

NORTHERN DEPARTMENT

OF

EDUCATION

CURRICULUM ROADSHOW

2018

FOUNDATION PHASE

NORTHERN CAPE DEPARTMENT OF EDUCATION
FOUNDATION PHASE SBA DEVELOPMENT GUIDELINES

1. GENERAL INFORMATION

1.1 THE PURPOSE

The purpose of this document is to assist teachers when developing SBA's, as well to assist HOD's in moderating these SBA's. As the Northern Cape Department of Education, we are trying to standardise assessment and to make sure that when moderating a task, HOD's use the same method. This document seeks to give guidelines as to how a task must look. The following points are important and must be adhered to:

1.2 THE IMPORTANCE OF ASSESSMENT

Assessment is a process of collecting, analysing and interpreting information to assist teachers, parents and other stakeholders in making decisions about the progress of learners.

- 1.3** Formal assessment (assessment of learning) provides teachers with a systemic way of evaluation how well learners are progressing in a particular subject and in a grade. Teachers must ensure that the assessment criteria are very clear to the learner before the assessment process. This involves explaining to the learners which knowledge and skills are being assessed and required length of responses.

2. COVER PAGE

2.1 The over page must have the following information on it:

- The school's name
- The school's emblem
- The subject
- The grade and class
- The term
- Total marks
- The duration of the assessment
- The learner's name and surname
- The learner's gender

2.2 The fonttype is ABC Junior Typing uppercase andsize 14.

2.3 No numbering and footers are used on the cover page.

3. INSTRUCTIONS

- Instructions for the Language and Mathematics tests are almost the same, they will differ slightly. Use the standard versions.
- Instructions to learners are numbered and are in a text box.
- The wording "Instructions to the learner:" is in lower case, bold and with a colon.
- All instructions are in ABC Junior Typing font type (a font relevant for the Foundation Phase).

4. GENERAL EDITING ISSUES

4.1 Page numbering

- Font for page numbering is in Arial 10 for all grades.
- Numbering of pages starts on the instruction page and not on the cover page.
- Numbering should be at the bottom centre, on the same line as the footer.

4.2 Font and font size

- In the Foundation Phase, Grades 1- 3, the font type is ABC Junior Typing, size 12.

4.3 Lines for answers

- The answer lines for Mathematics are solid lines.
- Do not use the 'enter key' to separate lines. Where lines are drawn use the 1.5 line spacing, see 4.4.

4.4 Line spacing

1.5 line spacing must be used in all grades for all tests, with a 0 pt before and after.

4.5 Sections

Sections must be indicated by e.g. **SECTION A** (in upper case), bold and against the left-hand margin.

4.6 Bold

- No bolding of question numbers.
- No bolding of any questions in all tests.
- Only use Bold for the following:
 - Cover page

- The following words on page 1: 'Instructions to the learner'
- Table headings (centre and upper case)
- Total marks at the end of the test, on the right-hand margin, e.g. **TOTAL: 60**
- The number of items to be named is written in lower case, in bold, e.g. Name **two** characteristics of ...
- Where a test is divided into sections, the total of each question must be in square brackets and bold, e.g. **[20]**, against the right-hand margin. The total for the section follows after the last question in that section, in upper case and bold and against the right-hand margin, i.e. **TOTAL SECTION A: 50**

4.7 Underline

Underlining is not used very often. Underlined words are sometimes referred to in the question. Use the question as a guide.

4.8 Mark allocation

- **When allocating marks, it is important to take the weighting into consideration.**
- Marks must be allocated according to the value of the question.
- Use full marks and not half marks.
- In questions that need reasoning/ explanation/ description, marks must be allocated accordingly. Meaning that **one** mark must be allocated for the reason/ explanation/ description and the other **one** mark must be for the correct answer.
- In questions like "complete the pattern" only **one** mark must be allocated for a correct sequence.
Marks are only allocated on the memoranda.
- Marks for questions and sub questions are placed in round brackets on the last line and to the right of a question or sub questions, e.g. (4).
- Total marks for the tests are indicated in bold, below and to the right of the last question, with one line left, e.g. **TOTAL: 50**

4.9 Numbering

- The following numbering system is used:
 - 1.
 - 2.

3.

3.1

3.2

3.3

a. (No brackets)

b.

- All question numbers for Grade 3 are written in ABC Junior Typing and the sub-questions goes up to e.g. 1.1 thereafter the numbering is indicated with e.g. a.

A

B

C

D

4.10 Diagrams, sketches, text etc.

- All diagrams, sketches etc. must be clear and in the correct proportion.
- Diagrams, sketches, etc. must be big enough for all the details to be seen clearly, but not unnecessarily big.
- Diagrams, sketches, text and pictures must be enclosed in a frame of width $\frac{1}{2}$ pt.
- All diagrams, sketches or pictures must be greyscaled.

5. MEMORANDA

- The memoranda should have the following information at the top right hand corner in Arial 11 bold, uppercase and no line spacing:
- The numbering on the memorandum should be the same as on the question paper.
- If a question has more than **one** answer, **two** or three possible answers must be written and the words "**any other correct answer**"
- If an answer has more than **one** method, **one** or **two** different methods must be written in the memorandum and the words "**any other correct method**"

**ASSESSMENT TASK 1 2018
GRADE 3 MATHEMATICS: ENGLISH
MEMORANDUM**

OR

**ASSESSMENT TASK 2 2018
GRADE 3 AFRIKAANS HOME LANGUAGE
MEMORANDUM**

- All Language memos should indicate the language in the above text box e.g. **GRADE 3 MATHEMATICS: ENGLISH** with a colon
- This applies to the cover pages on tests as well.
- The font type and size on **all Memos is Arial 11.**

6. FOOTERS

- All footers are written in English at the bottom left of the page e.g. B: English or Grade 3 Mathematics Form D Memo: IsiXhosa.
- Footers are in Arial 10 in line with the page number.

7. WEIGHTING OF CONTENT AREAS IN A TASK

8.1 The following is an example of how marks can be distributed in a task. Note that your mark distribution will depend on the total marks of the task.

Content Area	Grade 1	Marks out of 40:	Grade 2	Marks out of 40:	Grade 3	Marks out of 40:
Numbers, Operations and Relationships	65%	= 26	60%	= 24	58%	= 23
Patterns, Functions and Algebra	10%	= 4	10%	= 4	10%	= 4
Space and Shape (Geometry)	11%	= 5	13%	= 5	13%	= 5
Measurement	9%	= 3	12%	= 5	14%	= 6
Data Handling (Statistics)	5%	= 2	5%	= 2	5%	= 2



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Private Bag X895, Pretoria, 0001, Sol Plaatje House, 222 Struben Street, Pretoria, 0002, South Africa
Tel.: (012) 357 3000, Fax: (012) 323 0601, www.education.gov.za

Enquiries: Ms F Modipa
Tel: 012 357-4101
Fax: 012 328 2128
Email: Modipa.f@dbe.gov.za

**TO: MECs FOR EDUCATION
HEADS OF PROVINCIAL EDUCATION DEPARTMENTS
HEADS OF PROVINCIAL CURRICULUM SECTIONS
HEADS OF PROVINCIAL EXAMINATION SECTIONS
UNIVERSITIES SOUTH AFRICA
SOUTH AFRICAN QUALIFICATIONS AUTHORITY
INDEPENDENT EXAMINATIONS BOARD
INDEPENDENT SCHOOLS ASSOCIATION OF SOUTHERN AFRICA
INDEPENDENT SCHOOLS' COUNCIL
UMALUSI
NATIONAL TEACHERS ORGANISATIONS**

CIRCULAR S1 OF 2017

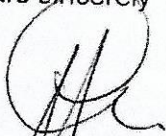
GUIDELINES TO STRENGTHEN SECTION FOUR OF THE CURRICULUM AND ASSESSMENT POLICY STATEMENT, GRADES R-11

1. The National Curriculum Statement, Grades R-12 was approved as National Policy in 2011.
2. The National Curriculum Statement, Grades R-12 comprises:
 - i. The Curriculum and Assessment Policy Statements for all approved subjects for Grades R-12;
 - ii. The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12; and
 - iii. The National Protocol for Assessment.
3. The Curriculum and Assessment Policy Statement (CAPS) is a single, comprehensive, and concise document developed for all subjects listed in the National Curriculum Statement Grades R-12 and is arranged into Four Sections.
4. Section 4 of the CAPS deals with various forms of assessments which are developed, administered and assessed by the teacher at the school level.
5. The DBE received a number of concerns from teachers, teacher unions and other stakeholders with regard to certain practical challenges in implementing Section 4.

CIRCULAR S1 OF 2017: GUIDELINES TO STRENGTHEN SECTION FOUR OF THE CURRICULUM AND ASSESSMENT POLICY STATEMENT, GRADES R-11

6. In order to strengthen classroom implementation of Section 4 of the CAPS, guidelines to address some of the concerns have been developed for both the General Education and Training (GET) and Further Education and Training (FET) phases. Inputs and recommendations were obtained from the Teacher Development and Curriculum Management (TDCM) members, the CAPS Task Team, National Subject Committees and Provincial/District Subject Specialists.
7. The guidelines for all subjects (GET and FET) were mediated by the DBE at Provincial Subject Committee Meetings held in all provinces from 30 January 2016 to 16 February 2017. It is therefore expected that Provincial and District Subject Advisors would ensure dissemination and mediation of the contents to all teachers.
8. The guidelines are intended to strengthen Section 4 of the CAPS Grades R-11. The changes for Grade 12 will be communicated in due course and will be implemented in 2018.
9. The guidelines will be in place until policy has been amended and promulgated. However, immediate implementation of the guidelines is strongly advised.
10. The aforementioned guidelines are available on the Department website: www.education.gov.za under Resources, Policies, Curriculum and Assessment.
11. You are kindly requested to bring the contents of this **Circular** to the attention of all provincial and district officials, principals and teachers of both public and independent schools.

Yours sincerely



MR HM MWELI
DIRECTOR-GENERAL

DATE: 09/03/2017