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Enquiries: Head Office Senior Curriculum Planners and District Assessment Coordinators

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To: Deputy Directors-General, Chief Directors, Directors (Head Office and district offices), Chief Education Specialists, Circuit Managers, Heads: Curriculum Support, Heads: Management and Governance, Deputy Chief Education Specialists, Assessment and Examination Coordinators, Subject Advisers and Heads of all educational institutions

*Short summary: Providing guidelines for the implementation of revised Annual Teaching Plans, minimum core content and skills per subject and grade as well as guidance on assessment for all grades in 2020.*

**Subject: Guidelines for the implementation of Annual Teaching Plans, minimum core content, assessment and quality assurance of the amended 2020 School-based Assessment in all grades**

1. The Department of Basic Education (DBE) released **Circular S3 of 2020** and **National Assessment Circular 02 of 2020**, both dated 09 July 2020, and **Circular E11 of 2020**, dated 15 July 2020. These national circulars provide guidelines for the implementation of the revised Annual Teaching Plans (ATPs) which outline the minimum concepts, content and skills per subject and per grade; and clarifies the implementation and quality assurance of the amended 2020 School-based Assessment (SBA) for Grades R–9 (General Education and Training (GET) band) and Grades 10–12 (Further Education and Training (FET) band).
2. The reopening of schools and subsequent phased return of grades to schools required that new measures for implementing ATPs and assessment need to be in place to support teaching, assessment and learning for the rest of the school year.
3. Effective leadership is needed at senior management and teacher levels as we work towards increasing school functionality and ensuring that every learner is offered the best possible education through teaching and assessment under the current conditions.

4. The primary teaching aim remains to expose learners to as many learning opportunities at a grade level as possible to ensure learners are best prepared for the following grade. In support of this, teachers are encouraged to use the insights from informal and formal assessments (SBA) formatively to increase both the effectiveness of teaching and support to learners to progress from where they are to the intended learning outcomes.
5. Schools should keep a record of curriculum sections that were not covered per grade and per subject during 2020 and use this information for teacher planning in the 2021 school year.
6. Given the reduced time available across the grades, there may be a need to focus on certain subjects that will provide the fundamental skills and knowledge necessary for entry into the next grade. The DBE guideline provides options in the Senior Phase that could be followed by a school, based on their circumstances. Approval for any reduction in subjects offered must be obtained from the District Director.
7. **Summary of the support guidelines in the GET band**

7.1 **Foundation Phase**

Grades R–3 Core Content	
<ul style="list-style-type: none"> <li>• Number of subjects remains the same.</li> <li>• Focus on core content and skills (see <b>GET Annexure B: Fundamental content and skills</b>, pg. 5).</li> <li>• Life Skills to be <b>integrated into Languages</b>.</li> </ul>	
Subject	Focus
Languages	Specific focus on reading and writing.
Mathematics	Specific focus on number concept development.
Life Skills	The <b>Life Skills</b> component to be integrated into Languages with a <b>focus on health and safety</b> .

**Grades R–3 Revised Programme of Assessment for 2020**

Subject	Grade	Term 1	Term 2	Term 3	Term 4
<b>Home Language (HL), First Additional Language (FAL), Mathematics, Life Skills</b>	R	Continuous SBA	Continuous SBA	Continuous SBA	Continuous SBA
	1–3	Continuous SBA  Formal Assessment Task (FAT) completed	No formal assessment	Continuous SBA (1 FAT per subject*)	Continuous SBA (1 FAT per subject*)
<b>Weighting</b>	R–3	<b>100%</b>			

\* There will be no FAT for Life Skills in Terms 3 and 4 due to its integration into Languages.

For the Foundation Phase, the weighting of 100% for SBA remains unchanged. The calculation of the final progression mark is obtained from Terms 1, 3 and 4 as no marks are calculated for Term 2.

## 7.2 Intermediate Phase

<b>Grades 4–6 Core Content</b>	
<ul style="list-style-type: none"> <li>Number of subjects remains the same.</li> <li>Focus on core content and skills (see <b>GET Annexure B: Fundamental content and skills</b>, pg. 6–11).</li> </ul>	
<b>Subject</b>	<b>Focus</b>
Languages	Specific focus on reading for meaning and writing.
Mathematics	Focus on enumerating.
Life Skills	Focus on self-management, health and safety, performing and visual art, creativity, communication, and critical thinking skills.
Social Sciences	Emphasis on core content and skills for both History and Geography within available time.
Natural Sciences and Technology	Emphasis on core content and skills.

### Grades 4–6 Revised Programme of Assessment for 2020

<b>Subject</b>	<b>Grade</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>HL &amp; FAL</b>	<b>4</b>	All tasks completed	No formal assessment	Oral, test (response to texts)	School-based test: Oral component + Response to texts + Writing
	<b>5</b>			Writing, test (response to texts)	
	<b>6</b>				
<b>Mathematics</b>	<b>4–6</b>	All tasks completed	No formal assessment	One formal assessment task	School-based test
<b>Natural Sciences and Technology</b>	<b>4–6</b>	All tasks completed	No formal assessment	One formal assessment task	School-based test
<b>Social Science: Geography</b>	<b>4–6</b>	All tasks completed	No formal assessment	One formal assessment task	School-based test
<b>Social Science: History</b>	<b>4–6</b>	All tasks completed	No formal assessment	One formal assessment task	School-based test

<b>Life Skills</b>	<b>4–6</b>	All tasks completed	No formal assessment	Project, Physical Education Task (PET), Common Assessment Task (CAT)	School-based test (practical CAT included)
<b>Weighting</b>	<b>4–6</b>	<b>80%</b>			<b>20%</b>

For the Intermediate Phase, revised weightings will apply. The SBA completed in Terms 1 and 3 will contribute 80% and the school-based test in Term 4 will contribute 20% of the final progression mark. The school-based test in Term 4 will be based on work completed in Terms 3 and 4.

### 7.3 Senior Phase

<b>Grades 7–9 Core Content</b>	
<ul style="list-style-type: none"> <li>The focus will be on core content and skills (see <b>GET Annexure B: Fundamental content and skills</b>, pg. 12–24) with the hope that all subjects will be taught.</li> <li>However, to accommodate the reduced time, the DBE has provided schools with an option of reducing the number of subjects from nine to seven in the Senior Phase.</li> <li>Approval for the reduction of subjects must be obtained from the District Director.</li> <li>The selection of the seven subjects is the prerogative of the school, not that of a learner or a class at the school.</li> <li>Grades 8 and 9: The focus will be on deeper learning and selection of subjects in the FET band.</li> </ul>	
<b>Compulsory subjects:</b>	<b>Schools have the option to choose TWO of the following:</b>
<ul style="list-style-type: none"> <li>Languages (HL &amp; FAL)</li> <li>Mathematics</li> <li>Natural Sciences</li> <li>Life Orientation</li> </ul>	<ul style="list-style-type: none"> <li>Social Sciences</li> <li>Economic and Management Sciences</li> <li>Technology</li> <li>Creative Arts</li> </ul>
<ul style="list-style-type: none"> <li>Life Orientation: Greater focus on self-management, health and safety, and career guidance.</li> </ul>	

Subject offerings and choices must be made carefully to ensure that learners do not have learning gaps in the FET band. The Senior Phase programme package should, as far as possible, be in alignment with the subjects the learner intends to take in the FET band.

### Grades 7–9 Revised Programme of Assessment for 2020

Subject	Grade	Term 1	Term 2	Term 3	Term 4
<b>HL &amp; FAL</b>	<b>7-9</b>	All tasks completed	No formal assessment	Oral task, Literature test	School-based test: Oral component + Response to texts + Writing + Literature (Gr 9)
<b>Mathematics</b>	<b>7-9</b>	All tasks completed	No formal assessment	One formal assessment task	School-based test
<b>Natural Sciences</b>	<b>7-9</b>	All tasks completed	No formal assessment	One formal assessment task	School-based test
<b>Social Science: Geography</b>	<b>7-9</b>	All tasks completed	No formal assessment	One formal assessment task	School-based test
<b>Social Science: History</b>	<b>7-9</b>	All tasks completed	No formal assessment	One formal assessment task	School-based test
<b>Economic and Management Sciences</b>	<b>7-9</b>	All tasks completed	No formal assessment	One formal assessment task	School-based test
<b>Technology</b>	<b>7-9</b>	All tasks completed	No formal assessment	One formal assessment task	School-based test
<b>Creative Arts</b>	<b>7-9</b>	All tasks completed	No formal assessment	Art Forms 1 & 2: Practical task	School-based test: Art Forms 1 & 2
<b>Life Orientation</b>	<b>7-9</b>	All tasks completed	No formal assessment	Project, PET	School-based test + PET
<b>Weighting</b>	<b>7-9</b>	<b>80%</b>			<b>20%</b>

For the Senior Phase, revised weightings will apply. The SBA completed in Terms 1 and 3 will contribute 80% and the school-based test in Term 4 will contribute 20% of the final promotion mark. The school-based test in Term 4 will be based on work completed in Terms 3 and 4.

8. **Summary of the support guidelines in the FET band (Grades 10–12)**

8.1 The DBE has provided **FET Annexure A: Amendments to SBA requirements for Grades 10–12 (2020)** which summarises the SBA requirements for Grades 10–12.

Grades 10–11
<ul style="list-style-type: none"> <li>• Revised ATPs for Grades 10 and 11 were provided in DBE Circular S2 of 2020, dated 23 May 2020.</li> </ul>
<ul style="list-style-type: none"> <li>• All formal assessments for Term 1 should be completed.</li> <li>• No June examination was administered.</li> <li>• Assessment requirements for Languages were not amended.</li> <li>• Main amendments in Languages apply to setworks and the variety of genres assessed.</li> <li>• Number of oral tasks were reduced in Languages.</li> <li>• All PATs for Grades 10–11 were reviewed to accommodate COVID-19 protocols.</li> <li>• Practical aspect of Life Orientation PET has been excluded.</li> <li>• Group/ensemble performances in the performing art subjects have been adapted to solo performances.</li> <li>• Life Orientation to place greater emphasis on self-directed learning, health and safety.</li> </ul>

Grade 12
<ul style="list-style-type: none"> <li>• No trimming of the curriculum has occurred for Grade 12.</li> </ul>
<ul style="list-style-type: none"> <li>• All formal assessments for Term 1 should be completed.</li> <li>• No June examination was administered and thus this formal assessment will be excluded from the SBA.</li> <li>• The preparatory (mock) examination for Grade 12 must be conducted by all schools.</li> <li>• All PATs for Grade 12 were reviewed to accommodate COVID-19 protocols.</li> <li>• The number of oral tasks were reduced for Grade 12.</li> <li>• Life Orientation to place greater emphasis on self-directed learning, health and safety.</li> <li>• Schools must maximise access and utilisation of support initiatives.</li> </ul>

9. **Quality assurance**

9.1 Quality assurance of the SBA, particularly moderation plans and the internal moderation of formal assessments at school level must be strengthened.

- 9.2 District moderation in GET should focus on the fundamentals of Languages and Mathematics. Further guidelines are indicated in National Assessment Circular 02 of 2020, dated 09 July 2020 (see Annexure B).
- 9.3 All schools must be moderated by districts for Grades 10–12. DBE Circular E11 of 2020, dated 15 July 2020, provides examples of moderation modalities that may be used by districts.
- 9.4 Provincial moderation and DBE moderation for Grade 12 will only be conducted once in 2020, during September/October.
- 9.5 All Grade 12 practical examinations that form part of the Grade 12 examination must be marked and moderated externally.
10. COVID-19 occupational health and safety requirements must be considered for all assessments. Careful planning is required and precautions must be in place when administering assessments to learners at school, learners at home with comorbidities and learners at home (parental choice) as well as when collecting and marking assessments.
11. In cases where a school is unable to complete the assessments as outlined in the revised programmes of assessment and minimum content indicated for Grades 7–9 and in Annexure A for Grades 10–12, approval must be obtained from the District Director to omit the task and compute the SBA marks based on the reduced number of tasks. Written records of such deviations must be kept by the district and principal for audit purposes.
12. In cases where learners are not attending school due to COVID-19 related reasons, but are subjected to home-based learning under the guidance of their parent(s), the assessment requirements for the rest of the school year must be communicated to parents in writing well in advance of the scheduled assessment. The learner must be accommodated at the school if the FAT is a test, taking into consideration the specific circumstances of the learner. Principals must ensure that the **integrity of all formal assessments** as specified for Grades 1–12 is maintained for all learners.
13. **Recording and reporting**
- 13.1 Schools that make use of the Western Cape Education Department (WCED) Grades 1–9 recording and reporting programmes on CEMIS must note the following:
- 13.1.1 A new version of the programmes (Version 2.0) for all grades is available on CEMIS to accommodate all the changes and help ease the administrative burden. Schools must download the new version and import their existing data. No recapturing of marks is required.

- 13.1.2 Use the “Skip” functionality to deal with cases where an assessment is not administered. This has already been applied to all the tasks in Term 2 and certain tasks for selected subjects in Terms 3 and 4 in accordance with the revised programme of assessment.
- 13.1.3 For the two subjects that may not be administered in Grades 7–9, the “Skip” functionality must be used for the tasks in Terms 3 and 4. The programme will automatically omit the task and redistribute the weightings when performing the calculations (no changes to the weightings are required).
- 13.1.4 The task headings and mark totals have also been unlocked in Terms 3 and 4 to allow changes to accommodate appropriate formal assessments where necessary.
- 13.1.5 To capture valid absenteeism, where necessary, use “A:Abs”.
- 13.1.6 Details of the changes can be found on the “Instructions” sheet of the programmes.
- 13.2 The WCED will amend the current record sheets for Grades 10–12 to accommodate the SBA amendments.
- 13.3 Schools that make use of SA-SAMS or other systems must follow the instructions as outlined in the National Assessment Circular 02 of 2020, dated 09 July 2020 (see Annexure B for Grades 1–9), and can refer to the school instruction for recording and reporting for Grades 10–12 in the FET Annexure A.
- 13.4 No formal school reports will be issued for Term 2. Report cards must be generated for Terms 3 and 4. The comments in the report card should indicate an overview considering both the formal and informal assessments conducted.
14. The implementation of these guidelines by all schools is highly appreciated.
15. Principals are requested to bring the contents of this circular to the attention of all teachers.

**SIGNED:** HA LEWIS

**ACTING HEAD: EDUCATION**

**DATE:** 2020-08-03