate frame. Similarly for Listening and Speaking, you will not ask learners to give a short talk in Grade 7, Term 1, as that is only taught later on.

4.5.2 Programme of Assessment

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. A programme for assessment must be drawn up by the school indicating the dates on which tasks will be done.

Requirements for the compilation of a task is given in marks and percentages. In Writing and Presenting, parts of the planning process or the whole process should be assessed. The lengths of texts for writing as indicated in Section 3.3 should be strictly adhered to.

The following tables provide the formal assessment requirements for Grades 7-9 Home Language and First Additional Language:

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

GET CAPS AMENDMENTS

Home Language

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

SUMMARY OF PROGRAMME OF ASSESSMENT
HOME LANGUAGE
GRADES 7-9

Table 1: Number of formal assessment tasks

Number of Formal Assessment Tasks					
Grade	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Total**
Grade 7	5	3	3	3	**14**
Grade 8	5	3	3	3	**14**
Grade 9	5	3	3	3	**14**

Table 2: Nature of formal assessment tasks

Tasks	Nature of the tasks	Form of Assessment	Marking Tool
Oral	• Oral task comprises **Reading Aloud** and **Listening and Speaking.** • 1 Oral task per term • Total of 4 oral tasks per annum • Terms 2 and 4 oral tasks are used as Paper 1 for the Mid-year and the Year-end examinations • Oral activities comprise the following activities: ○ Prepared reading/ unprepared reading/read aloud prepared speech / unprepared speech / conversation / interview / debate / dramatization / role-play / discussions / listening comprehension / mime • Term 3 oral task is an oral presentation of the project.	Reading Speaking	Rubric Grid Memorandum

Reading Comprehension	• Total of 3 Reading Comprehension per annum.
	• Term 1 Reading Comprehension task comprises the following:
	  ○ Question 1: Literary / non-literary text; and
	  ○ Question 2: Visual text
	• Reading Comprehension in Term 2 and 4 is Paper 2 for the Mid-year and Year end examination and comprises:
	  ○ Question 1: Literary / Non Literary text
	  ○ Question 2: Visual text
	  ○ Question 3: Summary
	  ○ Question 4: Language Structures and Conventions in context
		Test	Memorandum
			Rubric

Language Structure and Conventions	• Language Structures and Conventions done in context in Term 1 • Language Structures and Conventions in context in Term 2 and 4 are included in Paper 2 as Question 4	Test	Memorandum
Response to literature study test	• Response to literature test comprises poetry, short stories, folklore, novel and drama. • 1 Response to literature test in Term 3 for Grades 7-9.	Test	Memorandum Rubric

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

	• Grade 9 Literature Paper 4: Term 2 mid-year examination and Term 4 Year-end examination (as part of Task 8 and 14 respectively).		

Writing	• Writing comprises two tasks in Term 1
	  ○ Transactional text
	  ○ Essay
	• 1 Writing task in Term 2 and 4 as Paper 3 for the Mid-year and Year-end examination
	• Transactional texts: speech, sms, e-mail, blog, diary entry, dialogue, brochure, interview, obituary, CV and covering letter, advertisement agenda and minutes
	• Essays: descriptive/ narrative/ argumentative/ reflective/ discursive/ expository
		Assignment
		Test
			Rubric

	Creative Writing • 1 project per annum • Project based on any one of the literature genres studied: poems / folktales /short stories / drama • To be done over a period of time in Term 3 • Oral presentation of the project marks will be used for Term 3 oral task	Project / Assignment	Rubric
Note on tests and examinations	Tests and examinations should cover a substantial amount of content. Tests and examinations must be completed under strictly controlled and supervised conditions. Each test and examination must cater for a range of cognitive levels.		
Note on project	Projects are tasks in which learners illustrate or apply knowledge that they have gained in class. There is one creative writing project per year per Grade in Term 3. Projects may involve aspects of investigation and/or research. Learners can do projects individually or in groups, but with some support and guidance from the teacher. The teacher directs the choice of the project, usually by providing the learners with a topic or brief for the investigation. Teachers can assess different stages of projects separately, or the entire project. Assessment of projects should be based on the understanding of content, application of skills and values applicable in a relevant context and may vary in extent. Projects may be done over a period of time. Issues of inclusivity should be factored in. Assessment tools of projects could be a combination of rubric, memorandum, checklist, etc.		

Table 3: Marks allocation for each task per grade

Grade	SBA				Examination	Total Grade Mark
	Term 1	Term 2	Term 3	SBA Total Marks	Term 4	
Grade 7	110	120	100	330	120	450
Grade 8	110	120	100	330	120	450
Grade 9	150	200	100	450	200	650

Table 4: Marks and Percentage Breakdown per task

		Grade 7 and 8	Grade 9

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Term	Task		Mark	%	Mark	%
1	1	Oral	20	4.%	20	3.7%
	2	Transactional Writing	10	2.2%	20	2.4%
	3	Essay Writing	30	2.2%	40	2.4%
	4	Reading Comprehension	30	3.4%	50	2.5%
	5	Language in Context	20	3.5%	20	3.5%
2	6	Oral Paper 1	20	4%	20	3.6%
	7	Writing Paper 3	40	4.4%	60	4.8%
	8	Comprehension & Language Paper 2	60	6.8%	70	6%
		Literature Paper 4 (Grade 9 only)			50	2.5%
3	9	Oral	20	4.%	20	3.7%
	10	Literature	30	3.3%	30	2.5%
	11	Project	50	2.2%	50	2.4%
TOTAL SBA			**330**	**40%**	**450**	**40%**
4	12	Oral Paper 1	20	18%	20	16%
	13	Writing Paper 3	40	16%	60	18%
	14	Comprehension & Language Paper 2	60	26%	70	18.5%
		Literature Paper 4 (Grade 9 only)			50	7.5%
TOTAL EXAM			**120**	**60%**	**200**	**60%**

Table 5: Format of examination papers for Grades 7-9
The suggested outline for the mid-year and the end-of-the-year examination papers for Grades 7-9 are as follows:

GRADES 7-8		
Paper	**Description**	**Marks**
1 **Completed during the term**	**Oral** • Reading / Listening and Speaking	**20**
2 **2 Hours 30 min**	**Reading Comprehension** • Question 1– Literary text • Question 2 – Visual text • Question 3 – Summary • Question 4 – Language Structures and Conventions in context	**60**
3 **1 Hour 30 min**	**Writing** • Transactional text • Essay	**40**
Total		**120**
GRADE 9		
Paper	**Description**	**Marks**
1 **Completed during the term**	**Oral** • Reading / Listening and Speaking	**20**

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

2 **2 Hours**	**Reading Comprehension** • Question 1 – Literary text • Question 2 – Visual text • Question 3 – Summary • Question 4 – Language Structures and Conventions in context	**70**
3 **1 Hour 30 min**	**Writing** • Transactional text • Essay	**60**
4 **2 Hours**	**Response to Literature** • Question 1 Poetry • Question 2 Novel / Folktales • Question 3 Short Story / Drama	**50**
Total		**200**

Table 6: Cognitive Levels

Both formal and informal assessments must cater for a range of cognitive levels and abilities of learners. The cognitive demands of assessment used should be appropriate to the age and developmental level of the learners in the grade. Assessment activities in Languages must cater for a range of cognitive levels and abilities of learners within this context. The assessment activities should be carefully designed to cater for a range of cognitive levels as shown in the table below. Assessment tasks should include low, middle and high order questions. A variety of types of questions such as multiple choice, cloze, comparison and direct questions should be used.

Cognitive levels	Activity	Percentage of task
Literal **(Level 1)**	Questions that deal with information explicitly stated in the text. • Name the things/people/places/elements … • State the facts/reasons/points/ideas … • Identify the reasons/persons/causes … • List the points/facts/names/reasons … • Describe the place/person/character ... • Relate the incident/episode/experience …	**Levels 1: 20%**

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Reorganisation (Level 2)	Questions that require analysis, synthesis or organisation of information explicitly stated in the text. • Summarize the main points/ideas/pros/cons/ … • Group the common elements/factors … • State the similarities/differences … • Give an outline of …	**Levels 2: 20%**
Inference (Level 3)	Questions that require a candidate's engagement with information explicitly stated in the text in terms of his/her personal experience. • Explain the main idea … • Compare the ideas/attitudes/actions … • What is the writer's (or character's) intention /attitude/motivation/reason … • Explain the cause/effect of … • What does an action/comment/attitude (etc.) reveal about the narrator/ writer/character … • How does the metaphor/simile/image affect your understanding … • What, do you think, will be the outcome/effect (etc.) of an action/a situation …	**Level 3: 40%**
Evaluation (Level 4)	These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values. • Do you think that what transpires is credible/realistic/ possible …? • Is the writer's argument valid/logical/conclusive … • Discuss/Comment critically on the action/ intention/ motive/ attitude/suggestion/implication … • Do you agree with the view/statement/observation/ interpretation that…	**Levels 4 and 5: 20%**

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Appreciation (Level 5)	• In your view, is the writer/narrator/character justified in suggesting/ advocating that … (Substantiate your response/Give reasons for your answer.) •Is the character's attitude/ behavior /action justifiable or acceptable to you? Give a reason for your answer. • What does a character's actions/attitude(s)/motives … show about him/her in the context of universal values? • Discuss critically/Comment on the value judgements made in the text. These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language (such as word choice and imagery). • Discuss your response to the text/incident/situation/ conflict/dilemma. • Do you empathise with the character? What action/decision would you have taken if you had been in the same situation? • Discuss/Comment on the writer's use of language … • Discuss the effectiveness of the writer's style/ introduction/ conclusion/imagery/metaphors/use of poetic techniques/ literary devices …	

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

HOME LANGUAGE GRADE 7							
Term 1	**Mark%**	**Term 2**	**Mark%**	**Term 3**	**Mark%**	**Term 4**	**Mark%**
Task 1 Oral Reading aloud	20 4%	**Task 6** **Paper 1** Listening comprehension / debate / conversation / prepared or unprepared speech / group discussion	20 4%	**Task 9 Oral** Oral presentation of Task 11 project	20 4%	**TASK 12** **Paper 1** Listening comprehension / debate / conversation / prepared or unprepared speech / group discussion	20 18%
NB: There must be a variation of oral assessment tasks in terms 2 and 4.							
Task Marks	**20**		**20**		**20**		**20**
Weighting %	**4%**		**4%**		**4%**		**18%**
TASK 2 Writing Transactional text (2 short or 1 long) • SMS / Diary entry / dialogue / speech (10 marks) **TASK 3 Writing** Essay • Narrative / reflective • 6 paragraphs	10 2.2% 30 2.2%	**Task 7** **Paper 3** **Writing** **WRITTEN BEFORE EXAMS** Question 1 • Transactional text (2 short or 1 long) Poster / advertisement / webpage / Review (10 marks) Question 2 • Descriptive / argumentative essay • 6 paragraphs (30 marks)	40 4.4%	**Task 10** **Response to literature (contextual)** Question 1 • Poem (10 marks) Question 2 • Drama / Short Stories (10 marks) Question 3 • Folklore / Novel (10 marks)	30 3.3%	**Task 13** **Paper 3** **Writing** **WRITTEN BEFORE EXAMS** • Transactional text (2 short or 1 long) Newspaper Article / Questionnaire Forms / Direction / Instructions (10 marks) Question 2 Essay • Descriptive / Narrative / argumentative essay • 6 paragraphs(30 marks)	40 16%
NB: There must be a variation of different types of transactional texts and essays across terms and grades.							
Tasks Marks	**40**		**40**		**30**		**40**
Weighting %	**4.4%**		**4.4%**		**3.3%**		**16%**

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Task 4 **Reading Comprehension** Question 1 Literary / non-literary text (20 marks) Question 2 Visual text (10 marks) **TASK 5** Language Structures and Conventions in context	30 3.4% 20 3.5%	**Task 8** **Mid-year examination** **Paper 2** **Reading Comprehension** **Question 1** Literary / non-literary text (20 marks) **Question 2** Visual text (10 marks) **Question 3** Summary (10 marks) **Question 4** **Language Structures and Conventions** in context (20 marks)	60 6.8%	**TASK 11** **Creative Writing** Project based on any **ONE** of the genres studied: • Story / play script / novelette / poem / song / documentary **Note: There must be a variation of genres across the grades.**	50 2.2%	**Task 14** **End of the year examination** **Paper 2** **Reading Comprehension Test** **Question 1** Literary / non-literary text (20 marks) **Question 2** Visual text (10 marks) **Question 3** Summary (10 marks) **Question 4** **Language Structures and Conventions** in context (20 marks)	60 26%
Task Marks	**50**		**60**		**50**		**60**
Weighting %	**6.9%**		**6.8%**		**2.2%**		**60%**
Term Marks	**110**		**120**		**100**		**120**
SBA Marks		**330**				**Examination mark**	**120**
SBA %		**40%**				**Examination %**	**60%**
Total Grade Mark		**450**					

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

HOME LANGUAGE GRADE 8							
Term 1	**Mark%**	**Term 2**	**Mark%**	**Term 3**	**Mark%**	**Term 4**	**Mark%**
Task 1 Oral Reading aloud	20 4%	**Task 6** **Paper 1** Listening comprehension / debate / conversation / prepared or unprepared speech / group discussion	20 4%	**Task 9 Oral** Oral presentation of Task 11 project	20 4%	**TASK 12** **Paper 1** Listening comprehension / debate / conversation / prepared or unprepared speech / group discussion	20 18%
NB: There must be a variation of oral assessment tasks in terms 2 and 4.							
Task Marks	**20**		**20**		**20**		**20**
Weighting %	**4%**		**4%**		**4%**		**18%**
TASK 2 Writing Transactional text (2 short or 1 long) • E-mail / interview / brochure / obituary (10 marks) **TASK 3 Writing** Essay • Narrative / reflective • 7 paragraphs (30 marks)	10 2.2% 30 2.2%	**Task 7** **Paper 3** **Writing** **WRITTEN BEFORE EXAMS** Question 1 • Transactional text (2 short or 1 long) Poster / advertisement / webpage / Review (10 marks) Question 2 Essay • Descriptive / argumentative essay • 7 paragraphs (30 marks)	10 30 4.4%	**Task 10** **Response to literature (contextual)** Question 1 • Poem (10 marks) Question 2 • Drama / Short Stories (10 marks) Question 3 • Folklore / Novel (10 marks)	30 3.3%	**Task 13** **Paper 3** **Writing** **WRITTEN BEFORE EXAMS** Question 1 • Transactional text (2 short or 1 long) Newspaper Article / Questionnaire Forms / Direction / Instructions (10 marks) Question 2 Essay • Descriptive / Narrative / argumentative essay • 7 paragraphs (30 marks)	40 16%
NB: There must be a variation of different types of transactional texts and essays across terms and grades.							

Downloaded from eduresourcza.com

Tasks Marks	**40**		**40**		**30**		**40**
Weighting %	**4.4%**		**4.4%**		**3.3%**		**16%**
Task 4 **Reading Comprehension** Question 1 • Literary / non-literary text (20 marks) Question 2 • Visual text (10 marks) **TASK 5** • Language Structures and Conventions in context (20 marks)	30 3.4% 20 3.5%	**Task 8** **Mid-year examination** **Paper 2** **Reading Comprehension** **Question 1** • Literary / non-literary text (20 marks) **Question 2** • Visual text (10 marks) **Question 3** • Summary (10 marks) **Question 4** • **Language Structures and Conventions** in context (20 marks)	60 6.8%	**TASK 11** **Creative Writing** Project based on any **ONE** of the genres studied: • Story / play script / novelette / poem / song / documentary **Note: There must be a variation of genres across the grades.**	50 2.4%	**Task 14** **End of the year examination** **Paper 2** **Reading Comprehension Test** **Question 1** • Literary / non-literary text (20 marks) **Question 2** • Visual text (10 marks) **Question 3** • Summary (10 marks) **Question 4** • **Language Structures and Conventions** in context (20 marks)	60 24%
Task Marks	**50**		**60**		**50**	**Total marks**	**60**
Weighting %	**6.9%**		**6.8%**		**2.2%**		**26%**
Term Marks	**110**		**120**		**100**		
SBA Marks		**330**				**Examination mark**	**120**
SBA %		**40%**				**Examination %**	**60%**
Total Grade Mark		**450**					

Downloaded from eduresourcza.com
Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

HOME LANGUAGE GRADE 9							
Term 1	**Mark%**	**Term 2**	**Mark%**	**Term 3**	**Mark%**	**Term 4**	**Mark%**
Task 1 Oral Reading aloud	20 3.7%	**Task 6** **Paper 1** Listening comprehension / conversation / prepared speech/ group discussion	20 3.6%	**Task 9 Oral** Oral presentation of Task 11 project	20 3.7%	**TASK 12** **Paper 1** Debate / group discussion / unprepared speech / presentation	20 16%
NB: There must be a variation of oral assessment tasks in terms 2 and 4.							
Task Marks	**20**		**20**		**20**		**20**
Weighting %	**3.7%**		**3.6%**		**3.7%**		**16%**
TASK 2 Writing Transactional text (2 short or 1 long) • Blog / CV and covering letter / advertisement / agenda and minutes **TASK 3 Writing** Essay • Descriptive / narrative / argumentative / reflective • 8 paragraphs (40 marks)	20 2.4% 40 2.4%	**Task 7** **Paper 3** **Writing** **Written before exam** Question 1 • Transactional text (2 short or 1 long) Agenda and Minutes / Report / Formal Letter / Newspaper Article (20 marks) Question 2 Essay • Narrative / Descriptive / argumentative / discursive / essay • 8 paragraphs (40 marks)	60 4.8%	**Task 10** **Response to literature (contextual)** Question 1 Poem (10 marks) Question 2 Drama / Short Stories / Folklore / Novel (20 marks)	30 2.5%	**Task 13** **Paper 3** **Writing** **Written before exam** Question 1 • Transactional text (2 short or 1 long) Review / Covering Letter and CV / Obituary / Direction (20 marks) Question 2 Essay • Descriptive / Narrative / argumentative / reflective / essay • 8 paragraphs (40 marks)	60 18%
NB: There must be a variation of different types of transactional texts and essays across terms and grades.							
Tasks Marks	**60**		**60**		**30**		**60**
Weighting %	**4.8%**		**4.8%**		**2.5%**		**18%**

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Task 4 **Reading Comprehension** Question 1 • Literary / non-literary text (25 marks) Question 2 • Visual text (15 marks) Question 3 • Summary (10 marks) **TASK 5** • Language Structures and Conventions in context (20 marks)	50 2.5% 20 3.5%	**Task 8** **Mid-year examination** **Paper 2** **Reading Comprehension Test** **Question 1** • Literary / non-literary text (25 marks) **Question 2** • Visual text (15 marks) **Question 3** • Summary (10 marks) **Question 4** • **Language Structures and Conventions** in context (20 marks) **Paper 4** Question 1- **Poetry** • 1 Unseen Poem (10 marks) • 1 Seen Poem (10 marks) Question 2 • **Novel** (20 marks) Question 3 • **Folklore** (10 marks)	70 6% 50 2.5%	**TASK 11** **Creative Writing** Project based on any **ONE** of the genres studied: • poems / folktales / short stories / drama / novel, including documentaries and songs. **Note: There must be a variation of genres across the grades.**	50 2.4%	**Task 14** **End of the year examination** **Paper 2** **Reading Comprehension Test** **Question 1** • Literary / non-literary text (25 marks) **Question 2** • Visual text (15 marks) **Question 3** • Summary (10 marks) **Question 4** • **Language Structures and Conventions** in context (20 marks) **Paper 4** Question 1- **Poetry** • 1 Unseen Poem (10 marks) • 1 Seen Poem (10 marks) Question 2 • **Drama** (20 marks) Question 3 • **Short Story** (10 marks)	50 18.5% 50 7.5%
Tasks Marks	**70**		**120**		**50**	**Total marks**	**120**

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Weighting %	6.9%		8.5%		2.2%		26%
Term Marks	150		200		100		200
SBA Marks		450				Examination mark	200
SBA %		40%				Examination %	60%
Total Grade Mark		650					

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

GET CAPS AMENDMENTS

First Additional Language

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

SUMMARY OF PROGRAMME OF ASSESSMENT
FIRST ADDITIONAL LANGUAGE
GRADES 7-9

Table 1: Number of formal assessment tasks

Number of Formal Assessment Tasks					
Grade	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Total**
Grade 7	5	3	3	3	**14**
Grade 8	5	3	3	3	**14**
Grade 9	5	3	3	3	**14**

Table 2: Nature of formal assessment tasks

Tasks	Nature of the tasks	Form of Assessment	Marking Tool
Oral	• Oral task comprises **Reading Aloud** and **Listening and Speaking.** • 1 Oral task per term • Total of 4 oral tasks per annum • Terms 2 and 4 oral tasks are used as Paper 1 for the Mid-year and the Year-end examinations • Oral activities comprise the following activities: ○ Prepared reading/ unprepared reading/read aloud prepared speech / unprepared speech / conversation / interview / debate / dramatization / role-play / discussions / listening comprehension / mime • Term 3 oral task is an oral presentation of the project.	Reading Speaking	Rubric Grid Memorandum

Reading Comprehension	• Total of 3 Reading Comprehension per annum.
	• Term 1 Reading Comprehension task comprises the following:
	  ○ Question 1: Literary / non-literary text; and
	  ○ Question 2: Visual text
	• Reading Comprehension in Term 2 and 4 is Paper 2 for the Mid-year and Year end examination and comprises:
	  ○ Question 1: Literary / Non Literary text
	  ○ Question 2: Visual text
	  ○ Question 3: Summary
		Test	Memorandum
			Rubric

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

	○ Question 4: Language Structures and Conventions in context		
Language Structure and Conventions	• Language Structures and Conventions done in context in Term 1 • Language Structures and Conventions in context in Term 2 and 4 are included in Paper 2 as Question 4	Test	Memorandum
Response to literature study test	• Response to literature test comprises poetry, short stories, folklore, novel and drama. • 1 Response to literature test in Term 3 for Grades 7-9. • Grade 9 Literature Paper 4: Term 2 mid-year examination and Term 4 Year-end examination (as part of Task 8 and 14 respectively).	Test	Memorandum Rubric
Writing	• Writing comprises two tasks in Term 1 ○ Transactional text ○ Essay • 1 Writing task in Term 2 and 4 as Paper 3 for the Mid-year and Year-end examination • Transactional texts: speech, sms, e-mail, blog, diary entry, dialogue, brochure, interview, obituary, CV and covering letter, advertisement agenda and minutes • Essays: descriptive/ narrative/ argumentative/ reflective/ discursive/ expository	Assignment Test	Rubric
	Creative Writing • 1 project per annum • Project based on any one of the literature genres studied: poems / folktales /short stories / drama • To be done over a period of time in Term 3 • Oral presentation of the project marks will be used for Term 3 oral task	Project / Assignment	Rubric
Note on tests and examinations	Tests and examinations should cover a substantial amount of content. Tests and examinations must be completed under strictly controlled and supervised conditions. Each test and examination must cater for a range of cognitive levels.		
Note on project	Projects are tasks in which learners illustrate or apply knowledge that they have gained in class. There is one creative writing project per year per Grade in Term 3. Projects may involve aspects of investigation and/or research. Learners can do projects individually or in groups, but with some support and guidance from the teacher. The teacher directs the choice of the project, usually by providing the learners with a topic or brief for the investigation. Teachers can assess different stages of projects separately, or the entire project. Assessment of projects should be based on the understanding of content, application of		

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

	skills and values applicable in a relevant context and may vary in extent. Projects may be done over a period of time. Issues of inclusivity should be factored in. Assessment tools of projects could be a combination of rubric, memorandum, checklist, etc.

Table 3: Marks allocation for each task per grade

Grade	SBA				Examination	Total Grade Mark
	Term 1	Term 2	Term 3	SBA Total Marks	Term 4	
Grade 7	110	120	100	330	120	450
Grade 8	110	120	100	330	120	450
Grade 9	150	200	100	450	200	650

Table 4: Marks and Percentage Breakdown per task

			Grade 7 and 8		Grade 9	
Term	Task		Mark	%	Mark	%
1	1	Oral	20	4.%	20	3.7%
	2	Transactional Writing	10	2.2%	20	2.4%
	3	Essay Writing	30	2.2%	40	2.4%
	4	Reading Comprehension	30	3.4%	50	2.5%
	5	Language in Context	20	3.5%	20	3.5%
2	6	Oral Paper 1	20	4%	20	3.6%
	7	Writing Paper 3	40	4.4%	60	4.8%
	8	Comprehension & Language Paper 2	60	6.8%	70	6%
		Literature Paper 4 (Grade 9 only)			50	2.5%
3	9	Oral	20	4.%	20	3.7%
	10	Literature	30	3.3%	30	2.5%
	11	Project	50	2.2%	50	2.4%
TOTAL SBA			**330**	**40%**	**450**	**40%**
4	12	Oral Paper 1	20	18%	20	16%
	13	Writing Paper 3	40	16%	60	18%
	14	Comprehension & Language Paper 2	60	26%	70	18.5%
		Literature Paper 4 (Grade 9 only)			50	7.5%
TOTAL EXAM			**120**	**60%**	**200**	**60%**

Table 5: Format of examination papers for Grades 7-9

The suggested outline for the mid-year and the end-of-the-year examination papers for Grades 7-9 are as follows:

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

GRADES 7-8		
Paper	**Description**	**Marks**
1 **Completed during the term**	**Oral** • Reading / Listening and Speaking	**20**
2 **2 Hours 30 min**	**Reading Comprehension** • Question 1– Literary text • Question 2 – Visual text • Question 3 – Summary • Question 4 – Language Structures and Conventions in context	**60**
3 **1 Hour 30 min**	**Writing** • Transactional text • Essay	**40**
Total		**120**
GRADE 9		
Paper	**Description**	**Marks**
1 **Completed during the term**	**Oral** • Reading / Listening and Speaking	**20**
2 **2 Hours**	**Reading Comprehension** • Question 1 – Literary text • Question 2 – Visual text • Question 3 – Summary • Question 4 – Language Structures and Conventions in context	**70**
3 **1 Hour 30 min**	**Writing** • Transactional text • Essay	**60**
4 **2 Hours**	**Response to Literature** • Question 1 Poetry • Question 2 Novel / Folktales • Question 3 Short Story / Drama	**50**
Total		**200**

Table 6: Cognitive Levels

Both formal and informal assessments must cater for a range of cognitive levels and abilities of learners. The cognitive demands of assessment used should be appropriate to

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

the age and developmental level of the learners in the grade. Assessment activities in Languages must cater for a range of cognitive levels and abilities of learners within this context. The assessment activities should be carefully designed to cater for a range of cognitive levels as shown in the table below. Assessment tasks should include low, middle and high order questions. A variety of types of questions such as multiple choice, cloze, comparison and direct questions should be used.

Cognitive Levels table

Cognitive levels	Activity	Percentage of task
Literal (Level 1)	Questions that deal with information explicitly stated in the text. • Name the things/people/places/elements … • State the facts/reasons/points/ideas … • Identify the reasons/persons/causes … • List the points/facts/names/reasons … • Describe the place/person/character ... • Relate the incident/episode/experience …	**Levels 1: 20%**
Reorganisation (Level 2)	Questions that require analysis, synthesis or organisation of information explicitly stated in the text. • Summarize the main points/ideas/pros/cons/ … • Group the common elements/factors … • State the similarities/differences … • Give an outline of …	**Levels 2: 20%**
Inference (Level 3)	Questions that require a candidate's engagement with information explicitly stated in the text in terms of his/her personal experience. • Explain the main idea … • Compare the ideas/attitudes/actions … • What is the writer's (or character's) intention /attitude/motivation/reason … • Explain the cause/effect of …	**Level 3: 40%**

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

	• What does an action/comment/attitude (etc.) reveal about the narrator/ writer/character … • How does the metaphor/simile/image affect your understanding … • What, do you think, will be the outcome/effect (etc.) of an action/a situation …	
Evaluation (Level 4) **Appreciation (Level 5)**	These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values. • Do you think that what transpires is credible/realistic/ possible …? • Is the writer's argument valid/logical/conclusive … • Discuss/Comment critically on the action/ intention/ motive/ attitude/suggestion/implication … • Do you agree with the view/statement/observation/ interpretation that… • In your view, is the writer/narrator/character justified in suggesting/ advocating that … (Substantiate your response/Give reasons for your answer.) • Is the character's attitude/behaviour/action justifiable or acceptable to you? Give a reason for your answer. • What does a character's actions/attitude(s)/motives … show about him/her in the context of universal values? • Discuss critically/Comment on the value judgements made in the text.	**Levels 4 and 5: 20%**

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

	These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language (such as word choice and imagery). • Discuss your response to the text/incident/situation/ conflict/dilemma. • Do you empathise with the character? What action/decision would you have taken if you had been in the same situation? • Discuss/Comment on the writer's use of language … • Discuss the effectiveness of the writer's style/ introduction/ conclusion/imagery/metaphors/use of poetic techniques/ literary devices …	

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

FIRST ADDITIONAL LANGUAGE GRADE 7							
Term 1	**Mark %**	**Term 2**	**Mark %**	**Term 3**	**Mark %**	**Term 4**	**Mark %**
Task 1 Oral Reading aloud	20 4%	**Task 6** **Paper 1** Listening comprehension / debate / conversation / prepared or unprepared speech / group discussion	20 4 %	**Task 9 Oral** Oral presentation of Task 11 project	20 4 %	**TASK 12** Paper 1 Listening comprehension / debate / conversation / prepared or unprepared speech / group discussion	20 18%
NB: There must be a variation of oral assessment tasks in terms 2 and 4.							
Task Marks	20		20		20		20
Weighting %	4%		4 %		4 %		18%
TASK 2 Writing Transactional text (2 short or 1 long) • SMS / Diary entry / dialogue / speech (10 marks) **TASK 3 Writing** Essay	10 2.2%	**Task 7** **Paper 3** **Writing** **WRITTEN BEFORE EXAMS** Question 1 • Transactional text (2 short or 1 long) Poster / advertisement / webpage / Review (10 marks)	40 4.4%	**Task 10** **Response to literature test (contextual)** Question 1 • Poem (10 marks) Question 2 • Drama / Short Stories (10 marks)	30 3.3%	**Task 13** **Paper 3** **Writing** **WRITTEN BEFORE EXAMS** Question1 • Transactional text (2 short or 1 long) Newspaper Article / Questionnaire Forms / Direction / Instructions (10 marks)	40 16%

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

• Narrative / reflective • 6 paragraphs (30 marks)	30 2.2%	Question 2 • Descriptive / argumentative essay • 6 paragraphs (30 marks)		Question 3 • Folklore / Novel (10 marks)		Question 2 • Descriptive / Narrative / argumentative essay (30 marks) • 6 paragraphs (30 marks)	
NB: There must be a variation of different types of transactional texts and essays across terms and grades.							
Tasks Marks	**40**		**40**		**30**		**40**
Weighting %	**4.4%**		**4.4%**		**3.3%**		**16%**
Task 4 **Reading Comprehension** Question 1 • Literary / non-literary text (20 marks) Question 2 • Visual text (10 marks) **TASK 5**	30 3.4% 20	**Task 8** **Mid-year examination** **Paper 2** **Reading Comprehension** **Question 1** Literary / non-literary text (20 marks) **Question 2** Visual text (10 marks) **Question 3** Summary (10 marks) **Question 4** **Language Structures and Conventions** in context (20 marks)	60 6.8%	**TASK 11** **Creative Writing** Project based on any **ONE** of the genres studied: • Story / play script / novelette / poem / song / documentary **Note: There must be a variation of genres across the grades.**	50 2.2%	**Task 14** **End of the year examination** **Paper 2** **Reading Comprehension Test** **Question 1** Literary / non-literary text (20 marks) **Question 2** Visual text (10 marks) **Question 3** Summary (10 marks) **Question 4**	60 26%

Downloaded from eduresourcza.com

Language Structures and Conventions in context	3.5%					**Language Structures and Conventions** in context (20 marks)	
Task Marks	**50**		**60**		**50**		**60**
Weighting %	**6.9%**		**6.8%**		**2.2%**		**60%**
Term Marks	**110**		**120**		**100**		**120**
SBA Marks		**330**				**Examination mark**	**120**
SBA %		**40%**				**Examination %**	**60%**
Total Grade Mark		**450**					

Downloaded from eduresourcza.com
Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

FIRST ADDITIONAL LANGUAGE
GRADE 8

Term 1	Mark%	Term 2	Mark%	Term 3	Mark%	Term 4	Mark%
Task 1 Oral Reading aloud	20 4%	**Task 6** **Paper 1** Listening comprehension / debate / conversation / prepared or unprepared speech / group discussion	20 4%	**Task 9 Oral** Oral presentation of Task 11 project	20 4%	**TASK 12** Paper 1 Listening comprehension / debate / conversation / prepared or unprepared speech / group discussion	20 18%
NB: There must be a variation of oral assessment tasks in Terms 2 and 4.							
Task Marks	**20**		**20**		**20**		**20**
Weighting %	**4%**		**4%**		**4%**		**18%**
TASK 2 Writing Transactional text (2 short or 1 long) • E-mail / interview / brochure / obituary **TASK 3 Writing** Essay • Narrative / reflective • 7 paragraphs (30 marks)	10 2.2% 30 2.2%	**Task 7** **Paper 3** **Writing** **WRITTEN BEFORE EXAMS** Question 1 • Transactional text (2 short or 1 long) Poster / advertisement / webpage / Review Question 2 Essay • Descriptive / argumentative essay • 7 paragraphs (30 marks)	10 30 4.4%	**Task 10** **Response to literature test (contextual)** Question 1 • Poem (10 marks) Question 2 • Drama / Short Stories (10 marks) Question 3 • Folklore / Novel (10 marks)	30 3.3%	**Task 13** **Paper 3** **Writing** **WRITTEN BEFORE EXAMS** Question 1 • Transactional text (2 short or 1 long) Newspaper Article / Questionnaire Forms / Direction / Instructions (10 marks) Question 2 Essay • Descriptive / Narrative / argumentative essay • 7 paragraphs (30 marks)	40 16%
NB: There must be a variation of different types of transactional texts and essays across terms and grades.							

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Tasks Marks	**40**		**40**		**30**		**40**
Weighting %	**4.4%**		**4.4%**		**3.3%**		**16%**
Task 4 **Reading Comprehension** Question 1 • Literary / non-literary text (20 marks) Question 2 • Visual text (10 marks) **TASK 5** • Language Structures and Conventions in context (20)	30 3.4% 20 3.5%	**Task 8** **Mid-year examination** **Paper 2** **Reading Comprehension** **Question 1** • Literary / non-literary text (20 marks) **Question 2** • Visual text (10 marks) **Question 3** • Summary (10 marks) **Question 4** • **Language Structures and Conventions** in context (20 marks)	60 6.8%	**TASK 11** **Creative Writing** Project based on any **ONE** of the genres studied: • Story / play script / novelette / poem / song / documentary **Note: There must be a variation of genres across the grades.**	50 2.2%	**Task 14** **End of the year examination** **Paper 2** **Reading Comprehension Test** **Question 1** • Literary / non-literary text (20 marks) **Question 2** • Visual text (10 marks) **Question 3** • Summary (10) **Question 4** • **Language Structures and Conventions** in context (20 marks)	60 26%
Task Marks	**50**		**60**		**50**	**Total marks**	**60**
Weighting %	**6.9%**		**6.8%**		**2.2%**		**26%**
Term Marks	**110**		**120**		**100**		
SBA Marks		**330**				**Examination mark**	**120**
SBA %		**40%**				**Examination %**	**60%**
Total Grade Mark		**450**					

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

FIRST ADDITIONAL LANGUAGE GRADE 9							
Term 1	**Mark%**	**Term 2**	**Mark%**	**Term 3**	**Mark%**	**Term 4**	**Mark%**
Task 1 Oral Reading aloud	20 3.7%	**Task 6** **Paper 1** Listening comprehension / conversation / prepared / group discussion	20 3.6%	**Task 9 Oral** Oral presentation of Task 11 project	20 3.7%	**TASK 12** **Paper 1** Debate / group discussion / unprepared speech / presentation	20 16%
NB: There must be a variation of oral assessment tasks across terms and grades.							
Task Marks	**20**		**20**		**20**		**20**
Weighting %	**3.7%**		**3.6%**		**3.7%**		**16%**
TASK 2 Writing Transactional text (2 short or 1 long) • Blog / CV and covering letter / advertisement / agenda and minutes **TASK 3 Writing** Essay • Descriptive / narrative / argumentative / reflective • 8 paragraphs (40 marks)	20 2.4% 40 2.4%	**Task 7** **Paper 3** **Writing** **Written before exam** Question 1 • Transactional text (2 short or 1 long) Agenda and Minutes / Report / Formal Letter / Newspaper Article (20 marks) Question 2 Essay • Narrative / Descriptive / argumentative / ~~/~~discursive • 8 paragraphs (40 marks)	60 4.8%	**Task 10** **Response to literature (contextual)** Question 1 • Poem (10 marks) Question 2 • Drama / Short Stories / Folklore / Novel (20 marks)	30 2.5%	**Task 13** **Paper 3** **Writing** **Written before exam** Question 1 • Transactional text (2 short or 1 long) Review / Covering Letter and CV / Obituary / Direction (20 marks) Question 2 Essay • Descriptive / Narrative / argumentative / reflective • 8 paragraphs (40 marks)	60 18%

Downloaded from eduresourcza.com

NB: There must be a variation of different types of transactional texts and essays across terms and grades.							
Tasks Marks	**60**		**60**		**30**		**60**
Weighting %	**4.8%**		**4.8%**		**2.5%**		**18%**
Task 4 **Reading Comprehension** Question 1 • Literary / non-literary text (25 marks) Question 2 • Visual text (15 marks) Question 3 • Summary (10 marks) **TASK 5** • Language Structures and Conventions in context (20 marks)	50 2.5% 20 3.5%	**Task 8** **Mid-year examination** **Paper 2** **Reading Comprehension** **Question 1** • Literary / non-literary text (25 marks) **Question 2** • Visual text (15 marks) **Question 3** • Summary (10 **marks)** **Question 4** • **Language Structures and Conventions** in context (20 marks) **Paper 4** Question 1- **Poetry** • 1 Unseen Poem (10 marks) • 1 Seen Poem (10 marks) Question 2 • **Novel** (20 marks) Question 3	70 6% 50 2.5%	**TASK 11** **Creative Writing** Project based on any **ONE** of the genres studied: poems / folktales / short stories / drama / novel, including documentaries and songs. **Note: There must be a variation of genres across the grades.**	50 2.4%	**Task 14** **End of the year examination** **Paper 2** **Reading Comprehension Test** **Question 1** • Literary / non-literary text (25 marks) **Question 2** • Visual text (15 marks) **Question 3** **Summary (10 marks)** **Question 4** • **Language Structures and Conventions** in context (20 marks) **Paper 4** Question 1- **Poetry** • 1 Unseen Poem (10 marks) • 1 Seen Poem (10 marks) Question 2 • **Drama** (20 marks)	70 18.5% 50 7.5%

Downloaded from eduresourcza.com
Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

		• **Folklore** (10 marks)				Question 3 • **Short Story** (10 marks)	
Tasks Marks	**70**		**120**		**50**		**120**
Weighting %	**6.9%**		**8.5%**		**2.2%**		**26%**
Term Marks	**150**		**200**		**100**		
SBA Marks		**450**				**Examination mark**	**200**
SBA %		**40%**				**Examination %**	**60%**
Total Grade Mark		**650**					

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

GET CAPS AMENDMENTS

Social Sciences

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Bloom's taxonomy

Remember	Understand	Apply	Analyse	Evaluate	Create
Low order	**Middle order**			**High order**	
Define Identify Label List Recite Repeat Point out Recognise Respond Trace Respond Name State Match Categorise Select Locate Quote Tabulate Copy	Explain Describe Interpret Paraphrase Summarise Classify Compare Differentiate Discuss Distinguish Demonstrate Illustrate Infer Estimate Define Give examples Match Translate	Change Compute Solve Modify Calculate Choose Show Sketch Complete Predict Relate Construct Use	Analyse Compare Classify Contrast Differentiate Investigate Organise Separate Breakdown Calculate Correlate Criticize Conclude Deduce Devise	Evaluate Order Appraise Judge Support Compare Recommend Defend Estimate Find errors Measure Predict Rank Score Argue Predict Measure	Design Compose Create Plan Combine Formulate Invent Hypothesise Write Compile Develop Generalize Integrate Modify Rearrange Adapt

4.4 PROGRAMME OF ASSESSMENT

The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term.

School-Based Assessment in the Senior Phase (SBA): 40% (Including June examination).

November examination in the Senior Phase: 60%.

The **marks** for formal assessment tasks in the Senior Phase for **Terms 1 and 3** are as follows:

Grade 7: 50

Grade 8: 50

Grade 9: 50

NB: For June and November examination marks in Grades 7-9, please refer to the examination framework.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Grade 7 Programme of Assessment					
Term	**Discipline**	**Forms of Assessment**	**Content**	**Marks**	
Term 1	Geography	Project: Sketch map of a local area (Refer to Section 3 of CAPS, Geography term 1 content for more details on the project).	• Map skills (focus: local maps)	50 marks	**School Based Assessment 40%**
	History	Task: Source-based questions and paragraph writing. **(NB: Learners must be introduced to three paragraph essay writing which will be formally assessed in terms 3 and 4. Essay writing should be part of informal/ formative assessment in terms 1 and 2).** Paragraphs and essays must be structured as follows: Topic sentence/ introduction Main points/ body Conclusion	• The Kingdom of Mali and the city of Timbuktu in the 14th century	50 marks	
Term 2	Geography	June examinations: **NB: June examinations should assess terms 1 and 2 content**	• Map skills (focus: local maps) • Earthquakes, volcanoes and floods	25 marks 25 marks Total: 50	
	History	June examinations: NB: June examinations should assess terms 1 and 2 content	• The Kingdom of Mali and the city of Timbuktu • The Transatlantic slave trade	25 marks 25 marks Total: 50	
Term 3	Geography	Test: Data-handling, case study and paragraph writing	• Population growth and change (focus: world)	50 marks	
	History	Test: Source-based, paragraph writing and essay writing	• Colonisation of the Cape in the 17th and 18th centuries	50 marks	
Term 4	Geography	November Examination: **NB: November examinations should assess terms 3 and 4 content only**.	• Population growth and change (focus: world) • Natural resources and conservation in South Africa	25 marks 25 marks Total: 50	**November Examinations 60%**
	History	November Examination: **NB: November examinations should assess terms 3 and 4 content only**.	• Colonisation of the Cape in the 17th and 18th centuries • Co-operation and conflict on the frontiers of the Cape Colony in the early 19th century	25 marks 25 marks Total: 50	

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Grade 8 Programme of Assessment					
Term	**Discipline**	**Forms of Assessment**	**Content**	**Marks**	
Term 1	Geography	Test: Map reading, analysis and interpretation	• Maps and globes (focus: global and local)	50 marks	School Based Assessment 40%
	History	Test: Source-based, paragraph writing and essay writing	• The Industrial Revolution in Britain and Southern Africa from 1860	50 marks	
Term 2	Geography	June examinations: **NB: June examinations should assess terms 1 and 2 content**	• Maps and globes (focus: global and local) • Climate regions (focus: South Africa and world)	35 marks (47%) 40 marks (53%) Total: 75	
	History	June examinations: **NB: June examinations should assess terms 1 and 2 content**	• The Industrial Revolution in Britain and southern Africa from 1860 • The Mineral Revolution in South Africa	35 marks (47%) 40 marks (53%) Total: 75	
Term 3	Geography	Project: Investigation of a settlement (Refer to Section 3 of CAPS, Geography term 3 content for more details on the project)	• Settlement (Africa with a focus on South Africa)	50 marks	
	History	Task: Source-based, paragraph writing and essay writing.	• The scramble for Africa: late 19th century	50 marks	
Term 4	Geography	November examinations: **NB: November examinations should assess terms 3 and 4 content only**.	• Settlement (Africa with a focus on South Africa) • Transport and Trade (focus: South Africa and the world)	35 marks (47%) 40 marks (53%) Total: 75	November Examinations 60%
	History	November examinations: **NB: November examinations should assess terms 3 and 4 content only**.	• The scramble for Africa: late 19th century • World War I (1914 - 1918)	35 marks (47%) 40 marks (53%) Total: 75	

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Grade 9 Programme of Assessment					
Term	**Discipline**	**Forms of Assessment**	**Content**	**Marks**	
Term 1	Geography	Test: Map reading, analysis and interpretation	• Maps skills (focus: topographic and orthophoto maps	50 marks	**School Based Assessment 40%**
	History	Test: Source-Based, paragraph writing and essay writing	• World War II (1919-1945)	50 marks	
Term 2	Geography	June examinations: **NB: June examinations should assess Terms 1 and 2 content**	• Maps skills (focus: topographic and orthophoto maps) • Development issues: (focus: South Africa and world)	35 marks (47%) 40 marks (53%) Total: 75	
	History	June examinations: **NB: June examinations should assess Terms 1 and 2 content**	• World War II • The Nuclear Age and the Cold War (1945-1990)	35 marks (47%) 40 marks (53%) Total: 75	
Term 3	Geography	Test: Source-based questions and paragraph writing	• Surface forces that shape the earth (Physical Geography)	50 marks	
	History	Oral History Research Project: (Refer to Section 3 of CAPS under History term 3 content for more details on the project)	• Turning points in modern South African history since 1948 and 1950s	50 marks	
Term 4	Geography	November examinations: **NB: November examinations should assess Terms 3 and 4 content only**	• Surface forces that shape the earth (Physical Geography) • Resource use and sustainability (focus: world)	35 marks (47%) 40 marks (53%) Total: 75	**November Examinations 60%**
	History	November examinations: **NB: November examinations should assess Terms 3 and 4 content only**	• Turning points in modern South African history since 1948 and 1950s • Turning points in modern South African history 1960, 1976 and 1994	35 marks (47%) 40 marks (53%) Total: 75	

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

4.5 ASSESSMENT GUIDELINES AND EXAMINATION FRAMEWORK: SENIOR PHASE

4.5.1 Geography Grades 7-9

Examples of different cognitive levels of questioning in Geography:

Cognitive Levels	Different cognitive levels of questioning in Geography
Level 1 (L1)	• Extract evidence from geographical sources such as maps, pictures, graphs, etc. • Answer short questions. • Remember/ recall knowledge acquired, e.g. definition of concepts. • Identify features on maps.
Level 2 (L2)	• Use information to describe/ explain and answer questions about people, places and the relationship between the two. • Make links between cause and effect. • Discuss and debate issues.
Level 3 (L3)	• Interpret and evaluate information and data from geographical sources such as maps, tables and graphs. • Use geographical knowledge to solve problems. • Recognise bias and different points of views. • Draw sketch maps, simple illustrations, graphs and flow charts.

Paragraphs in Geography should be structured as follows:

- Topic sentence
- The main point/s
- The concluding sentence

NB: Assessment activities should reflect adequate curriculum coverage in terms content, skills and cognitive levels throughout the Senior Phase. Multiple opportunities must be prioritised. In Grade 7 History, learners should be introduced to three paragraph essays which should be assessed informally in terms 1 and 2. Essay writing should be assessed formally in terms 3 and 4 in Grade 7.

Essay (in History) and paragraph questions (in both Geography and History) should be included in both formal and informal assessments. Guidelines (generic rubric) on how to assess paragraph questions have been provided. When setting paragraph questions, it is important to include a rubric and a model answer to the paragraph question in the marking guideline (memorandum).

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Assessment guidelines for paragraph questions in Grade 7:

Paragraph questions in Grade 7 should be allocated a total of 5 marks.

Level 1	• Uses evidence in an elementary manner e.g. shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic.	MARKS: 0-1
Level 2	• Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner.	MARKS: 2-3
Level 3	• Uses relevant evidence e.g. demonstrates a thorough understanding of the topic. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 4-5

Assessment guidelines for paragraph questions in Grade 8-9

Paragraph questions in Grades 8-9 should be allocated a total of 8 marks.

Level 1	• Uses evidence in an elementary manner e.g. shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic.	MARKS: 0-2
Level 2	• Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner.	MARKS: 3-5
Level 3	• Uses relevant evidence e.g. demonstrates a thorough understanding • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 6-8

NB: In addition to the rubric, the memorandum (marking guidelines) should include a model answer to a paragraph question.

4.5.2 Examination Framework for Grades 7- 9: Geography

Grade 7 June Examination Framework

NB: Answer all questions			
Question no	**Type of question**	**Term content**	**Marks**
1.	Questions on reading, analysis and interpretation of local maps. **NB: Do not use topographical maps and orthophoto maps in Grade 7. The questions should include map symbols, distance measurements and calculations, compass directions, and grid references.**	Term 1	25
2.	Diagrams/ illustrations on the structure of the earth Source-based questions (use a world map) to show location of volcanoes and earthquakes around the world. Case studies on earthquakes and floods. **NB: Case studies should be from the 21st Century. Case studies**	Term 2	25

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

	on floods should be based in South Africa.		
TOTAL			**50**

Grade 7 November Examination Framework

NB: Answer all questions			
Question no	**Questions should be based on:**	**Terms**	**Marks**
1.	Source-based, data handling, definition of concepts.	Term 3	25
2.	Case study, definition of concepts, data handling and paragraph writing.	Term 4	25
TOTAL			**50**

Grade 8 June Examination Framework

NB: Answer all questions			
Question No	**Type of questions: Questions should be based on:**	**Terms**	**Marks**
1.	Map reading, analysis and interpretation, extracting information from satellite images, time zones on a world map, and definition of concepts.	1	35
2.	Data handling on rainfall (bar and line graphs) and temperature statistics of local areas or South African towns and cities) and definition of concepts.	2	40
TOTAL			**75**

Grade 8 November Examination Framework

NB: Answer all questions			
Question No	**Questions should be based on:**	**Terms**	**Marks**
1.	Source-based (land use maps, pictures of urban settlements, definition of concepts).	3	35
2.	Definition of concepts, (maps) on transport routes and paragraph writing.	4	40
TOTAL			**75**

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Grade 9 June Examination Framework

NB: Answer all questions			
Question no	**Questions should be based on:**	**Terms**	**Marks**
1.	Map reading, analysis and interpretation of 1:10 000 South African orthophoto maps, 1:50 000 topographical maps and aerial photographs. Use of scale to measure distance, identification of features, altitude, land use, description of natural and mad-made features.	1	35
2.	Definition of concepts, factors affecting development, paragraph writing.	2	40
TOTAL			**75**

Grade 9 November Examination Framework

NB: Answer All Questions			
Question No	**Questions Should Be Based On:**	**Terms**	**Marks**
1.	Definition of concepts, features of erosion and deposition, case study.	3	35
2.	Definition of concepts, case study and paragraph writing.	4	40
TOTAL			**75**

4.5.3 Assessment Guidelines and Examination Framework for Grades 7-9 History

The following Historical concepts must be addressed when assessing History:

- Multi-perspectives
- Cause and effect
- Change and continuity
- Time and chronology

When assessing source-based questions, teachers must ensure that the following aspects are adhered to:

- Group sources around a key question.
- Provide the context of sources to enable learners to answer the questions. Contextualisation includes author or creator of the source, the title of publication or website and the date of publication or when the website was accessed, (who, what, why, when, how?).
- Learners should have the above information to discuss reliability or usefulness of each source.
- Analyse and interpret all cartoons or photographs.
- All sources must be clearly labelled, no sources should be combined into a composite source.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Sources should be used to assess learners' knowledge and understanding of the topic. The questions on sources should guide learners to do the following:

- Extract information
- Interpret information
- Identify and compare different perspectives within and between sources
- Explain different perspectives (only Grade 7 – 9)
- Draw conclusions about reliability and usefulness (only Grade 7 – 9)

History is a process of enquiry based on evidence from the past. The study of History, therefore, requires learners to ask and answer questions about the past using information contained in different historical sources. Sources of evidence can be physical, visual, landscape, archaeological, written and/or oral. The historian is able to interpret these forms of evidence, which help to identify different points of view and to gain insight into historical content and concepts. The aim of working with historical sources is to enable learners to:

- Extract and interpret information from different sources
- Evaluate and analyse the information given in each source
- Understand and explain why there is usually more than one perspective of an historical event or process.
- Organise information from sources as evidence which can be used to answer questions about the past, support a line of argument and to construct an original piece of historical writing.

Learners should be asked to use their historical knowledge and skills to think critically about the information (historical evidence) contained in the sources. They need to determine what information is credible and support conclusions and statements with reliable information. We call this process 'historical thinking' or 'thinking like an historian'. Without thinking, History is meaningless. If you add thinking, especially the specific skills of 'thinking historically', the past comes to life. This is what reading, thinking and teaching like an Historian is all about.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Examples of different cognitive levels of questioning in History:

Cognitive Levels	Source-based Assessment
Level 1 (L1)	• Extract evidence from sources • Answer short answer questions • Remember/ recall knowledge acquired • Identify characters in a cartoon
Level 2 (L2)	• Explain historical concepts • Straightforward (simple) interpretation of sources • What is being said by (the point of view of) the author/creator of the source
Level 3 (L3)	• Interpret and evaluate information and data from sources • Identify different points of views • Engage in questions of (identify) bias, prejudice, reliability and usefulness (evaluation) of sources • Use information from sources as evidence for their particular line of argument • Compare and contrast interpretations and perspectives within and by authors

Paragraphs in History should be structured as follows:

- Topic sentence
- The main point/s
- The concluding sentence

Generic rubric for assessing paragraphs in Grade 7

Paragraph questions in Grade 7 should be allocated a total of 5 marks.

Level 1	• Uses evidence in an elementary manner e.g. shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic.	MARKS: 0-1
Level 2	• Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner.	MARKS: 2-3
Level 3	• Uses relevant evidence e.g. demonstrates a thorough understanding of the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 4-5

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Generic rubric for assessing paragraphs in Grades 8-9
Paragraph questions in Grades 8-9 should be allocated a total of 8 marks.

Level 1	• Uses evidence in an elementary manner e.g. shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic.	MARKS: 0-2
Level 2	• Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner.	MARKS: 3-5
Level 3	• Uses relevant evidence e.g. demonstrates a thorough understanding • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 6-8

NB: In addition to the rubric, the memorandum should include a model answer to a paragraph question.

Essays:

- Essays must have a formal structure that includes an introduction, which introduces the point of view or explanation of the topic.
- A main body, which develops an argument; and a conclusion (conclude the line of argument). Credit will be given for this structure.
- Each paragraph represents an idea. The line of argument must form a thread throughout the essay.
- When answering essay questions, learners should discuss, explain or assess (prove) the accuracy of a statement if required to do so, or to express an opinion.
- Through essays, teachers should assess learners' ability to demonstrate or communicate thorough knowledge and understanding of the topic and use relevant information to answer the question.
- Learners should:
    - plan and structure an essay.
    - use evidence to support an argument.
    - develop and sustain an independent and well-balanced argument; and
    - write logically, coherently and chronologically.

Marking essay questions

- Teachers must be aware that the content of the answer will be indicated as a synopsis in the marking guidelines.
- Learners may have other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply mention 'facts' in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The construction of argument
- The appropriate selection of factual evidence to support such argument
- The learner's interpretation of the question.

Keep the synopsis in mind when assessing the essay. During the first reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that are properly contextualized (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum). The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualized: ^
- Wrong statement: _____
- Irrelevant statement: |
- Repetition: R
- Analysis: A ✓
- Interpretation: 1✓

Generic rubric for assessing essays in Grade 7-9 is provided below. It is important to note that Grade 7 learners write essays that carry a total of 15 marks as indicated in the rubric and in Grades 8-9, essays are allocated a total of 20 marks.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

PRESENTATION	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
CONTENT	Very well planned and structured. Good synthesis of information. Constructed an argument. Very good use of evidence to support the argument	Well planned and structured. Synthesis of information. Constructed and argument. Evidence used to support the argument.	Writing structured. Constructed an argument. Evidence used to support argument.	Clear attempt to construct an argument. Evidence used to a large extent to support the argument.	Some attempt to organise the information into an argument. Evidence not well used in supporting the argument.	Largely descriptive/ with little or some attempt to develop an argument.	Answer not at all well-structured.
LEVEL 7 The question has been fully answered. Content selection fully relevant to line of argument.	18-20 [Gr 8-9] 13-15 [Gr 7]	16-17 [Gr 8-9] 12-13 [Gr 7]					
LEVEL 6 The question has been answered. The content selection is relevant to a line of argument.	16-17 [Gr 8-9] 12-13 [Gr 7]	15 [Gr 8-9] 11 [Gr 7]	14 [Gr 8-9] 10 [Gr 7]				
LEVEL 5 The question has been answered to a great extent. The content is adequately covered and is relevant		14 [Gr 8-9] 10 [Gr 7]	13 [Gr 8-9] 9 [Gr 7]	12 [Gr 8-9] 8 [Gr 7]			
LEVEL 4 The question is recognisable in the answer. Some omissions/ irrelevant content selection.			12 [Gr 8-9] 8 [Gr 7]	11 [Gr 8-9] 7 [Gr 7]	10 [Gr 8-9] 6 [Gr 7]		
LEVEL 3 The content selection does not always relate. Omissions in coverage.				10 [Gr 8-9] 6 [Gr 7]	9 [Gr 8-9] 5 [Gr 7]	8 [Gr 8-9] 4 [Gr 7]	

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

LEVEL 2 The content is sparse. The question is inadequately addressed.					8 [Gr 8-9] 4 [Gr 7]	7 [Gr 8-9] 3 [Gr 7]	6 [Gr 8-9] 2 [Gr 7]
LEVEL 1 The content is sparse, the question is inadequately addressed						6 [Gr 8-9] 2 [Gr 7]	0-5 [Gr 8-9] 0-1 [Gr 7]

4.5.4 Examinations Framework for Grades 7 - 9 HISTORY

Grade 7 June Examination

June			
Question no.:	**Type of question**	**Term content**	**Marks**
1.	Source-based	Term 1 Content	25
2.	Source-based Paragraph writing	Term 2 Content	20 5
TOTAL			**50**

Grade 7 November Examination

November			
Question no.:	**Type of question**	**Term content**	**Marks**
1.	Source-based Paragraph writing	Term 3	20 5
2.	Source-based Essay	Term 4	10 15
TOTAL			**50**

Grades 8 June Examination

June			
Question no.:	**Type of question**	**Term content**	**Marks**
1.	Source-based	Term 1	27
	Paragraph Writing		8
2.	Source-based	Term 2	20
	Essay		20
TOTAL			**75**

Grade 8 November Examination

November			
Question no.:	**Type of question**	**Term content**	**Marks**
1.	Source-based	Term 3	27
	Paragraph Writing		8
2.	Source-based	Term 4	20
	Essay		20
TOTAL			**75**

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Grade 9 June Examination

June			
Question no.:	**Type of question**	**Term content**	**Marks**
1.	Source-based	Term 1	27
	Paragraph Writing		8
2.	Source-based	Term 2	20
	Essay		20
TOTAL			**75**

Grade 9 November Examination

November			
Question no.:	**Type of question**	**Term content**	**Marks**
1.	Source-based	Term 3	27
	Paragraph Writing		8
2.	Source-based	Term 4	20
	Essay		20
TOTAL			**75**

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

GET CAPS AMENDMENTS

Life Orientaion

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

1. PROGRAMME OF ASSESSMENT

The programme of assessment is designed to spread formal assessment tasks in a subject throughout the school year.

The weighting of marks for the four internal formal assessment tasks for Life Orientation, Grades 7 to 9 is as follows:

Term 1	Term 2	Term 3	Term 4
Task 1 Written task: 70 marks PET: 30 marks	Task 2 Mid-year examination: 70 marks PET: 30 marks	Task 3 Project: 70 marks PET: 30 marks	Task 4 End-of-year marks PET: 30 marks

2. FORMS OF ASSESSMENT

a. Project

The **project** will be any piece of work in which knowledge, skills and values which lead towards competence in the specific or integrated content, are demonstrated. The task will involve collecting, analysing and/or evaluating data and information that will result in the synthesising of the findings into a written product that may be reported, modelled or performed by the learners. Learners will collect data/ resources/information outside of contact time to perform the task. The completion of the project will be facilitated by the teacher in class time to ensure the authenticity of the product.

The topic and nature of the project will be determined by the content covered according to the annual teaching plan. Learners should be given enough time to complete the project. They need adequate guidance at the outset of the project and progress should be monitored throughout. All assessment criteria applicable to the project must be discussed with the learners prior to the commencement of the project. Learners should be given a project before the end of the second term for submission during the third term.

b. Written tasks: design and making, case study, assignment and test

The list provides forms of assessment that will serve as **written task** in Grades 7, 8 and 9. Teachers must ensure that learners are exposed to do a variety of these forms of assessment across the three grades so that learners do not repeat the same form of assessment across the grades.

1) Design and making

Design and making involves the production of the actual product using creative processes to achieve a certain competency. Making is the end product of a design. Learners will be required to design, make and write a descriptive paragraph(s) on the task. Learners are required to show an understanding of knowledge gained and application of knowledge and skills. The focus will be determined by the content covered according to the annual teaching plan. The teacher will provide learners with resources and information required to deliver the task. All assessment criteria applicable to the task must be discussed with the learners prior to the commencement of the task.

Examples:

- Make a collage or poster that describes your own personal diet with reference to your dietary habits and nutritional value. Write one to two paragraphs describing and reflecting your dietary habits and

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

how to improve bad habits or sustain good habits.

- Design a poster using pictures, photos and drawings which reflects your goals in relation to your personal lifestyle and future career. Write brief notes and provide a plan on how to achieve your goals.

2) Assignment

The assignment will allow for a more holistic assessment of knowledge, skills and values and their application in different contexts. The assignment is less open-ended than the project in that it does not require of learners to collect, analyse and/or evaluate data and information that will result in the synthesising of the findings. It however, will be a problem-solving and/or decision-making and application of knowledge exercise with clear guidelines regarding a specified length. The focus will be determined by the content covered according to the annual teaching plan. The teacher will provide learners with resources and information required to deliver the task. All assessment criteria applicable to the task must be discussed with the learners prior to the commencement of the task.

3) Case study

A case study will involve a detailed description of a specific situation or phenomenon. The description can either be real or hypothetical and can be taken from a book, newspaper, magazine, video or the radio. Case studies will assess whether a learner can apply knowledge, skills and values to an unfamiliar context. The focus will be determined by the content covered according to the annual teaching plan. The teacher will provide learners with resources and information required to deliver the task. All assessment criteria applicable to the task must be discussed with the learners prior to the commencement of the task.

4) Test

Tests usually consist of a range of questions. Learners are required to respond within a specified time. Questions are useful to assess knowledge recall and test understanding and comprehension. If questions are correctly phrased, they can also test application of knowledge. Since they are generally easy to mark reliably this is a good way to conduct summative assessment, can also be a very useful formative tool.

C. Examinations

Examinations of at least 60 minutes each will be administered twice a year as part of the internal examination timetable of the school/district/province. The examinations will comprehensively address the knowledge and skills covered up to the time of the examination. More than one type of question will be incorporated and the focus will be on the *application of knowledge* in an integrated manner. The mid-year examination will cover the content for terms 1 and 2 and end-of-year examination will cover the work done throughout the year.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

3. ASSESSMENT FRAMEWORK FOR GRADE 7- 9.

Key of abbreviations used

Q : Question
MCQ : Multiple Choice Questions
FIQ : Fill In Question
MTQ : Matching Type Question
CRQ : Constructed Response Question

Question number	What learners are expected to do	Skills or competencies assessed	Cognitive Levels	Type of questions	Score
SECTION A The section consists of questions 1 to 4. All questions should be answered. **Marks: 25**					
1.1 - 1.5	Choose the correct answer from the four alternatives.	Knowledge and understanding of terms or concepts	Low, middle and high order	MCQ	01 mark for each
2.1 - 2.5	Give explanation of a concept	Demonstrate knowledge and understanding of a concept		CRQ	01mark for each
3.1- 3.5	Match the terms or statements in columns A and B	Knowledge and understanding of concepts		MTQ	01 mark for each
4.	Answer questions based on Scenario or a Case study.	Situation analysis and application of knowledge and skills		CRQ	10 marks
Section A total **25 marks**					
SECTION B The section consists of questions 5 to 8 All questions should be answered. **Marks: 25**					
5.1 - 5.5	Choose the correct terminology to the statement provided.	Demonstration of knowledge and understanding.	Low, middle and high order	CRQ	01 mark each
6.1 - 6.5	Fill in the missing words or concepts from the following statements or sentences	Knowledge and understanding of terms or concepts	Low, middle and high order	FIQ	01 mark each
7.1 - 7.5	Set goals and give advice to the youth.	Demonstrate goal setting and giving advice on challenging situations	Low, middle and high order	CRQ	02 marks each

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Question number	What learners are expected to do	Skills or competencies assessed	Cognitive Levels	Type of questions	Score
8.	Give advice	Situation analysis, source based and application of knowledge and skills	Low, middle and high order	CRQ	05 marks

Question number	What learners are expected to do	Skills or competencies assessed	Cognitive Levels	Type of questions	Score
Section B total 25 marks					
SECTION C The section consists of questions 9, 10 and 11. Only two questions should be answered. Marks: 20					
Three questions: 9,10 and11 will be based on different content according to the following structure:					
9.	Organise and write ideas into a meaningful paragraph or essay. Graphs, data, cartoons can be provided as stimulus	Situation analysis, application of knowledge and skills, organization and logical presentation of ideas	All cognitive levels	Paragraph/ short essay	10 marks
10	Organise and write ideas into a meaningful paragraph or essay. Graphs, data, cartoons can be provided as stimulus	Situation analysis, application of knowledge and skills, organization presentation of ideas	All cognitive levels	Paragraph/ short essay	10 marks
11	Organise and write ideas into a meaningful paragraph or essay. Graphs, data, cartoons can be provided as stimulus	Situation analysis, application of knowledge and skills, organization and logical presentation of ideas	All cognitive levels	Paragraph/ short essay	10 marks
Section C Total 20 marks					
Total theory					**70**
Duration of the paper					**1 hour**

Outline for examinations

The outline below will be followed when setting the Grades 7 – 9 Life Orientation examination papers. The paper will consist of three sections. Total for examination: **70 Marks**

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Section A: 25 marks	Section B : 25 marks	Section C: 20 marks
All questions are compulsory. • A source or case study may be used to contextualise the questions. • The questions should be a combination of three or more types of questions, ranging from list, what, why, multiple choice, matching columns, missing words and true or false. • Questions will test understanding and factual knowledge. • Responses should be short and direct and range from one word to a phrase or a full sentence.	All questions are compulsory. • Short open-ended, scenario-based, source-based and case study questions. • Questions should be knowledge-based, i.e. include information that learners have acquired from the Life Orientation class. • Learners should display, present and apply knowledge and skills gained. Learners will display an understanding of real-life issues affecting the youth and society at large and give advice or possible solutions, demonstrate goal-setting and decision-making skills. • Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs.	Three 10-mark questions will be set of which learners will be expected to answer **TWO**. • Questions will predominantly focus on the application of knowledge and skills. • Learners will solve problems, make decisions and give advice. They will provide few direct responses and extended writing ranging from descriptive paragraphs to short essays that state or examine an issue. • Each question will focus on the specific information or the integration of content. • A short text/diagram/data/graphs/ cartoons can be provided as a stimulus.
Note. Information provided in the texts must be current, up-to-date, age-appropriate and learner-friendly.		

NB. A marking memorandum or guideline suitable to each of the tasks above must be used to assess learner performance in a given examination/project/case study/assignment/design and make. The nature of the task and the knowledge, skills and values that are to be assessed will provide guidance on the type of marking memorandum. Provision must be made in the marking memorandum or guideline for the learner's own interpretation of the questions. Examples of assessment tools that are appropriate to assess learner performance in Life Orientation are the marking memorandum or guideline, criteria checklist, rubric or matrix.

Physical Education

The Physical Education (PE) component aims to develop learners' physical well-being and knowledge of movement and safety. It encourages learners to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. It also aims to develop learners' confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation. These, together with the nurturing of positive values and attitudes in PE, provide a good foundation for learners' lifelong and life-wide learning.

All Physical Education periods will focus on practical physical and mass participation in movement activities for enjoyment and enrichment purposes, with a view to encouraging learners to engage in regular physical activity as part of their lifestyle.

The Physical Education Task (PET) is administered across all four school terms in Grades 7 – 9. Learners are expected to participate in a Physical Education period once a week, which is timetabled to take place in a fixed period, labelled **Physical Education** on the school timetable. Learner participation and movement performance in the PET will, therefore, be assessed and reported at the end of each term. The subject advisor will moderate the PET during announced school visits by observing learners performing the actual assessment task.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

The focus of assessment within the PET falls into two broad categories:

1) Participation: exposes learners to an understanding of the value of regular participation in physical activity. Participation should encourage further development, enjoyment and the building of confidence.

2) Movement performance: learners will be assessed at the level at which they are capable of performing. Movement performance must not encourage a sense of competition.

The teacher will observe whether the performance of a movement has a desired outcome, focusing on the overall performance of the movement rather than the detailed mechanics. Once a teacher has gained confidence and can break down a motor skill and movement sequence into different parts, additional criteria can be added to assess the performance in greater depth.

Assessment Tool for Physical Education Task

The assessment tool for learner performance in the two criteria of the task:

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: **Frequency of Participation during Physical Education periods (20 marks)**	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	210-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: **Outcome of Movement Performance (10 marks)** Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)		Requires attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

A class list will be used to generate a mark out of 20 for participation and a mark out of 10 for movement performance at the end of each term, that is, four lists for each of Grades 7, 8 and 9. The number of PE periods per term will depend on the Department of Basic Education school calendar for the year.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

The class list for participation and movement performance:

	Term 1	1. Frequency of participation (20 marks) PE periods per term (P1= period 1)								2. Movement performance (10 marks)			Total for term
	Learners' Names	P1	P2	P3	P4	P5	P6	%	Marks 20	1st Observation	2nd Observation	Total marks 10	30
1.													
2.													
3.													
4.													
5.													

Note.

Criterion 1: frequency of participation

Each learner will be allocated a mark out of 20 at the end of each term based on his/her frequency of participation across the Physical Education periods. An 'a' will indicate that the learner was absent for that particular period and an 'x' that the learner was present in class, but did not participate. A learner who always participates when he/she is present in class should not be penalised when absent, but a learner who participates on and off when present should be penalised when absent.

Divide number of times a learner participated by number of PE periods per term and **multiply** by 100 to obtain a percentage and then convert to a mark out 20 according to the assessment tool above.

Criterion 2: movement performance

While a record will be kept of learner participation per week, each learner will not be assessed on movement performance in every Physical Education period, but will be formally observed at least twice across a school term for formal assessment purposes to determine the level of movement performance. Allocate a mark out of five (5) for each of the two observations to obtain a final mark out of ten (10) according to the assessment tool above.

Total for the term

The marks awarded for frequency of participation and movement performance respectively for the term are added up to arrive at a mark out of 30 per learner. The mark obtained out of 30 is the PET mark to be formally recorded on the record sheet for the term.

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

4, RECORDING AND REPORTING

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skills as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and his/her readiness to progress or be promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways; these include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

When recording and reporting on learner performance in Life Orientation, Grades 7 – 9 the following marks are applicable:

Term	Grade 7	Grade 8	Grade 9	Marks per term	
				Recording	Reporting
1	Written task	Written task	Written task	**70**	**100**
	PET	PET	PET	**30**	
2	Mid-year examination	Mid-year examination	Mid-year examination	**70**	**100**
	PET	PET	PET	**30**	
3	Project	Project	Project	**70**	**100**
	PET	PET	PET	**30**	
4	End-of-year examination	End-of-year examination	End-of-year examination	**70**	**100**
	PET	PET	PET	**30**	
	Total			**400**	**400**

The various achievement levels and their corresponding percentage bands are as shown in the table below:

Codes and percentages for recording and reporting

Rating Code	Description of competence	Percentage
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 - 29

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com

Downloaded from eduresourcza.com