



Newsletter 19/2020

29/09/2020

CURRICULUM: ASSESSMENT, RECORDING AND REPORTING TERM 3

Term 3 is concluding and teachers and school management teams are attempting to interpret the various policies issued, as to ensure the best possible approach to recording and reporting on the assessment of this term. During this period various circulars on assessment and curriculum were released.

1. LSEN: Department of Basic Education Circulars

The following circulars address South African Sign Language and provide guidelines on the management of various aspects, one of which is the SASL prescribed literature.

[Click for Circular E16 of 2020](#)

[Click for Circular E19 of 2020](#)

[Click for Guideline document on SASL HL](#)

2. Amendments to the policy on Assessment

	Gr 1-3	Gr 4 – 6	Gr 7 – 9	Gr 10-11
Current weightings (NPPPPR)	100% SBA with prescribed formal assessment tasks (FAT) 0% End of year assessment	75% SBA 25% End of year assessment	60% SBA 40% End of year assessment	25% SBA 75% End of year assessment (PAT included)
Amended weighting for 2020	100% School based assessment	80% SBA 20% End of year assessment	80% SBA 20% End of year assessment	60% SBA 40% End of year assessment
Areas amended	<ul style="list-style-type: none"> No assessment in LS No reporting on LS ATP – Assessment scheduled for Week 9 and Week 20 	<ul style="list-style-type: none"> Assessment on fundamentals as identified by the province 	<ul style="list-style-type: none"> Condonation will still be implemented Circular S3 (electives for SP) 	<ul style="list-style-type: none"> PAT 20% of 40% Languages: 12.5% Orals Control tests: <ul style="list-style-type: none"> Reduced number of tests Reduced content Reduced time allocation Not common papers Fundamental skills
SA-SAMS	<ul style="list-style-type: none"> Reports at end of Term 1, 3 and 4 SA-SAMS will not reflect LS in term 3 and 4 	<ul style="list-style-type: none"> Reports Term 1, 3 and 4 	<ul style="list-style-type: none"> Reports in Term 1, 3 and 4 (possibly term 2 for Gr 7) 	<ul style="list-style-type: none"> Reports in Term 1, 3 and 4

3. Revised programme of Assessment

- Schools are granted greater autonomy in 2020 on the administration of assessment.



- The elimination of the end of year exam is aimed at reducing the practice of 4 weeks of examination in November, where learners are not required to attend school. This time will now be utilised for the final teaching and learning of the curriculum.
- Schools which still plan on conducting a formal examination cycle in this period, where the curriculum has been finalised, will have to apply to the district for approval.
- The intention is that there will be a **formal assessment of the subject in the fourth term.**

The aim of the formal assessment is to provide an opportunity to measure the progress of the learner at the end of a learning cycle (year). It should be systematic, planned and based on relevant data. This assessment instrument should still be moderated as prescribed by the province. The aim of the assessment is to measure the performance of the learner against certain standards as outlined in CAPS.

- The format of a Control tests could be:
 - Standardised test where all learners receive the same questions and level of marking
 - Formal assessment task in the form of a test which only deals with the content of a specific term (reduced content)
 - Formal test with reduced time allocation
 - Formal test with reduced mark allocation
 - Reduced number of formal tests (e.g. a subject with two papers reduced to one paper)
 - Formal test on identified fundamental skills and / or knowledge as provided by the DBE of province
 - "Open book test" which does not test recall of facts but application of skills
 - Formal assessment task / writing activity concluded in class. A suggestion would be to conclude written activities in Languages at the beginning of the term to allow sufficient time for marking
 - Possible self-marking online tests which assesses the knowledge components. The implication is that the structuring of the questions should be compiled within a taxonomy, but that time limits be included
 - Moodle / Google tests conducted in more than one assessment
 - Research project in which skills of the subject is assessed. Programmes such as Turnitin can be considered to ensure originality of the assignment and limit plagiarism

The DBE provided a number of guideline documents to assist in unpacking the programme for assessment. Members are strongly advised to refer to the provincial interpretation on these components.

[Click for NA Circular 03 of 2020 on guidelines for GET assessment](#)

The following information is a short summary which could be viewed as an exemplar of assessment in the various grades:



3.1. FOUNDATION PHASE

GRADE 1 - 3					
Subject	GR	TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none"> Home Language; First Additional Language; Mathematics; Life Skills 	R	Continuous assessment	No formal assessment	Continuous assessment	Continuous assessment
	1	Completed Assessment (FAT) Formal Task	No formal assessment	Continuous assessment 1 FAT (HL, FAL & Maths)	Continuous assessment 1 FAT (HL, FAL & Maths)
	2	Completed Assessment (FAT) Formal Task	No formal assessment	Continuous assessment 1 FAT (HL, FAL & Maths)	Continuous assessment 1 FAT (HL, FAL & Maths)
	3	Completed Assessment (FAT) Formal Task	No formal assessment	Continuous assessment 1 FAT (HL, FAL & Maths)	Continuous assessment 1 FAT (HL, FAL & Maths)
Weighting				100%	

RECOMMENDATIONS FOUNDATION PHASE

- The focus should be on assessment for learning (informal assessment) rather than on assessment of learning (formal assessment).
- It is recommended that checklists (3 level lists) should be used where possible to record observations on the learner progress on skills and knowledge.
- No FAT for Life Skills in Term 3 and 4 (currently LS is integrated with languages and maths)
- Short informal assessments should be conducted in class during teaching with the use of white boards
- SA-SAMS has been aligned to reflect amendments to Term 3 and 4 (LS excluded)
- Schools that are still offering LS as a separate subject and which assessed and recorded this subject should consider providing an additional report to learners.

3.2. INTERMEDIATE PHASE

SUBJECT	Gr	TERM 1	TERM 2	TERM 3	TERM 4
HL & FAL	4	Completed all assessments	No formal assessment	1 Oral, 1 Formal assessment task (FAT)	1 FAT (control test) Oral + Written + Response to text
	5				
	6			Oral +Written + response to text	
Mathematics	4-6	Completed all assessments	No formal assessment	1 FAT	1 control test
Natural Science & Technology	4-6	Completed all assessments	No formal assessment	1 FAT	1 control test
Social Science: Geography	4-6	Completed all assessments	No formal assessment	1 FAT	1 control test



Social Science: History	4-6	Completed all assessments	No formal assessment	1 FAT	1 control test
Life Skills	4-6	Completed all assessments	No formal assessment	Project, (PET), Common assessment task	1 control test (Common assessment task included)
Weighting		80%			20%

RECOMMENDATIONS INTERMEDIATE PHASE

- The focus should be on assessment for learning (informal assessment) instead of assessment of learning (formal assessment).
- It is highly recommended that schools should not place unnecessary strain on learners to measure progress through a series of formal tests in the form of examinations.
- SA-SAMS is amended to align Term 3 and 4 reporting to the 2020 recommendations.

3.3. SENIOR PHASE

SUBJECT	Gr	TERM 1	TERM 2	TERM 3	TERM 4
HL & FAL	7-9	Completed all assessments	No formal assessment	1 Oral, 1 Literature FAT	Control test: Oral + Response to text + Writing + Literature (Gr 9)
Mathematics	7-9	Completed all assessments	No formal assessment	1 FAT	Control test
Natural Science	7-9	Completed all assessments	No formal assessment	1 FAT	Control test
Social Science: Geography	7-9	Completed all assessments	No formal assessment	1 FAT	Control test
Social Science: History	7-9	Completed all assessments	No formal assessment	1 FAT	Control test
Economic and Management Science	7-9	Completed all assessments	No formal assessment	1 FAT	Control test
Technology	7-9	Completed all assessments	No formal assessment	1 FAT	Control test
Creative Arts	7-9	Completed all assessments	No formal assessment	Art forms 1 & 2: Practical task	Control test: Art forms 1 & 2



Life Orientation	7-9	Completed assessments	all	No formal assessment	Project, PET	Control test + PET
Weighting		80%				20%

RECOMMENDATIONS SENIOR PHASE

- The focus should be on assessment for learning (informal assessment) instead of assessment of learning (formal assessment).
- In terms of knowledge component of subject's fundamental knowledge and skills as summarised in DBE documents, **GET Annexure B: Fundamental content and skills**, pg. 12-24 should be the focus of learning and teaching.
- Schools which received approval to limit the number of subjects will receive guidance from provinces on recording on SA-SAMS
 - COMPULSORY SUBJECTS IN THE SENIOR PHASE**
 - Languages (HL and FAL)
 - Mathematics
 - Natural Sciences
 - Life Orientation
 - ELECTIVES - 2 SUBJECTS IN SENIOR PHASE**
 - Social Sciences
 - Economic Management Sciences
 - Technology
 - Arts and culture
- School-based assessment will constitute 80% of the mark and all assessment tasks in Term 1 and 3 will be considered
- The weighting of the control test in Term 4 will be 20%
- The end of year examination is replaced by a school-based control test on all content of terms 3 and 4.
- Schools are reminded that the number of formal assessment tasks should be limited in all subject and that the focus should be on formative assessment.

3.4. FURTHER EDUCATION AND TRAINING PHASE – Grade 10 and 11

SUBJECT	Gr	TERM 1	TERM 2	TERM 3	TERM 4
HL & FAL	10-11	Completed assessments	all No formal assessment	NO AMENDMENTS TO FAT REQUIREMENTS	NO AMENDMENTS TO FAT REQUIREMENTS Control test
Mathematics / Mathematical Literacy	10-11	Completed assessments	all No formal assessment	FAT	Control test No amendments to the number of control tests, but reduction of time allocation
Other subjects	10-11	Completed assessments	all No formal assessment	FAT PAT amended	Only 1 Control test (20%) PAT (20%)
Life Orientation	10-11	Completed assessments	all No formal assessment	Assessment PET not assessed	Control test
Weightings		60%			40%



For a complete list of recommendations for Grades 10 and 11, refer to the DBE Circular S7 of 2020.

[Click for Circular S7 of 2020](#)

3.5. FURTHER EDUCATION AND TRAINING PHASE - GRADE 12

The indication at present is that the Grade 12 National Senior Certificate examinations will take place as planned. The DBE has issued two documents which are supplementary to the **NATIONAL POLICY PERTAINING TO THE CONDUCT, ADMINISTRATION AND MANAGEMENT OF THE NATIONAL SENIOR CERTIFICATE EXAMINATION** which will provide guidelines on administering examinations in 2020.

[Click for Circular E21 of 2020 Protocol on The Writing of the 2020 November Examination in Compliance with the Covid-19 Requirements](#)

[Click for Protocol on the Writing of the 2020 November Examination in Compliance with the Covid-19 Requirements](#)

