

INTRODUCTION TO CAPS



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INTRODUCTION

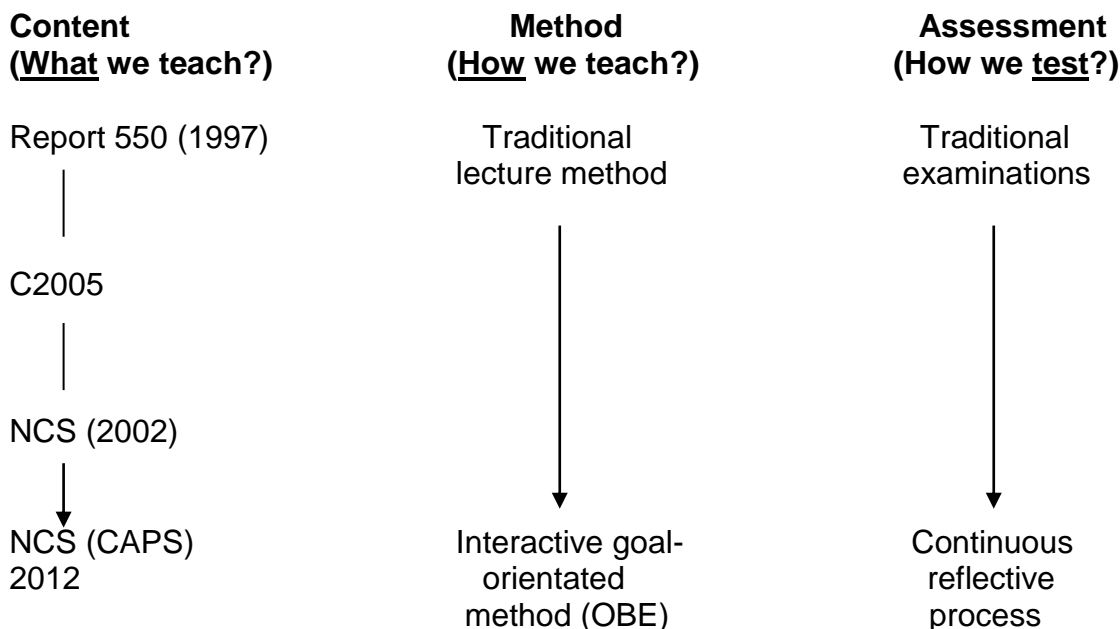
Although OBE is “played down” in the new CAPS policy, it is still relevant and we are in the process of revising existing study material. All the phases didn’t implement CAPS yet. In the meantime, you can familiarise yourself with the main differences between the NCS and CAPS. For the purpose of clarity regarding study material, the current study material will be used for assignments and examination purposes.

WHAT IS CAPS?

According to the Department of Basic Education (Pinnock, 2011), CAPS is not a new curriculum, but an amendment to the National Curriculum Statement (NCS). It therefore still follows the same process and procedure as the NCS Grades R–12 (2002) (Pinnock, 2011).

The CAPS is an adjustment to **what** we teach (curriculum) and not **how** we teach (teaching methods). There is much debate and discussion about Outcomes-Based Education (OBE) being removed, however, OBE is a method of teaching, not a curriculum. It is the curriculum that has changed (repackaged) and not the teaching method. The way the curriculum is written is now, in content format rather than outcomes format. This means that it is more prone to traditional teacher methods rather than OBE methods. There is one single comprehensive National Curriculum and Assessment Policy for each subject (Maskew Miller Longman, 2012:8).

The diagram below shows the developments in curriculum design over the past number of years. In terms of the methods and assessment, the diagram reflects what is being aimed for rather than what has been achieved.



WHY WAS THERE ANOTHER CHANGE TO THE CURRICULUM WITH CAPS?

The amendments were made to address four main concerns about the NCS as identified by a task team and reported to the Minister of Education in October 2009 (Department of Basic Education, 2009). The four concerns were:

1. complaints about the implementation of the NCS
2. teachers who were overburdened with administration
3. different interpretations of the curriculum requirements
4. underperformance of learners

Much of the debate about the CAPS is about whether it is an amendment, repackaging or even re-curriculumation. Current research will provide recommendations to the Department of Basic Education.

If it is accepted that the NCS has been repackaged, it is to make it more accessible to teachers and to give details for every subject in each grade of what content teachers ought to teach and assess. These details include clearly delineated topics for each subject and a recommended number and type of assessments per term (Pinnock, 2011).

WHEN WILL CAPS BE IMPLEMENTED?

The dates for the implementation of the CAPS were set as follows:

January 2012: The Foundation Phase (Grades R–3) and Grade 10 (FET)

January 2013: The Intermediate Phase (Grades 4–6) and Grade 11 (FET)

January 2014: The Senior Phase (Grades 7–9) and Grade 12 (FET)

SIMILARITIES AND DIFFERENCES: THE NATIONAL CURRICULUM STATEMENT AND THE CURRICULUM ASSESSMENT POLICY STATEMENT

The NCS and CAPS documents have a similar rationale in terms of situating the curriculum within the aims of the South African constitution. In addition, the NCS includes a rationale and description of OBE and a large amount of information on the background and history of the NCS. Much of this relates to redressing the imbalances caused by apartheid education.

In both NCS and CAPS mention is made of the curriculum conveying the knowledge, skills and values that should be communicated in a post-apartheid South Africa. Both contain a similar list of values, which include social justice, human rights, environmental awareness and respect for people from diverse cultural, religious and ethnic backgrounds. Table 1 summarises the similarities and differences between the documents.

Table 1: Summary of core changes from NCS to CAPS

Concept / feature / dimension	NCS	CAPS
Structure of qualification	Gr R to 9 (as outlined in RNCS 2002) GETC mentioned in overview document, with exit level at Gr 9 GETC never realised in practice	CAPS = Gr R to 12 GETC is not mentioned in CAPS Only exit-level is at Gr 12 (NSC) Conceptual shift to 13 years of schooling as the new norm
Critical outcomes	Explicitly mentioned	Also incorporated in aims and curriculum content and skills CAPS phrases Critical

		Outcome 2 as “work effectively as individuals and with others as members of a team” (specific reference to individuals)
Development outcomes	Reflect on and explore a variety of strategies to learn more effectively. Participate as responsible citizens in the life of local, national and global communities. Be culturally and aesthetically sensitive across a range of social contexts. Explore education and career opportunities. Develop entrepreneurial opportunities.	Not mentioned
Purpose(s)	Outlined as: equipping learners, irrespective of their socioeconomic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment and meaningful participation in society as citizens of a free country; providing access to higher education; facilitating the transition of learners from education institutions to the workplace; and providing employers with a sufficient profile of a learner’s competences	No explicit list of purposes given (but a similar list is included in NSC SAQA document)
Principles	NCS = OBE, described as “participatory, learner-centred and activity-based education”	CAPS = “encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths”
Inclusivity	Mentioned in passing	Foregrounded and described in detail as one of the general aims
Outcomes / objectives	Learning outcomes	Concepts, content and skills
Assessment link	Assessment Standards	Content / Assessment
Planning	Phase plan	Overview across Grades
	Work schedules	Overview of year plan
	Learning programme development	Subject interpretation of curriculum content for instructional designs
	Lesson plans	Lesson plans
Integration	Principle of coherence between the learning areas made explicit	Not mentioned
Role of teacher and learner	Teacher role described as: “key contributor to transformation of education in South Africa”; “qualified, competent, dedicated and caring”; “able to fulfil the various roles outlined in the Norms and Standards for Educators: these include being mediators of learning, interpreters and designers of Learning Programmes and materials, ...” etc.; “considerable room for creativity and innovation on the part of teachers in interpreting what and how to teach”	No mention of the envisaged teacher Little room for interpretation of what and how to teach
Role of learner	Learner to participate as group member (focus on group work)	Focus on learner taking individual responsibility for learning
Approach in	Discovery-based learning	Content-driven learning; no

learning		emphasis on critical thinking about knowledge validity and bias
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The following new features of CAPS should also be kept in mind:

- CAPS Foundation Phase: instructional time is increased.
- Numeracy is now called Mathematics, and Literacy is called Language.
- First Additional Language is added to the Foundation Phase (one language must be the LoLT).
- Intermediate Phase: The eight learning areas are changed to six **subjects**.
- CAPS Senior Phase: School-Based Assessment to count 40% and end-of-year examination to count 60%.
- CAPS for FET Phase: The content has been reorganised for several of the subjects and the exam structure has changed in some of the subjects.
- **All grades** have to use a 7-point scale.
- Learning outcomes and assessment standards have been removed (General Aims).
- Learning outcomes and assessment standards are now called **topics** (content / themes) and **skills**.
- Learning areas and learning programmes are now called **subjects**.
- CAPS gives a week-by-week teaching plan.
- Curriculum statements and learning programme guidelines are replaced by one document called CAPS.

The following tables summarise changes from the NCS to CAPS regarding assessment and teaching time allocation per week for the different Learning Areas – now Subjects.

Table 2: Changes to assessment

ASSESSMENT CHANGES	
All grades will use a 7-point scale	Foundation, Intermediate, Senior and FET Phases
Grades 3, 6 and 9: external annual assessment	Set externally and marked internally Moderated by districts and sample-marked and moderated by National Education
Common Tasks for Assessment will be replaced with Annual National Assessments (ANA)	Maths, Home Language and First Additional Language set externally and marked internally
Weighting of Continuous Assessment (CASS)	Grades R–3: 100% CASS Grades 4–6: 75%: 25% Grades 7–9: 40%: 60% Grades 10–12: 25%: 75%

Table 3: Interpreting the 7-point scale

Achievement level	Achievement description	Marks %
7	Outstanding Achievement	80–100
6	Meritorious Achievement	70–79
5	Substantial Achievement	60–69
4	Adequate Achievement	50–59
3	Moderate Achievement	40–49
2	Elementary Achievement	30–39
1	Not Achieved	0

Table 4: Subjects per phase structure: time allocations

FOUNDATION PHASE (hours per week)	
Language	Home Language (HL) (6) and First Additional Language (FAL) (4 / 5)
Mathematics	Mathematics (7)
Life Skills divided into four "topics"	Beginning Knowledge (0.5) Creative Arts (2) Physical Education (2) Personal and Social Wellbeing (1)

INTERMEDIATE PHASE (hours per week)	
Eight learning areas in NCS reduced to six subjects in CAPS	Home Language (6) First Additional Language (5) Mathematics (6) Natural Sciences and Technology (3.5) Social Sciences (3) Life Skills (4)
Increase in time spent on languages	Languages are split into two separate subjects: Home Language (6) First Additional Language (5)
Technology removed as an individual learning area	Natural Sciences change to Natural Sciences and Technology
Economic Management Sciences removed	Only taught from Grade 7
Arts and Culture removed	Creative Arts incorporated into Life Skills
Life Orientation changed to Life Skills	Life Skills divided into three "topics": Creative Arts (1.5) Physical Education (1) Personal and Social Wellbeing (1.5)

SENIOR PHASE (hours per week)	
Home Language	5
First Additional Language	4
Mathematics	4.5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic and Management Sciences	2
Life Orientation	2
Creative Arts	2

FET PHASE (hours per week)	
Home Language	4.5
First Additional Language	4.5
Mathematics / Mathematical Literacy	4.5
Life Orientation	2
Three Electives	12 (3x4 hrs)

Making sense of changes to policy documents

The CAPS for each approved school subject should be read and implemented with the National Policy Pertaining to the Programme and Promotion requirements of the NCS Grades R–12 (Department of Basic Education, 2012a), and the National Protocol for Assessment Grades R–12 (Department of Basic Education, 2012b)

Schools must ensure they have access to the following documentation (from January 2012):

- CAPS per subject
- National Policy Pertaining to the Programme and Promotion Requirements of the NCS Grades R–12 (Department of Basic Education, 2012a)
- Policy on Minimum Requirements for Teacher Education Qualifications (MRTEQ), which replaces the Norms and Standards for Educators (Department of Higher Education and Training, 2011)
- Government Gazette 32836 Curriculum Review (Department of Education, 2009)
- Government Gazette 30880 Foundations for Learning (Republic of South Africa, date) (Department of Education, 2008)
- Government Gazette 29466 Inclusive Education (Department of Education, 2006b)
- National Protocol for Assessment Grades R – 12 (NPA) (Department of Basic Education, 2012b)
- National Policy on Assessment and Qualifications for Schools in the General Education and Training Band. Government Notice No. 124 in Government Gazette 29626 (Department of Education, 2007)
- The Regulations pertaining to the National Curriculum Statement Grades R – 12 Government Gazette 36041 (Department of Basic Education, 2012c)
- Determination of minimum outcomes and standards and a national process and procedures for the assessment of learner achievement as stipulated in the national curriculum statement grades R -12 Government Gazette 36042 (Department of Basic Education, 2012d)
- Learner’s Book for learners and Teacher’s Guide for teachers
- New textbooks

Table 5: Policy documents for implementation 2012–2014

Documents to be gradually phased out and replaced		Documents to be gradually phased in and implemented: Grades R–3 and 10 from January 2012 Grades 4–6 and 11 from January 2013 Grades 7–9 and 12 from January 2014
<ul style="list-style-type: none"> • NCSs Grades R–9 (GG 23406, May 2002) • NCSs Grades 10–12 (GG 25545, Oct 2003/GG 28300, Dec 2005) • National Senior Certificate: a qualification at Level 4 on the NQF (GG 27819, July 2005) • An addendum to the policy document for the National Senior Certificate: a qualification at Level 4 on the NQF, regarding learners with special needs (GG 29466, Oct 2009) 	Amended and replaced with	<ul style="list-style-type: none"> • NCS Grades R–12 • CAPS • National Policy pertaining to the Programme and Promotion requirements of the National Statements Grades R–12
<ul style="list-style-type: none"> • An addendum to the policy document for the National Senior Certificate: a qualification at Level 4 on the NQF, regarding the National Protocol for Assessment Grades R–12, (GG 29467, 	Replaced with	<ul style="list-style-type: none"> • National Protocol for Assessment Grades R–12

Dec 2006) • National Policy on Assessment and Qualifications for Schools in the General Education and Training Band (GG 29626, February 2007)		• Government Gazettes 36041 and 36042, December 2012
• Subject Statements, Learning Programme Guidelines and Assessment Guidelines for Grades R–9 and Grades 10–12	Repealed and replaced with	• CAPS for Grades R-12 • Government Gazettes 36041 and 36042, December 2012

Source: Adapted from Pinnock, 2011; Department of Higher Education and Training, 2011

A closer understanding of the National Protocol for Assessment Grades R–12

The National Protocol For Assessment Grades R–12 replaces the “addendum to the policy document, the National Senior Certificate: a qualification at Level 4 on the NQF, regarding the National Protocol for Assessment Grade R–12, (29467) December 2006 and National Policy on Assessment and Qualifications for Schools in the General Education and Training Band (29626) February 2007”.

Aspects of policy to adhere to:

- Progression (Grades R–8) and promotion (Grades 9–12) of learners to the next grade should be based on recorded evidence in formal assessment tasks.
- Teachers are not required to record performance in informal or daily assessment tasks.
- The teacher must submit the annual formal programme of assessment to the school management team before the start of the school year.
- Failure by the teacher to maintain a file of formal assessment tasks constitutes an act of misconduct.
- Learners who, for no valid reason, absent themselves from the end-of-year final examinations or scheduled School-Based Assessment tasks or Practical Assessment Tasks must not be permitted to write the final end-of-year examination.

What should a teacher’s file contain?

- annual teaching plan
- assessment plan
- formal assessment tasks
- memoranda
- indication of textbooks and other resources
- record sheets with learners’ marks
- informal notes or any interventions that are planned to assist learners

The teacher’s file must indicate formal tasks and should be available on request at all times.

Aspects of recording and reporting

The following are applicable to recording and reporting per phase:

- *Foundation Phase (Grades R–3):*
Record and report in national codes and their descriptions.
- *Intermediate Phase (Grades 4–6):*
Record and report in national codes and their descriptions and percentages.

- *Senior Phase (Grades 7–9):*
Record and report in national codes and their descriptions and percentages.
- *FET (Grades 10–12):*
Record in marks and report in percentages.

Content in the policy document:

- Formal Assessment Tasks (School-Based Assessment). The number and type of these tasks are prescribed, as well as their contribution to CASS.
- Practical Assessment Tasks. The number and type of these tasks are prescribed, as well as their contribution to CASS.
- End-of-year examinations. The format of these examinations is prescribed and they are usually conducted, marked and moderated at the school (school-based), except in some cases like the Grade 12 examination, which is externally set, marked and moderated.
- Progression and promotion requirements
- Management of school assessment. This is prescribed in great detail, as are the competencies and skills that must be included in certain assessment tasks.
- Information on how all assessments must be moderated to ensure that they are fair, valid and reliable
- School assessment records and basic requirements for learner profiles
- Teacher files
- Report cards, record sheets and schedules for Grades R–12

A closer understanding of the National Policy Pertaining to the Programme and Promotion requirements of the National Curriculum Statement Grades R–12

The document clearly indicates in the section on Purpose that it ought to be read with CAPS for each approved school subject and with the National Protocol for Assessment Grades R–12 (January 2012) (Department of Basic Education, 2012b). For the Foundation, Intermediate and Senior Phases, the policy gives clarity on the following:

- Approved subjects
- The programme requirements for the Grades in the particular Phase
- The promotion requirements for the Phase
- Guidelines regarding assessment
- Guidelines regarding recording and reporting
- Time allocation indications

For the FET Phase the following are covered:

- Duration
- Entrance requirements for FET
- The programme requirements for the Grades in the particular Phase
- Provisos
- The promotion requirements for the Phase
- Guidelines regarding assessment
- Guidelines regarding recording and reporting
- Concessions

Figure 1 gives a summary of assessments in all phases, including time allocation, weight, progression and promotion, making use of the 7-point scale.

Figure 1: Summary of assessments

SUMMARY OF ASSESSMENTS												
GRADES	SUBJECT	TIME ALLOCATION (hours per week)	ASSESSMENT WEIGHTING	NUMBER OF FORMAL RECORDED TASKS					PROGRESSION AND PROMOTION	TOTAL HOURS		
				TERM 1	TERM 2	TERM 3	TERM 4	TOTAL				
Foundation Phase	1 - 2	Home language	min7/max8 (10 Gr R)	100% CASS	1	2	2	2	7	Codes 1-7 Promotion: 4 in Home Lang 3 in FAL 3 in Maths or Age cohort 'unless displays a lack of competence to cope with the following grade's work'	23	
	1 - 2	First Additional Language (no Grade R)	min2/max3		1	1	1(2)	1	4(5)			
	1 - 2	Mathematics	7		3	3	3	3	12			
	Life skills	Beginning Knowledge	1		1	1	1	1	1			4
		Creative Arts	2									
		Physical Education	2									
		Personal and Social Well-being	1									
	3	Home language	min7/max8		100% CASS	1	3	3	2			9
	3	First Additional Language	min2/max3			1	2	2	1			6
	3	Mathematics	7			3	3	3	3			12
Life skills	Beginning Knowledge	2	1	1		1	1	1	4			
	Creative Arts	2										
	Physical Education	2										
	Personal and Social Well-being	1										
Intermediate Phase	4 - 6	Home language	6	75% CASS: 25% EXAM		2	2*	2	2	8	Codes 1-7 Promotion: 4 in Home Lang 3 in FAL 3 in Maths 3 in any 2 other subjects or Age cohort 'unless displays a lack of competence to cope with the following grade's work'	27.5
	4 - 6	First Additional Language	5			2	2*	2	2*	8		
	4 - 6	Mathematics	6			3	3	3	3*	12		
	Science and Technology	3.5	2		3	3	3	4*	12			
		3										
	Social Sciences	Geography	3		1	1	1	1*	4			
		History	3									
	Life Skills	Creative Arts	1.5		1	1	1	1*	4			
		Physical Education	1									
		Personal and Social Well-being	1.5									
1		1	1	1*						4		
Senior Phase	7 - 8	Home Language	5	40% CASS: 60% EXAM	4	4*	4	2*	14	Codes 1-7 Promotion: 4 in Home Lang 3 in FAL 3 in Maths 3 in any 3 other subjects 2 in any 2 other subjects Note 'No learner should stay in the same phase for longer than four years, except under exceptional circumstances.'	27.5	
	7 - 8	First Additional Language	4		4	4*	4	2*	14			
	7 - 8	Mathematics	4.5		3	3*	3	2*	11			
	Natural Sciences	3	3		4	3	4*	14				
		3										
	Social Sciences	3	1+1		2+2	1+1	2+2*	12				
	Technology	2	1		1	1	1*	4				
	Economic Management Sciences	2	2		2*	2	1*	7				
	Life Orientation	2	2		2	2	2*	8				
	Creative Arts	2	1		2	1	2*	6				
9	Home Language	5	40% CASS: 60% EXAM	4	4*	4	2*	14				
9	First Additional Language	4		4	4*	4	2*	14				
9	Mathematics	4.5		3	3*	3	2*	11				
Natural Sciences	3	3		4	3	4*	14					
	3											
Social Sciences	3	1+1		2+2	1+1	2+2*	12					
Technology	2	1		1	1	1*	4					
Economic Management Sciences	2	2		2*	2	1*	7					
Life Orientation	2	2		2	2	2*	8					
Creative Arts	2	1		2	1	2*	6					
Further Education and Training (FET)	10-11	Home Language	4.5	25% CASS: 75% EXAM	4	2*	3	3*	12	Codes 1-7 Promotion: Obtain at least 40% (3) in Home Language Obtain at least 40% (3) in any two other subjects Obtain at least 30% (2) in any three other subjects	27.5	
	10-11	First Additional Language	4.5		4	3*	3	3*	13			
	10-11	Mathematics or Mathematical Literacy	4.5		2	2*	2	1*	7			
	Life Orientation	2	2(1PET)		2*(1PET)	2(1PET)	2*(1PET)	8				
		4										
		4										
	Subject Choice 1	4	2		2	2	1*	7				
	Subject Choice 2	4	2		2	2	1*	7				
	Subject Choice 3	4	2		2	2	1*	7				
	12	Home Language	4.5		25% CASS: 75% EXAM	5	3*	1*or 2	2*			11 or 12
First Additional Language		4.5	4	4*		3*	2*	13				
Mathematics or Mathematical Literacy		4.5	3	2*		2*	1*	8				
Life Orientation		2	2(1PET)	2*(1PET)		2*(1PET)		6				
Subject Choice 1		4	2	2		2	1*	7				
Subject Choice 2		4	2	2		2	1*	7				
Subject Choice 3		4	2	2		2	1*	7				

* Indicates that one of the assessments is an examination
The figures in the tables do not include the baseline testing or Annual National Assessments (ANA).

From learning outcome and assessment standard (National Curriculum Statement) to content and topic focus (Curriculum Assessment Policy Statement)

The CAPS documents do not all follow exactly the same format or layout. Although there seem to be common categories and headings, the way the information is presented differs from subject to subject.

Each subject is divided into topics and each topic into content outlines. This has replaced all learning outcomes and assessment standards.

There are some subjects, for example the languages, that refer to skills (e.g. listening skills, reading skills) rather than topics. There is an emphasis on competencies that must be demonstrated in the assessment tasks.

The following two tables illustrate the difference in layout between the NCS and CAPS

Table 6: Example of layout in the **NCS:** Grade 7

<p>Learning Outcome 1 The economic cycle</p> <p>The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of “the economic problem”.</p>	<p>Assessment Standards We know this when the learner:</p> <ul style="list-style-type: none"> • Explains needs and wants, and how the differences between them impact on communities and the environment. • Describes the different types of business and activities within the primary, secondary and tertiary sectors. • Explains the concept “free” and economic (scarce) goods and the influence of demand and supply on market prices. • ...
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Table 7: Example of layout in **CAPS:** Grade 7, Term 1

Week (2 hours per week)	Topic	Content
Weeks 1–3	The economy: history of money	Traditional societies; bartering; promissory notes; coins; paper money, electronic banking; role of money
Weeks 4–5	The economy: needs and wants	Basic needs of individuals, families, communities and countries; primary and secondary needs; unlimited wants; limited resources to satisfy needs and wants
Weeks 6–7	The economy: goods and services	Goods and services; examples of goods and services; producers and consumers; the role of households as producers and consumers; using goods and services efficiently and effectively; how to recycle and re-use goods to satisfy needs and wants
Weeks 8–10	Entrepreneurship: businesses	Formal and informal business; types of business (trading, manufacturing and service) that are both formal and informal; advantages and disadvantages of formal businesses as producers and consumers; the effect of natural disasters and health epidemics on formal and informal businesses

The CAPS documents provide guidelines on how much time should be spent on each topic and what content should be covered in that time. Some CAPS documents provide an outline annual teaching plan, which indicates the topics per term in sequence and how much time should be spent on them.

Table 8: Example of a work schedule (year plan) for Grade 10

Grade 10: Term 1		Week number								
Topics	Contexts focusing on numbers and calculations with numbers	1	2	3	4	5	6	7	8	9
	Contexts focusing on patterns ...									
	Contexts focusing on measurement ...									
Assessment	Assignment / Integration									
	Control Test covering ...									
Grade 10: Term 2		Week number								

Etc.

Figure 2: Example of a lesson plan for Grade 10*

Grade 10 2013

Subject: **Grade:**

Time: **Number of learners in class:**

Topic:

Aims of the lesson:

Theme / Content / Skill:

Methods:

Media / Resources (LTSM):

Assessment based on assessment guidelines:
Formative (Classroom and Continuous):

Summative (End / Final)

* This is an example only!
 * Schools use different lesson plans according to subjects!

Monitoring CAPS readiness and progress

The following questionnaire can be used by teachers, school managers and school evaluators as an assessment and monitoring tool.

Questionnaire for CAPS readiness and progress

- Does your school set goals for the learners?
- Is your school aware of CAPS?
- Does your school have a good understanding of the latest documents and policies?
- Does the phase planning take place accordingly?
- Does the phase planning accommodate the needs of different learners?
- Does grade and lesson planning take place? Do the teachers participate in this process?
- Do the teachers follow the planning that they have set out?
- Do the lessons and the various methodologies used address barriers to learning and provide opportunities for expansion?
- Is there a sound knowledge of assessment techniques in your school?
- Are all teachers aware of the latest requirements for assessment? Is assessment carefully planned for?
- Does your school implement intervention programmes?
- Is internal moderation carried out?
- Is evidence of learners' work kept correctly?
- Does the recording of assessment reflect the requirements of CAPS?
- Is recordkeeping accurate?
- Is appropriate feedback given to learners?
- Are the external systematic tests and examinations carried out in the correct way and are the results an accurate reflection of the learners' abilities?
- Are co-curricular activities planned, carried out and monitored in order to enhance teaching and learning?

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