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 JuniorTyping, 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
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 ½ 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”
- 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.

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

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

[Signature]

MR HM MWELE
DIRECTOR-GENERAL
DATE: 09/03/2017