

2021 REVISED ANNUAL TEACHING PLANS

SUBJECT: SOCIAL SCIENCES (**Geography & History**) SENIOR PHASE

Implementation: 1 January 2021



PRESENTATION OUTLINE

1. Introduction
2. Principles
3. Underpinning assumptions
4. Key Recovery Strategies
5. Purpose
6. Content Overview amendments
7. Annual Teaching Plan amendments
8. School Based Assessment (SBA) amendments

INTRODUCTION



COVID 19 led to losses in teaching and learning time due to:

- the lockdown period and **phased reopening** of schools,
- Alternating time tabling models and
- the related health and safety **protocols**.

Furthermore, the revision of the school calendar **and** intermittent closure of many schools negatively **impacted** the **ability** of teachers to **implement** the revised **2020 ATPs** as envisioned.

To mediate the impact and support teachers in managing teaching, assessment and learning within the reduced **time**, the DBE in 2020 implemented:

- **Circular S3** that outlined and guided teachers to conduct **context specific subject trimming**, in consultation with subject advisors.
- **National Assessment Circular 02** and **Circular E 11** to guide school-based assessment in phases and subjects

PRINCIPLES

1

Use of the 2020 Curriculum Recovery Framework as the base document

2

Learning losses inform the Three Year Recovery Plans for School –based Assessment

3

Management of the learning losses and the School Based Recovery Plans

4

Create opportunities through adjusted ATPs to strengthen pre-knowledge, consolidation, revision, and deeper learning

5

Entrench Assessment for Learning as a Pedagogical Approach to address the learning losses



PRINCIPLES

6

The 2021 Recovery ATPs maintains the use of current LTSM and resources already available in the system.

7

Content topics removed in 2020 were not automatically returned in the 2021 Recovery ATPs.

8

Fundamental and core topics were retained in the Recovery ATPs

9

To guide and support effective teaching and learning



UNDERPINNING ASSUMPTIONS



1

1

ASSUMPTION 1

All learners will return to school from day 1 of the 2021 academic year and norm-times as stipulated in the CAPS will be adhered to for the entire school year;

2

2

ASSUMPTION 2

Learning losses due to COVID-19 across grades and subjects will vary from school to school, class to class and even within classes.

3

3

ASSUMPTION 3

Each Teacher will have a record of learning losses and Departmental Heads and Subject Advisors will monitor progress in learning loss recovery;

UNDERPINNING ASSUMPTIONS



4

4

ASSUMPTION 4

All schools will develop & implement school-based support programmes for all grades/years with particular focus on all the exit grades/years (3, 6, 9 and 12) throughout the three-year period.

5

5

ASSUMPTION 5

All Circulars related to the 2020 ATPs including SBA to be withdrawn and revised to align to the 2021 ATPs.

6

6

ASSUMPTION 6

Schools have systems in place to manage the possibility of a second wave of the pandemic in Q1 and Q3 of the 2021

THE DEVELOPMENT OF THE 2021 RECOVERY ATPS

The Recovery ATPs are aligned to the:

- 2021 School calendar
- Abridged S4 of CAPS
- Curriculum and assessment principles as prescribed in the CAPS policy for **Social Sciences**.

PURPOSE

- To mediate the amendments of the 2021 Recovery Annual Teaching Plan including School Based Assessment for **Social Sciences (Geography and History)**, Grade 7-9 for implementation in January 2021 as stipulated in Circular S13 of 2020.
- To ensure teaching proceeds as per the 2021 school calendar. To assist teachers with **guided pacing and sequencing** of curriculum content and assessment.

PURPOSE (CONTINUED)

- To enable teachers to cover the essential core content /skills **including the fundamentals** within the available, **amended** time.
- To assist teachers with **planning** for the different forms of **assessment**.
- To ensure learners are **adequately prepared** for the **subsequent year/s** in terms of content, skills, knowledge, attitudes and values

GEOGRAPHY GRADE 7



CONTENT OVERVIEW

GEOGRAPHY

TERM

Grade 7

1

Map Skills

2

Volcanoes , earthquakes, and floods

3

Population growth and change

4

Natural resources and conservation
in South Africa

SUMMARY: CONTENT/TOPICS AMENDED

Content/Topics	Terms	Amendments
<ul style="list-style-type: none"> I. Finding home, school and places of interest on a map of the local area II. Using a street map to find places and describe a route 	1	<ul style="list-style-type: none"> I. THIS HAS BEEN MERGED WITH: Using an index and grid to locate places in a street guide II. THIS CONTENT HAS BEEN REMOVED AS IT WILL BE COVERED IN THE FOLLOWING WEEK - Explaining a route verbally (include estimating distances)
<ul style="list-style-type: none"> I. Case study of a selected earthquake II. Earthquakes: Why some communities are at higher risk than others III. Floods: Why some communities are at higher risk than others 	2	<ul style="list-style-type: none"> I. This has been removed as teachers can include examples of earthquakes when teaching the section on earthquake II. This topic has been removed as this content will be included when teachers teach Reducing the impact of earthquakes III. This content can be included in the section: Causes of floods

SUMMARY: CONTENT/TOPICS AMENDED

Content/Topics	Terms	Amendments
<ul style="list-style-type: none"> I. World population growth II. Improved health care 	3	<ul style="list-style-type: none"> I. World Population Growth should be the main section when teaching the section on Population Growth. The content to be taught under this section is: <ul style="list-style-type: none"> o Pattern of world population growth from 1 AD to present day (interpreting a line graph) o Developments that have affected population growth: <ul style="list-style-type: none"> i. Widespread illnesses such as HIV and AIDS, tuberculosis, malaria, diarrhoea ii. Pandemics of the past – Must Include COVID19 iii. Economic status iv. Conflict and wars v. Scientific developments – such as the increased understanding and control of disease and infection; vi. improved health care
<ul style="list-style-type: none"> I. Responsible use of water resources - agricultural, industrial and domestic users II. Disappearing wetlands and why conservation is necessary – case study 	4	<ul style="list-style-type: none"> I. This has been removed as this component will covered in term 2 content: Causes of floods II. This has been removed as this component will covered in Conservation areas (including marine reserves)

INFORMAL ASSESSMENT: SENIOR PHASE

- **Informal assessment** is an important aspect of teaching and learning and should take place frequently, to **monitor learners' progress**.
- Informal assessment should be used to **provide feedback** to the learners and to inform planning for teaching, but **need not be recorded**.
- Learners or teachers can mark these assessment tasks.
- Learners should **read and write regularly**, starting with **sentences and paragraphs** and building up to **extended pieces of work**.
- Informal assessment in the Senior Phase should cater for a range of cognitive levels.

AMENDMENTS SCHOOL BASED ASSESSMENT (SBA)

SUMMARY: REVISED PROGRAMME OF ASSESSMENT

Term 1	Term 2	Term 3	Term 4
Project: Sketch map of a local area 50 marks	Controlled Test: Term 1: 25 marks Term 2: 25 marks	Test: Term 3 content	Controlled Test Term 3: 25 marks Term 4: 25 marks

HISTORY GRADE 7



CONTENT OVERVIEW

HISTORY

TERM	Grade 7
1	The Kingdom of Mali and the city of Timbuktu 14th century
2	The Transatlantic slave trade
3	Colonisation of the Cape 17 th -18 th centuries
4	Co –operation and conflict on the frontiers of the Cape Colony in the early 19 th century

SUMMARY: CONTENT/CONCEPTS OMITTED

Topic	Term	Amendments
The kingdom of Mali and the city of Timbuktu 14 th century	1	No amendments
The Transatlantic slave trade	2	The following sub-topics/ concepts were omitted : <ul style="list-style-type: none">○ The impact of the slave trade on the economies of:○ West Africa○ America and Britain○ Gains for America and Britain and negative impact on Africa
Colonisation of the Cape 17 th – 18 th centuries	3	No amendments
Co-operation and conflict on the frontiers of the Cape Colony in the early 19 th century	4	No amendments

SUMMARY: REVISED PROGRAMME OF ASSESSMENT FOR GRADE 7 HISTORY

Term 1	Term 2	Term 3	Term 4
<p>Formal Assessment: Test: 50 Marks: Term 1 content</p> <ul style="list-style-type: none"> • Source-based questions • Paragraph writing 	<p>Formal Assessment: June Controlled Test: 50 Marks Assess Term 1 and 2 Content ONLY</p> <ul style="list-style-type: none"> • Term 1: 15 marks • Term 2: 35 marks <p>Total Marks: 50</p> <ul style="list-style-type: none"> • Source-based questions • Paragraph writing 	<p>Formal Assessment: Test: 50 Marks Term 3 content Source-based questions, paragraph writing and essay writing</p>	<p>End of year assessment: November Controlled Test: 50 Marks Assess Term 3 and 4 Contents ONLY Term 3 content: 25 marks – source based questions and paragraph writing Term 4 content: 25 marks – source based questions and essay writing</p>

GRADE 7 SBA

Grade 7 History

Term	Content	Form of Assessment
1	The kingdom of Mali and the city of Timbuktu 14 th century	Test = 50 marks (Source-based questions, paragraph writing)
2	The Transatlantic slave trade	June Controlled Test: TOTAL = 50 Marks (Source-based questions, paragraph writing) Assess Term 1 and 2 Content ONLY

GRADE 7 SBA

Grade 7 History

Term	Content	Form of Assessment
3	Colonisation of the Cape 17th – 18th centuries	Test: 50 marks Source-based questions, paragraph writing and essay writing
4	Co-operation and conflict on the frontiers of the Cape Colony in the early 19th century	Controlled Test: Term 3 content: 25 marks – source-based questions and paragraph writing Term 4 content: 25 marks - (Source-based questions and essay writing) TOTAL MARKS: 50

GEOGRAPHY GRADE 8



CONTENT OVERVIEW

GEOGRAPHY

TERM

Grade 8

1

Map skills

2

Climate Regions

3

Settlement

4

Transport and trade

SUMMARY: CONTENT/TOPICS AMENDED

Content/Topics	Terms	Amendments
Map skills	1	No amendments
Climate Regions	2	No amendments
Settlement	3	No amendments
Transport and trade	4	No amendments

AMENDMENTS SCHOOL BASED ASSESSMENT (SBA)

SUMMARY: REVISED PROGRAMME OF ASSESSMENT

Term 1	Term 2	Term 3	Term 4
Test: Map skills	Controlled Test	Project on settlements	November exam
50 Marks	25 marks : term 1 50 marks : term 2 Total : 75 marks	50 marks	50 marks : term 3 25 marks : term 4 Total : 75 marks

GRADE 8 SBA FOR 2021

Grade 8 Geography

Term	Content	Form of Assessment
1	Map skills	Formal test
2	Climate Regions(50 marks) Map skills (25 marks)	Controlled Test
3	Settlements	Project
4	Settlement (50 marks) Transport and trade(25 marks)	Controlled Test

SUMMARY: END OF YEAR ASSESSMENT

Types of Questions	Content	Marks
Source-based assessment and paragraph writing	Settlement	50
	Transport and trade	25
TOTAL		75

HISTORY GRADE 8



CONTENT OVERVIEW

HISTORY

TERM

Grade 8

1

The Industrial Revolution in Britain and Southern Africa

2

The Mineral Revolution in South Africa

3

The scramble for Africa

4

The World War I (1914-1918)

SUMMARY: CONTENT/TOPICS AMENDED

Content/Topics	Terms	Amendments
The Industrial Revolution in Britain and Southern Africa	1	No amendments
The Mineral Revolution in South Africa	2	<p>DEEP –LEVEL GOLD MINING ON THE WITWATERSRAND 1886</p> <p>The content/sub topic “Why gold is valuable” and Migrant workers and Mining of gold and conditions underground and how gold is mined were omitted.</p> <p>NB: The content “The importance of gold” was discussed in Grade 6 on the topic “Mapungubwe, in Grade 7 on Trans Saharan trade and in Grade 8 Term 1, the importance of diamond has been explained, similarly gold like diamond is important to people.</p>

SUMMARY: CONTENT/TOPICS AMENDED

Content/Topics	Terms	Amendments
The Scramble for Africa	3	<p>The rise of the Ashanti Kingdom and their early contact with European traders and explorers. Results of colonisation for Ashanti Kingdom and Britain.</p> <p>(N.B The above content was omitted in the 2020 Revised ATP).The content has been brought back as it introduces the topic "The Kingdom of Ashanti " and also explains explicitly the impact of colonisation on Ashanti.</p>
The World War I (1914 -1918)	4	<p>World War 1 has been brought back to Grade 8 History ATP as it links with topic "The World War II in Grade 9 (Term 1).</p>

SUMMARY: REVISED PROGRAMME OF ASSESSMENT

Term 1	Term 2	Term 3	Term 4
<p>Formal Assessment: Test: 50 Marks: The Industrial Revolution in Britain and Southern Africa</p> <ul style="list-style-type: none"> • Source-based questions • Paragraph writing • Essay writing. 	<p>June Controlled Test: 75 Marks Assess Term 1 and 2 Content Term 1 = 25 Marks Term 2 = 50 Marks</p> <ul style="list-style-type: none"> • . Source-based questions • Paragraph writing • Essay writing. 	<p>Formal Assessment Test: 50 Marks Assess Term 3 Content (The scramble for Africa)</p> <ul style="list-style-type: none"> • Source-based questions • Paragraph writing • Essay writing. 	<p>November Controlled Test Assess Term 3 and 4 Contents Term 3 = 50 Term 4 = 25</p> <ul style="list-style-type: none"> • Source-based questions • Paragraph • Essay writing)

GRADE 8 SBA FOR 2021

Grade 8 :History

Term	Content	Form of Assessment
1	The Industrial Revolution in Britain and Southern Africa	Test
2	The Mineral Revolution in South Africa	Controlled Test
3	The Scramble for Africa	Test
4	World War I	Controlled Test



SUMMARY: END OF YEAR ASSESSMENT

Types of Questions	Content	Marks
Source-based assessment , paragraph writing and essay writing	Term 3: The Scramble for Africa	50
	Term 4 World War I (1914-1918)	25
TOTAL		75

GEOGRAPHY GRADE 9



CONTENT OVERVIEW

GEOGRAPHY

TERM	Grade 9
1	Topographic and orthophoto maps
2	Development issues
3	Surface forces that shape the earth
4	Resource use and sustainability

SUMMARY: CONTENT/TOPICS AMENDED

Content/Topics	Terms	Amendments
Map Skills	1	No Amendments
Development Issues	2	The following sub-topics have been omitted: World map indicating the HDI (Countries ranked by level of high, middle or low development) Differences in development around the world – comparisons of selected countries and regions
Surface forces that shape the Earth	3	The following sub-topics have been omitted: Sea – features of erosion and deposition associated with associated with wave action: the power of wave action and typical landforms Moving ice – features of erosion and deposition associated with glaciated landscapes Wind - features of erosion and deposition associated with wind
Resource use and sustainability	4	The following sub-topics have been amended: Over-fishing OR Over-grazing Sustainable fishing OR Sustainable land-use for grazing. Role of consumers – individuals, businesses and governments Omitted

AMENDMENTS SCHOOL BASED ASSESSMENT (SBA)

SUMMARY: REVISED PROGRAMME OF ASSESSMENT

Term 1	Term 2	Term 3	Term 4
<p>Test: The test on map reading, analysis and interpretation is administered, assessed and reported on as part of Formal Assessment during Term 1. 50 Marks</p>	<p>Controlled Test. Formal assessment of 75 marks consisting of Term 1(25 marks) and 2 (50 marks) work.</p>	<p>Test: Learners will write a test based on Term 3 work only. 50 marks</p>	<p>Controlled Test: Controlled Test: Term 3 (50 marks) and Term 4 (25 Marks) 75 Marks</p>

GRADE 9 SBA FOR 2021

Grade 9 Geography

Term	Content	Form of Assessment
1	Map Skills	Test
2	Development (50) Map Skills (25)	Controlled Test
3	Surface Forces that shape the earth	Test
4	Surface forces that shape the earth(50) + Resource use and sustainability (25)	Controlled Test

SUMMARY: END OF YEAR ASSESSMENT

Types of Questions	Content	Marks
Source-based, data handling and definition of concepts for Term 3 and 4.	Forces that shape the earth Resource use and sustainability	50 25
TOTAL		75

HISTORY GRADE 9



CONTENT OVERVIEW

HISTORY

TERM

Grade 9

1

The causes and outbreak(1919 1945)

2

The Nuclear Age and The Cold War

3

Turning points in modern South African History since 1948

4

Turning points in South African History 1960,1976 and 1990

SUMMARY: CONTENT/TOPICS AMENDED

Content/ Topics	Terms	Amendment
World War II	1	<ul style="list-style-type: none"> • Grade 8 Term 4 work is included briefly (week 1 & 2). Chronological sequence of events (timeline). It serves a link and introduction to World War II (1919 – 1945) • The following content has been omitted: <ul style="list-style-type: none"> ○ Failures of democracy in Weimar Republic ○ Sophie Scholl and White Rose movement ○ Dietrich Bonhoeffer and Confessing Church ○ Japan expansion and atrocities in China • World War II in the Pacific has been moved to week 1 of Term 2.
The Nuclear Age and Cold War	2	<ul style="list-style-type: none"> • World War II in the Pacific is included. It serves as a link between World War II and the Nuclear Age • The details of Arms race and Space race have been omitted. It will be dealt with in details in grade 11. Focus should be on brief definition and explanation of Arms race and Space race.

SUMMARY: CONTENT/TOPICS AMENDED

Content/ Topics	Terms	Amendment
Turning points in modern South African history since 1948	3	<ul style="list-style-type: none"> • The following content has been omitted: <ul style="list-style-type: none"> ○ Human evolution and common ancestry has been removed (in-depth details will be covered in grade 11) ○ Racial segregation before apartheid has been removed (in-depth details will be covered in grade 11) ○ Case study: Bantustans – Forced removal – People of Mogopa to Bophuthatswana • Introduction, guidelines and criteria for Oral History and research project included in week 1 • The following content from Term 4 is included: <ul style="list-style-type: none"> ○ 1960: Formation of PAC 1959 ○ Sharpeville massacre
Turning points in South African history 1960, 1976 and 1990	4	<ul style="list-style-type: none"> • The following content removed to Term 3: <ul style="list-style-type: none"> ○ 1960: Formation of PAC 1959 ○ Sharpeville massacre • End of Cold war – removed (in-depth details will be covered in grade 12) • Choice: Brief biographies of Helen Joseph OR Lillian Ngoyi (role in resistance to apartheid)

SUMMARY: REVISED PROGRAMME OF ASSESSMENT FOR GRADE 9 HISTORY

Term 1	Term 2	Term 3	Term 4
<p>Formal Assessment: Test: 50 Marks:</p> <p>World War II: The Causes and outbreak (1919 – 1945)</p> <ul style="list-style-type: none"> • Source-based questions • Paragraph writing • Essay writing worth 10 Marks. <p>NB. Source-based, paragraph and essay writing also in terms 2 and 4</p> <p>Assess ALL Skills taught thus far.</p>	<p>Formal Assessment: June Controlled Test: 75 Marks</p> <p>Assess Term 1 and 2 Content ONLY</p> <ul style="list-style-type: none"> • World War II <p>Total for Term 1 = 25 Marks</p> <ul style="list-style-type: none"> • The Nuclear Age and the Cold War (1945-1990) This will include Paragraph writing and 1 Essay worth 8 Marks. <p>Total Marks for Term 2 = 50 Marks</p> <p>Assess ALL Skills taught thus far.</p>	<p>Formal Assessment: Project = 50 Marks</p> <p>Turning points in modern South African history since 1948 and 1950s</p> <p><i>How apartheid affected people's lives and how people responded:</i></p> <p><i>Research any apartheid law and interview a person who was affected by that law and determine how he or she responded.</i></p> <p>Refer to the Guide supplied.</p>	<p>End of year assessment: November Controlled Test: 75 Marks</p> <p>Assess Term 3 and 4 Contents ONLY</p> <p>Turning points in modern South African history since 1948 and 1950s = 50 Marks</p> <p>Turning points in modern South African history 1960, 1976 and 1994. = 25 Marks</p> <p>Assess ALL Skills taught thus far.</p>

GRADE 9 SBA FOR 2021

Grade 9 History

Term	Content	Form of Assessment
1	World War II (1919 – 1945)	Test = 50 marks (Source-based questions, paragraph and essay writing)
2	World War II (1919 – 1945) and the Nuclear Age and Cold War	June Controlled Test: TOTAL = 75 Marks (Source-based questions, paragraph and essay writing) Assess Term 1 and 2 Content ONLY Assess ALL Skills taught thus far.



GRADE 9 SBA FOR 2021

Grade 9 History

Term	Content	Form of Assessment
3	Turning points in modern South African History, since 1948	Oral History and research project TOTAL: 50 marks
4	Turning points in South African History 1960, 1976 and 1990	November Controlled Test: TOTAL: 75 Marks (Source-based questions, paragraph and essay writing) Assess Term 3 and 4 Contents ONLY Assess ALL Skills taught thus far.



SUMMARY: END OF YEAR ASSESSMENT

Grade 9 History

Types of questions	Content	Marks
Source-based, paragraph and essay writing	Term 3: Turning points in modern South African History, since 1948	50
	Term 4: Turning points in South African History 1960, 1976 and 1990	25

COGNITIVE LEVELS

- Assessment should cater for a range of cognitive levels:

Cognitive level	Percentage
Lower order: knowledge and recall	30
Middle order: comprehension and application	50
Higher order: evaluation and synthesis	20

ASSESSMENT GUIDELINES FOR PARAGRAPH WRITING: GEOGRAPHY & HISTORY

- Paragraph questions in Grade 7 should be allocated a total of 5 marks.

Level 1	<ul style="list-style-type: none">• Uses evidence in an elementary manner e.g. shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic.	MARKS: 0-1
Level 2	<ul style="list-style-type: none">• Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner.	MARKS: 2-3
Level 3	<ul style="list-style-type: none">• Uses relevant evidence e.g. demonstrates a thorough understanding• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 4-5

ASSESSMENT GUIDELINES FOR PARAGRAPH QUESTIONS: GEOGRAPHY & HISTORY

- Assessment guidelines for paragraph questions in Grade 8-9
- Paragraph questions in Grades 8-9 should be allocated a total of 8 marks.

Level 1	<ul style="list-style-type: none">• Uses evidence in an elementary manner e.g. shows little or no understanding.• Uses evidence partially to report on topic or cannot report on topic.	Marks: 0-2
Level 2	<ul style="list-style-type: none">• Evidence is mostly relevant and relates to a great extent to the topic.• Uses evidence in a very basic manner.	Marks: 3-5
Level 3	<ul style="list-style-type: none">• Uses relevant evidence e.g. demonstrates a thorough understanding• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	Marks: 6-8

- Paragraphs should be structured as follows:
 - Topic sentence
 - The main point/s
 - The concluding sentence

ESSAY WRITING IN HISTORY

- Introduce Essay writing at the beginning of the Term 2 in Grade 7.
- Essays must have a formal structure that includes an introduction, which introduces the point of view or explanation of the topic.
- A main body, which develops an argument; and a conclusion (conclude the line of argument).
- Credit will be given for this structure.
- Each paragraph represents an idea. The line of argument must form a thread throughout the essay.
- When answering essay questions, learners should discuss, explain or assess (prove) the accuracy of a statement if required to do so, or to express an opinion.
- Through essays, teachers should assess learners' ability to demonstrate or communicate thorough knowledge and understanding of the topic and use relevant information to answer the question.

ESSAY WRITING CONT...

- Learners should:
 - plan and structure an essay.
 - use evidence to support an argument.
 - develop and sustain an independent and well-balanced argument; and
 - write logically, coherently and chronologically.

ESSAY WRITING CONT...

- **Marking essay questions**
 - Teachers must be aware that the content of the answer will be indicated as a synopsis in the marking guidelines.
 - Learners may have other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
 - When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
 - NB: Refer to the **amended Section 4 of CAPS** (Social Sciences Senior Phase) for information on **global assessment of an essay**.

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