



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Guidelines to Strengthen CAPS Implementation 2017

General Education and Training (GET) Band

Grades R – 9

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FOUNDATION PHASE GRADES R-3

Grade R

Assessment in Grade R is 100% formative assessment and is integrated.

Grades 1-3

The Programme of Assessment for Grades 1-3 is amended as follows:

No of Tasks	Grade 1	Grade 2	Grade 3
Home Language	4	4	4
First Additional Language	4	4	4
Mathematics	4	4	4
Life Skills	4	4	4
Total	16	16	16

INTERMEDIATE PHASE GRADES 4-6

1. Life Skills Subject: Creative Arts Strand

The form of assessment in the Creative Arts Strand, **CAT in Term 4**, has been changed to an **Examination** comprising 40 marks for Grade 4, 5 and 6. Hence, the Programme of Assessment on page 57 of the CAPS has been amended as follows:

Creative Arts Year Plan	Marks
Term 1: CAT (Visual or Performing Arts)	40
Term 2: CAT (Performing or Visual Arts)	40
Note: By Mid-year, both streams should have been assessed	
Term 3: CAT (Visual or Performing Arts)	40
Term 4: Examination	40
The examination should be based on the whole year's work	
Total Marks	160

2. Natural Sciences and Technology Subject

- 2.1 One formal class test to be written in Term 1, Term 2 and Term 3.
 2.2 End-of Year examinations is based on the content covered during the year.

3. Social Sciences Subject

The Programme of Assessment for Social Sciences is amended as follows:

The **Recommended minimum marks** for **Formal Assessment Tasks**, including June examinations are as follows:

Grade 4: 25 marks
 Grade 5: 30 marks
 Grade 6: 40 marks

Grade 4: Recommended Programme of Assessment

Term	Subject	Recommended Forms of Assessment	Content	School-Based Assessment 75%
Term 1	History	Project	Local History	
	Geography	Test: source-based	Places where people live	
Term 2	History	Mid-year examinations	Qualities of a good leader	
	Geography	Mid-year examinations	Map skills	
Term 3	History	Test: source-based	Transport through time	
	Geography	Test: data handling, case study	Food and farming in South Africa	
Term 4	History	End-of-year examinations	Communication through time	Year-end exams 25%
	Geography	End-of-year examinations	Water in South Africa	

Grade 5: Recommended Programme of Assessment:

Term	Discipline	Recommended Forms of Assessment	Content	School-Based Assessment 75%
Term 1	History	Test: source-based	Hunter-gatherers and herders in Southern Africa	
	Geography	Test: map skills	Map skills	
Term 2	History	Mid-year examinations	First farmers in Southern Africa	
	Geography	Mid-year examinations	Physical features of South Africa	
Term 3	History	Test: source-based	An ancient African society: Egypt	
	Geography	Project	Weather, climate and vegetation of South Africa	
Term 4	History	End-of-year examinations	Heritage trail through the provinces of South Africa	
	Geography	End-of-year examinations	Minerals and mining in South Africa	

Grade 6: Recommended Programme of Assessment

Term	Subject	Recommended Forms of Assessment	Content	School-Based Assessment 75%
Term 1	History	Test: source-based	An African kingdom long ago in Southern Africa: Mapungubwe	
	Geography	Test: map skills	Map skills	
Term 2	History	Mid-year examinations	Explorers from Europe find Southern Africa	
	Geography	Mid-year examinations	Trade (Focus: South Africa and world)	
Term 3	History	Project	Democracy and citizenship in South Africa	
	Geography	Test: data-handling	Climate and vegetation around the world	
Term 4	History	End-of-year examinations	Medicine through time	
	Geography	End-of-year examinations	Population – why people live where they do (focus: South Africa and world)	

SENIOR PHASE GRADES 7-9

1. Social Sciences Subject

The **Recommended minimum marks** for **Formal Assessment Tasks**, including June exams are as follows:

- Grade 7: 50
- Grade 8: 50
- Grade 9: 50

Grade 7: Recommended Programme of Assessment

Term	Discipline	Recommended Forms of Assessment	Content	
Term 1	Geography	Project	Maps skills (focus: local maps)	School Based Assessment 40%
	History	Test: Source-based, paragraph and essay writing.	The kingdom of Mali and the city of Timbuktu in the 14 th century	
Term 2	Geography	Mid-year examination	Earthquakes, volcanoes and floods	
	History	Mid-year examination	The Transatlantic slave trade	
Term 3	Geography	Test: Data-handling	Population growth and change (focus: World)	
	History	Test: Source-based, paragraph and essay writing	Colonisation of the Cape in the 17 th and 18 th centuries	
Term 4	Geography	End of Year Examination	Natural resources and conservation in South Africa	Year-end exams 60%
	History	End of year examination	Co-operation and conflict on the frontiers of the Cape colony in the early 19 th century	

Grade 8: Recommended Programme of Assessment

Term	Discipline	Recommended Forms of Assessment	Content	School-Based Assessment 40%
Term 1	Geography	Test: Map reading, analysis and interpretation.	Maps and globes (focus: global and local)	
	History	Test: Source-based, paragraph and essay writing.	The Industrial Revolution in Britain and Southern Africa from 1860	
Term 2	Geography	Mid-year examination	Climate regions (focus: South Africa and world)	
	History	Mid-year examination	Mineral Revolution in South Africa	
Term 3	Geography	Project	Settlement (Africa with a focus on South Africa)	
	History	Test: Source-based, paragraph and essay writing.	The scramble for Africa: late 19 th century	
Term 4	Geography	End of Year Examination	Transport and trade (focus: South Africa and world)	
	History	End of year examination	World War 1 (1914-1918)	

Grade 9: Recommended Programme of Assessment

Term	Discipline	Recommended Forms of Assessment	Content	School-Based Assessment 40%
Term 1	Geography	Test: Map reading, analysis and interpretation	Map skills (focus: topographic and orthophoto maps)	
	History	Test: Source-based, paragraph and essay writing	World War II – The causes and outbreak (1919-1945)	
Term 2	Geography	Mid-Year Examination	Development issues (Focus: South Africa and world)	
	History	Mid-Year Examination	The Nuclear Age and the Cold War (1945-1990)	
Term 3	Geography	Test	Surface forces that shape the earth (Physical Geography)	
	History	Project: Oral History	Turning points in South African history 1948 and 1950s	
Term 4	Geography	End of year Examination	Resource use and sustainability (focus: world)	
	History	End of year examination	Turning points in South African history since 1960, 1960, 1976 and 1994	

EXAMINATIONS:

- Mid-year exam (June examinations) should examine content from **Terms 1 & 2 in both phases**; and
- End-of-year exam (November examinations) should examine content **in Terms 3 & 4 in both phases**.
- The **examination guidelines** will provide the **scope** for November exams to ensure that Term 4 content is given more weighting in both phases for the November examinations).
- **RECOMMENDED MINIMUM MARK ALLOCATION: NOVEMBER EXAMS for both phases**
 - **Grade 4:** 25 marks per discipline (**25 marks for Geography, 25 marks for History**)
 - **Grade 5:** 30 marks per discipline (**30 marks for Geography, 30 marks for History**)
 - **Grade 6:** 40 marks per discipline (**40 marks for Geography, 40 marks for History**)
 - **Grade 7:** 50 marks per discipline (**50 marks for Geography, 50 marks for History**)
 - **Grade 8:** 75 marks per discipline (**75 marks for Geography, 75 marks for History**)
 - **Grade 9:** 100 marks per discipline (**100 marks for Geography, 100 marks for History**).

2. Economic and Management Sciences Subject

The time allocations and marks for Controlled Tests and Examinations have been amended as follows:

Grade 7:

- Term 2 Exam: 100 marks – 90 min
- Term 3 Controlled test: 50 marks - 60 min

Grade 8:

- Term 2 Exam: 100 marks - 90 min.
- Term 3 Controlled test: 50 marks - 60 min

Grad 9:

- Term 2 Exam: 150 marks - 90 min

3. Mathematics Subject

The following amendments have been made in Grades 7 and 9. The SBA Task Project and Investigation have been swapped as follows:

- The Project from Term 3 has been moved to Term 4; and
- Investigation has been moved from Term 4 to Term 3.

4. Technology Subject

The following amendments have been made:

- Reduce Mini – PAT to two per semester and the second Mini – PAT should be done in the third Term
- Use the Basic Minimum resources document to procure the resources
- Use the IDMEC process per Term. For example, the formal assessment tasks for Term 1 can include an Investigation task and a Communication task or a combination of any of the components of the IDMEC process.
- Ignore the $5+5+5+5 = 20$ allocation.
- Change “Mini – PAT” to “PAT”

5. Physical Sciences Subject

The following amendments have been made:

- A minimum of one formal class test for Term 1 and Term 3 per term must be recorded (CAPS Page 88).
- Reduce the number of tasks to 2 for Term 2. Remove the test and leave practical task and examinations (CAPS Page 90).

6. Creative Arts Subject

Programme of Assessment for Creative Arts

Subject	Grade	Terms	Tasks	Raw Mark	Term Weight %	SBA % / Final Exam %	SBA % / Final Exam %
CREATIVE ARTS	Grade7-9	Term 1	Art Form 1 Practical	50	50	5	10
			Art Form 2 Practical	50	50	5	
			Task Total %	100	100		
		Term 2	Art Form 1 Practical	50	25	5	20
			Art Form 2 Practical	50	25	5	
			Art Form 1 Test	50	25	5	
			Art Form 2 Test	50	25	5	
			Task Total %	200	100		
		Term 3	Art Form 1 Practical	50	50	5	10
			Art Form 2 Practical	50	50	5	
			Task Total %	100	100		
		Term 4	Art Form 1 Practical	50	33.33	20	60
			Art Form 2 Practical	50	33.33	20	
			Art Form 1 Examination	50	16.65	10	
			Art Form 2 Examination	50	16.65	10	
			Task Total %	200	100		

Creative Arts – Music Grade 7 – 9.

Findings: The level of theory and practical is not at a suitable level to the standard of what is required to continue comfortably into grade 10 with the subject music. Learners doing music in grade 12 are expected to exit the grade with grade 5 level of theory and practical.

It is suggested that if there is no instrument tuition available, especially in schools where there are no music specialists that those learners do voice and recorder/penny whistle or mbira which will be of great benefit. The recorder should not be frowned upon as it is an instrument of high standards which could be used as a practical instrument at university level. Recorders or penny whistle are relatively cheap and affordable. It is a relatively easy instrument to begin with and works perfectly for group classes. Teachers with little music knowledge may sign up for lessons (or master classes) with music specialists in the clusters where they can learn how to play the instrument.

The *Grade 4 – 6 (Intermediate phase)* learners may start with the soprano (descant) recorder and then later in the senior phase start with the alto (treble) recorder. It should be possible to play at least grade 1 (ABRSM) or higher in grade 7 if they started in grade 4 with music.

Another suggestion regarding the theory standard is that in Grade 7 the standard of theory should be at least Pre-grade 1 (UNISA, Credo) [or grade 1 (Trinity, Royal Schools) level.

Grade 8 Grade 1 (UNISA, Credo) level and Grade 9 at Grade 2 (UNISA, Credo) level. This high level of standard will only be to the benefit of the learners who wish to continue with the subject music in grade 10.

Schools with specialists can offer: Voice, piano, woodwinds (including saxophone, clarinet, flute and recorder), strings (violin, viola, cello, double bass, bass guitar), brass

(trumpet, horn, euphonium, tenor horn, alto horn, baritone, tuba, trombone) and drum kit), for practical.

The practical and theoretical requirements (minimal) for grade 12 are grade 5 (based on an external examination body such as UNISA, Trinity and ABRSM.)

Learners must exit grade 9 with (minimal) grade 2 level in Music theory and practical so that they are ready to continue with the subject music in grade 10 where they will do grade 3, grade 11, 4 and grade 12, 5 without too much difficulty.

Assessment:

Written examination

Grade 7: Pre grade 1 theory

Grade 8: grade 1 theory

Grade 9: grade 2 theory

Practical: At least 1 new piece per term. 4 best pieces performed in a formal exam at the end of the year (based on an external examination body).

- One piece may be ensemble playing/singing etc.
- Technical (Scales, vocal exercises, studies)
- Aural (As based on UNISA Practical Musicianship and/or Trinity Aural)
- Sight reading

Recommended sources: (as examples and not as prescribed sources. Any other source with equivalent scope is recommended):

1. General Music Knowledge (History of Music) (Antionette Hoek)
2. Theory of music (Credo – SJ Cloete)