



N - WCED Guideline: Managing the Curriculum

Branch: Curriculum & Assessment Management	N - WCED Guideline: Managing the curriculum	
N – WCED Guideline	Issued: 27 May 2020	To be reviewed as and when necessary

Approved by the Head of Department:



BK Schreuder

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N – WCED GUIDELINE: MANAGING THE CURRICULUM

1. Purpose

The purpose of this guideline is to provide curriculum and assessment guidance on working with the adjusted curriculum for Grades 7 and 12.

2. Support provided by the Western Cape Education Department (WCED) during the lockdown period

2.1 While the initial objective of support at the beginning of lockdown was to provide learning material to help learners to continue their studies, it quickly changed into both a teacher and learner initiative.

2.2 The objective was to support teaching and learning in every subject and every grade, based on the Teaching and Assessment Plans (TAPs) that were issued to teachers at the beginning of the 2020 school year.

2.3 The support initiatives were developed to enable General Education and Training (GET) and Further Education and Training (FET) curriculum delivery and were strengthened by a teacher professional development dimension that focused on:

- helping teachers to teach remotely; and
- helping learners to either study with the help of others at home (mostly primary school grades) or through self-directed learning (mostly high school grades).

2.4 **Annexure A** summarises the support that was provided and is still available. It is advised that teachers visit the web addresses cited to gain access to the vast amount of curriculum material and teacher professional development offerings.

2.5 A range of radio and television lessons are also available to be integrated in support of teaching and learning. Officials and teachers of the WCED regularly contribute to these productions.

3. The return of Grades 7 and 12 learners

3.1 During Term 1 of the 2020 school year, teaching and school-based assessment (SBA) took place according to the guidance that was given in the TAPs (<https://wcedportal.co.za/eresource/88496>).

3.2 After losing nearly eight school weeks, as a result of the lockdown, the Department of Basic Education (DBE) had to adapt the curriculum and SBA

requirements to fit the revised school calendar for Grades R to 11. The Grade 12 curriculum has remained unchanged.

- 3.3 The CAPS curriculum has been reduced to manageable core content (see **Annexure B**) which includes the skills, knowledge, attitudes and values per subject per grade so that:
 - 3.3.1. what is to be taught and what is to be assessed is clarified and aligned to the revised school calendar;
 - 3.3.2. thorough planning is done and effective teaching strategies used to ensure deep and meaningful learning takes place;
 - 3.3.3. the subject learning trajectory for learners is maintained, without compromising their transition between grades; and,
 - 3.3.4. learners and teachers are not put under undue pressure to try to complete the full curriculum, but manage key learning in the remaining time available.
- 3.4 SBA will also be adapted. The DBE will provide clarity on the number of SBA tasks that will be required. The use of alternative forms of assessment is encouraged and the emphasis will be more on assessment FOR learning (formative) than assessment OF learning (summative).
- 3.5 The revised teaching and assessment requirements will be presented to all schools via written and online communication for each subject as different grades are phased in. The changes are explained in a PowerPoint presentation which will be mediated to teachers.
- 3.6 There will be no June examinations. However, the Grade 12 trial examinations should be written as in the past, with the question papers being set and moderated by teachers at school level.

4. New modes for teaching, assessment and learning

- 4.1 Strong instructional leadership by the school management team (SMT) is required to ensure effective planning and preparation for the new modes of teaching, assessment and learning. The following are important considerations:
 - 4.1.1 How to ensure that the social distancing requirement (see **Annexure C**) is adhered to where teaching or assessment happens.
 - 4.1.2 How teaching and SBAs can now be best planned on the adapted curriculum for both learners at school and learners at home.
 - 4.1.3 How WCED curriculum support (provided on the WCED ePortal and via subject advisers) can be used to enhance planning and teaching.
 - 4.1.4 The modes of teaching (other than face-to-face at school) that will be needed to support the learning needs of all learners, e.g. printed material, WhatsApp platforms and digital platforms.
 - 4.1.5 How to ensure that all learners have optimal access to the modes of teaching used.

- 4.1.6 Whether learners can complete assessment tasks at school and at home and if it helps the learner to see the link between what they have learned and the world around them.
 - 4.1.7 Whether every learner has their own subject textbooks (this is an essential requirement) and/or workbooks.
 - 4.1.8 The teacher professional development opportunities that are there to support teachers in dealing effectively with new teaching realities.
 - 4.1.9 How we can work with or share our resources with other schools.
- 4.2 In support of the planning processes at school level, we have developed a one-pager that captures the important aspects that teachers need to consider on when they return. It is a simplistic attempt to contextualise the return of teachers, but also a “thinking guide” raising critical pedagogical questions that should be reflected on as teachers start their planning (see **Annexure D**). We are facing a changed educational landscape and that will demand new ways of thinking and doing.

5. Important for Grade 7 teachers to know

- 5.1 Where schools did not complete Term 1 SBAs, this should be finalised and recorded on CEMIS.
- 5.2 Details on the plans for the moderation of SBAs, mini-Practical Assessment Tasks (PATs) and practical examinations will be provided. Principals must however ensure that the pre- and post-moderation of all SBAs are conducted.
- 5.3 Lessons for Terms 3 and 4 will be made available and will be developed in English, Afrikaans and Xhosa.
- 5.4 A GET Resource Pack for ECD – Grade 9 will also be available to assist learners. This will include videos and activities in all subjects in English, Afrikaans and Xhosa.

6. Important for Grade 12 teachers to know

- 6.1 While the Grade 12 curriculum has not been trimmed, some concessions and changes were made to SBAs. The changes to orals and practical examination requirements have been detailed per subject.
- 6.2 Lessons based on the adapted curriculum will be developed for Terms 3 and 4 in English and Afrikaans. Term 2 weekly lessons are available on the WCED ePortal.
- 6.3 Where schools did not complete Term 1 SBAs, it will have to be finalised and recorded on CEMIS by 15 June 2020.

- 6.4 Details on the moderation of SBAs, PATs and oral examinations will be provided. Principals must ensure that the pre- and post-moderation of all SBAs are conducted.
- 6.5 The final examination timetable will be reviewed and details will be communicated as soon as they are finalised.

7. Teacher support and development

- 7.1 A comprehensive menu of available online courses, developed by the Directorates GET, FET, Cape Teaching and Leadership Institute (CTLI), eLearning and Inclusive Education, can be accessed and used by teachers for their personal and professional needs.
- 7.2 These courses cover areas related to the curriculum (Foundation, Intermediate and Senior phases, as well as FET), inclusive education, ICT integration, school management and leadership, etc. More information about these teacher professional development opportunities will be communicated to schools (see **Annexure A**).

8. Digital resources

An extensive range of resources are available on the WCED ePortal and there are regular updates (see Annexure A). Included within these offerings under "Teacher Side-kick" is a digital learning **Emergency content pack for teachers** to help strengthen remote teaching and learning practices (see **Annexure A**).

9. DBE adapted curriculum

- 9.1 The process of adapting the curriculum, based on the revised school calendar, has been completed. Please see the following link to the DBE website where all the relevant documentation can be found:
<https://www.education.gov.za/Home/RecoveryPlan2020.aspx>
- 9.2 This includes DBE Circular S2 of 2020, dated 23 May 2020, which explains the process, as well as the principles that underpinned the trimming and reorganisation of the curriculum.
- 9.3 The table below provides a summary of the documents that can be found for Grades 7 and 12.
- 9.4 The documentation for the other grades, as well as guidelines on SBAs will be communicated to schools at a later stage.

	Grade	Name of document
1	12	National Annual Teaching Plans (Content Subjects)
2	12	National Annual Teaching Plans (Languages)
3	10–12	National Phase Content Plan (Content Subjects)
4	10–12	National Phase Content Plan (Home Languages)
5	10–12	National Phase Content Plan (First Additional Languages)
6	10–12	National Phase Content Plan (Second Additional Languages)
1	7	National Annual Teaching Plans (Content Subjects)
2	7	National Annual Teaching Plans (Languages)
3	7–9	National Phase Content Plan (Content Subjects)
4	7–9	National Phase Content Plan (Home Languages)
5	7–9	National Phase Content Plan (First Additional Languages)

Annexure A

Focus	Initiative	Support aim	Weblink
GET	1-pager for every subject	Revision and learning support for teachers, parents and learners as Grades R–9 consolidate work done in Term 1	https://wcedportal.co.za/eresource/90931
	DBE workbooks for Language and Mathematics	Revision and preparation for work to be done in Term 2	https://www.education.gov.za/Curriculum/LearningandTeachingSupportMaterials(LTSM)/Workbooks.aspx
	Weekly lessons	Lessons capturing the core content and skills of subjects for learners were developed and distributed by email and WhatsApp to all schools via district offices	Grades R–3: https://wcedportal.co.za/eresource/92236 https://wcedportal.co.za/eresource/93061 https://wcedportal.co.za/node/94156 https://wcedportal.co.za/eresource/101201 Grades 4–6: https://wcedportal.co.za/eresource/92191 https://wcedportal.co.za/eresource/93051 https://wcedportal.co.za/eresource/94176 https://wcedportal.co.za/eresource/102396 https://wcedportal.co.za/eresource/105001 Grades 7–9: https://wcedportal.co.za/eresource/92186 https://wcedportal.co.za/eresource/93046 https://wcedportal.co.za/eresource/97196 https://wcedportal.co.za/eresource/102416 https://wcedportal.co.za/eresource/105031
	Quality reading @home	Parental support for reading as a daily activity	https://wcedportal.co.za/partners/#103111

Focus	Initiative	Support aim	Weblink
FET	1-pager for every subject	Revision and learning support to be used by teachers, parents and learners as Grades 10–12 consolidate work done in Term 1	https://wcedportal.co.za/eresource/88506
	Grade 12 learning and tutoring material	Revision for matriculants in selected subjects	https://wcedportal.co.za/eresource/90261
	Telematic lessons	Live telematic broadcasts of teaching selected subjects or using pre-recorded lessons	https://schools.sun.ac.za/login/index.php
	Weekly lessons	Lessons capturing the core content and skills of subjects for learners were developed and distributed by email and WhatsApp to all schools via district offices	Grades 10–12: https://wcedportal.co.za/eresource/92511 (W1) https://wcedportal.co.za/eresource/93481 (W2) https://wcedportal.co.za/eresource/94171 (W3) https://wcedportal.co.za/eresource/99256 (W4) Grade 10: https://wcedportal.co.za/eresource/105831 https://wcedportal.co.za/eresource/106171 Grade 11: https://wcedportal.co.za/eresource/99321 https://wcedportal.co.za/eresource/106196 Grade 12: https://wcedportal.co.za/eresource/105841 https://wcedportal.co.za/eresource/106206

Focus	Initiative	Support aim	Weblink
eLearning & CTLI	Teacher professional development	Extensive menu of online professional development courses available on a variety of topics. eLearning guideline document to help principals and teachers with remote teaching and learning.	https://wcedportal.co.za https://wcedctli.co.za/ https://wcedeteacher.wixsite.com/eteacher https://wcedeteacher.wixsite.com/covid19/free-courses
WCED ePortal	Other online support platforms	WCED ePortal	https://wcedportal.co.za
		WCED CTLI	https://wcedctli.co.za/
		WCED Online	https://wcedonline.westerncape.gov.za/
		WCED Moodle Site	https://wcedelearn.westerncape.gov.za/
		WCED COVID-19 info	https://wcedeteacher.wixsite.com/covid19
		WCED Coding	https://wcedeteacher.wixsite.com/coding/what-is-coding
		WCED eTeacher	https://wcedeteacher.wixsite.com/eteacher
		WCED Hubs	https://wcedeteacher.wixsite.com/hubs
		WCED ICT Adoption Strategy	https://wcedeteacher.wixsite.com/adoption-online

An example of a revised teaching plan for Technology in Grade 7:

(<https://www.education.gov.za/Home/RecoveryPlan2020.aspx>)

Week	CAPS topic	Content, concepts and skills	Resources
Technology Senior Phase: COVID-19 Teaching Plan (Revised ATP) Grade 7 Revised Term 2 content			
Week 1	Structures	<ul style="list-style-type: none"> • Definition and purpose of structures to contain, protect, support, span. • Classification of structures: natural and man-made. • Types of structures: shell, frame, solid – learners complete a worksheet. 	Textbooks Siyavula workbook Worksheets Applicable resources
Week 2		<ul style="list-style-type: none"> • Investigate: a cellphone tower – a frame structure. • Case study: examine existing towers strengthened by triangulation, including pylons, windmills and mine headgear. 	Textbooks Siyavula workbook Applicable resources
Week 3		<ul style="list-style-type: none"> • Evaluate: worksheet on the advantages and disadvantages of telephone systems Landline vs. mobile. Learners complete a table. 	Textbooks Siyavula workbook Applicable resources
Week 4		<p>Action research: to stiffen materials/structures</p> <ul style="list-style-type: none"> • Practical activity 1 – Stiffen a structural material by <u>tubing</u> – individual activity • Practical activity 2 – Stiffen a structural material by <u>folding</u> – individual activity • Practical activity 3 – stiffen a frame structure by <u>triangulation</u> – individual activity 	Textbooks Siyavula workbook Worksheets Applicable resources

An example of a revised teaching plan for **Computer Applications Technology (CAT) in Grade 12**

Term 3 (37 days)	03–14 August	17 August–01 September	02–23 September																		
CAPS topic	Information management and PAT	Content using case studies	Trial examination																		
Concepts, skills and values	Practical Assessment Task: Reinforce Information Management skills. Use information and data gathered. Processing and analysing.	<p>Reproduce and create documents that incorporate text, graphics and data. Manipulate graphics and text within documents. Use integrated software to create and design documents for specific purposes. Apply general principles of layout and design to a document process. Emphasise information using techniques such as placement and colour. Create documents by customising templates. Use media, visual literacy and technology skills to create products that express understanding.</p> <p>Identify general hardware configuration: Understand computers and their uses. Make better buying decisions, interpret advertisements and make judgements about quality and usefulness when buying equipment and software. Know how to fix ordinary computer problems and deal with challenges that arise from utilising computers. Know how to use the Internet and email. Appropriate use application packages.</p> <p>Make informed decisions and choices in selecting communication devices and modes of communications for a given scenario. Know how to protect oneself against online threats.</p> <p>Understand technology concepts, systems and operations and how it operates efficiently, effectively and accurately. Understand when to upgrade, when</p>	<p>Cognitive levels: Lower order – 30% Middle order – 40% Higher order – 30%</p> <table border="1"> <thead> <tr> <th>Practical Paper (P1)</th> <th>Theory Paper (P2)</th> </tr> </thead> <tbody> <tr> <td>3 hours</td> <td>3 hours</td> </tr> <tr> <td>180 marks</td> <td>150 marks</td> </tr> <tr> <td>7 Questions:</td> <td>10 Questions:</td> </tr> <tr> <td>Q 1–2: Word processing</td> <td>Section A: Q 1–3 (25 marks)</td> </tr> <tr> <td>Q 3–4: Spreadsheet</td> <td>Section B: Q 4–8 (75 marks)</td> </tr> <tr> <td>Q 5: Database</td> <td>Section C: Integrated scenario (50 marks)</td> </tr> <tr> <td>Q 6: HTML</td> <td></td> </tr> <tr> <td>Q 7: Integration</td> <td></td> </tr> </tbody> </table>	Practical Paper (P1)	Theory Paper (P2)	3 hours	3 hours	180 marks	150 marks	7 Questions:	10 Questions:	Q 1–2: Word processing	Section A: Q 1–3 (25 marks)	Q 3–4: Spreadsheet	Section B: Q 4–8 (75 marks)	Q 5: Database	Section C: Integrated scenario (50 marks)	Q 6: HTML		Q 7: Integration	
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		to buy new equipment or software and how to make informed decisions.	
Requisite pre-knowledge	Extension and progression of content covered in previous term, Grades 10 and 11.	Extension and progression of content covered in previous terms, Grades 10 and 11.	
Resources (other than textbook) to enhance learning	Computer with appropriate software application and hardware. Internet. Slide presentations. Data projector. PAT rubric and learner checklist.	Computer with appropriate software applications and hardware. Internet. Slide presentations. Data projector. Videos.	
Informal assessment, remediation	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	Google quizzes, Kahoot!, observation, competitions, peer-assessment, extended opportunities/activities, etc.	
SBA (formal assessment)	Practical Assessment Task: Phases 1 (revised), 2 (revised) and 3 (final)		Assessment Task 5: Preliminary examination

Social distancing during teaching and learning**1. Social distancing**

- 1.1 Social distancing as a way of being/doing requires significantly limiting face-to-face interaction between everyone during school hours on the school premises. To make this possible, both staff and learners should be educated about COVID-19, how it spreads and the measures needed to minimise its impact.
- 1.2 The measures taken in the classroom should be part of an inclusive strategy to ensure minimising health and safety risks for everyone on the school premises. The WCED Guidelines for the operation of public schools during the COVID-19 state of disaster explains the necessary safety requirements.

2. Plans for a safe teaching and learning environment**2.1 General requirements**

- 2.1.1 Everyone entering a teaching space (classroom, laboratory, technical work area, computer room or school hall) should wear a mask.
- 2.1.2 The number of persons allowed in a teaching space should be determined by the requirement to maintain 1.5m between individuals.
 - Learners' desks to be at least 1 metre apart – will need prior seating arrangement.
 - Desks should be arranged in rows, with the desks facing forward to minimise learners being in face-to-face contact with each other.
 - Have only one learner at every desk, as far as possible, which that learner will use again the next day.
 - Open windows and doors when possible to ensure that the venue is well ventilated.
 - Respectful engagement between teacher and learners and between learner and learner is essential for productive teaching and learning.
 - Where possible, position a hand sanitiser station at the entrance of the teaching space and ensure that any person entering or leaving the classroom sanitises their hands.
 - Use the first five minutes of every day to remind learners of the importance of exercising the “golden rules” of preventing the spread of the virus.
 - Respond with the needed sensitivity to any questions that learners may have.

2.2 Planning for teaching

- 2.2.1 Principals and SMTs should work out their management and monitoring plan to ensure that the required social distance is adhered to during teaching/assessment.
- 2.2.2 Clarification should be provided about:
- the timetable for the grade(s) that will return to school;
 - the number of learners that will be allowed in class groups;
 - if there will be an “overflow” class for certain grade subjects, and what alternative space will be used;
 - who will co-teach or facilitate teaching in the “overflow” class;
 - professional development to make co-teaching or facilitation possible; and
 - who will take responsibility for administrative and assessment duties in the “overflow” class.
- 2.2.3 Special care should be taken when teachers engage one-on-one with learners during teaching and assessment processes – avoid touching.
- 2.2.4 Rearrange lesson plans and activities to minimise the sharing of books/materials and passing items back and forth.
- 2.2.5 Learners should not share items such as pens, rulers, calculators, etc.
- 2.2.6 Both teachers and learners will have to take responsibility to sanitise teaching and learning materials.
- 2.2.7 It is better that teachers should move from class to class for lessons rather than requiring learners to move around the school to different classrooms.
- 2.2.8 Communication to parents/guardians should include the plans made to adhere to social distancing requirements, as well as, the strategies that will be implemented to mitigate the risk of COVID-19 exposure at school. It should also acknowledge that strategies may change if the level of community transmission increases to the point where the school programme must be disrupted.
- 2.2.9 Principals must ensure that there is immediate action to substitute a teacher once that teacher or volunteer becomes ill.
- 2.2.10 When teaching and learning activities take place outside the classroom, learners should be encouraged to spread out.
- 2.2.11 Track learner and staff absence to identify trends that need to be reported.

3. Considerations when test/examinations are written or a PAT is done

- 3.1 Every learner must always wear a mask.
- 3.2 Ensure that there are enough dispensers of hand sanitisers placed around the venue.
- 3.3 If there is space, arrange seats so that learners are at least 1,5 metres apart.
- 3.4 After the assessment has taken place, retain the names and contact details of all learners for at least one month. This will help public health authorities to trace people who may have been exposed to COVID-19, should one or more participants become ill shortly after the assessment.

Considerations in planning teaching for the rest of 2020 school year

