



CHIVIRIKANI PRIMARY SCHOOL

490/1 MAHLANGU STREET
KATLEHONG GARDENS
KATLEHONG, GP
1432

P.O. BOX 12557
KATLEHONG
1431

TEL: (011) 307 2349
CELL: (073) 262 8287

E-MAIL: Christopher.Maluleke@gmail.com



CURRICULUM ASSESSMENT POLICY STATEMENT (CAPS)

EFFECTIVE DATE: _____

REVISION HISTORY:

As amended on:

11 October 2016 – Government Gazette 33952 – January 2011

11 October 2016 – Action Plan 2014 towards the realisation of Schooling 2025 – Angie Motshekga

INTRODUCTION

The Bill of Rights contained in the Constitution, 1996 stipulated that everyone has the right to a Basic Education, which the state, through reasonable measure, must progressively make available and assessable.

In February 2010, President Jacob Zuma announced new measures to boost the country's education system. From 2010, all Grade 3, 6 and 9 sample of Grade 9 learners write Annual National Assessments (ANA) that are independently moderated.

FORMAL EDUCATION IN SOUTH AFRICA IS CATEGORISED ACCORDING TO THREE LEVELS:

- General Education and Training
- Further Education and Training (FET)
- Higher Education (HE) Structure

1. GAZETTE 33952 / JAN. 2011

FOREWORD: Angie Motshekga

Our promise to Democratic South Africa is that 2011 will not only focus on the theme of "a delivery-driven Basic Education System informed by the Delivery Agreement." But, it will also be about the general provision of education as a public service, faster, better and smarter.

THE DEPARTMENT OF BASIC EDUCATION HAS IDENTIFIED THE FOLLOWING TARGETS TO BE ACHIEVED BY 2014:

- The number of Grade 12 learners who pass the National Examinations and qualify to enter a Bachelor's programme at a University must increase from 105 000 to 175 000.
- The number of Grade 12 learners who pass Mathematics and Physical Science must total 225 000 and 165 000 respectively.
- The percentage of learners in Grades 3, 6 and 9 in public schools who obtain the minimum acceptable mark in the National Assessments for the Language and Mathematics (or Numeracy) must improve from between 27 % and 38 % to at least 60 %.
- All children should have participated in a Grade R programme before entering Grade 1 and at least 37 % of children from birth to five years should have participated in an Early Childhood Development Programme. In 2009, more than 785 000 learners had access to a Grade R programme.

Starting from the 2011 academic year, Government will introduce free education for the poor at undergraduate level. Students in Further Education and Training Colleges who qualify for financial aid will not pay academic fees.

This will assist in increasing access to the colleges for students from poor families as well as help the country to meet its needs for Intermediate and Technical Skills. The National Pass Rate for the Matric Class of 2010 was 6,8 %, representing an impressive increase of 7,2 % on the 2009 results (60,6 %).

POLICY

Schooling is compulsory between the ages of 7 and 15. All learners are guaranteed access to quality learning.

CURRICULUM DEVELOPMENT

SCHOOLING 2025 is the new action plan to improve the education system in schools.

THE DEPARTMENT OF BASIC EDUCATION is finalising a comprehensive turnaround plan for teaching called **ACTION PLAN 2014 TOWARDS THE REALISATION OF SCHOOLING 2025.**

The new Curriculum gives learners the option of learning in their mother tongues for the first 3 years of their schooling. English will still be taught, but will not replace the mother tongue. Each Grade will have its own programme of study.

From 2011, learners' end-of-year results are calculated as follows:

- Grade R - 3 will be based on 100 % continuous assessment of work done throughout the year.
- Grade 4 - 6 will be based on 76 % continuous assessment and 25% year-end exam results.
- Grade 7 – 9 will be based on 40 % continuous assessment and 60 % year-end exam results.
- Grade 10 -12 will be based on 25 % continuous assessment and 75 % year-end exam results.

SUBJECTS WILL BE AS FOLLOWS:

FOUNDATION PHASE

- Home Language
- First Additional Language
- Mathematics
- Life Skills (Beginning Knowledge, Creative Arts, Physical Education, Personal and Social Well-Being)

INTERMEDIATE PHASE

- Home Language
- First Additional Language
- Mathematics
- Life Skills (Creative Arts, Physical Education, Personal and Social Well-Being)
- Natural Sciences
- Technology
- Social Studies

SENIOR PHASE

- Languages
- Mathematics
- Natural Sciences
- Life Orientation
- Social Studies
- Technology
- Arts and Culture
- Economic and Management Sciences

ASSESSMENT AND WEIGHTING OF SUBJECTS

The seven-point rating scale will be used in all School Phases for Assessment:

RATING CODE	DESCRIPTION OF COMPETENCE (Rubric)*	MARKS
7	Outstanding (Excellent)	80 – 100
6	Meritorious (Very good)	70 – 79
5	Substantial (Good)	60 – 69
4	Adequate (Satisfactory)	50 – 59
3	Moderate	40 – 49
2	Elementary	30 - 39
1	Not achievement	0 - 29

TIME ALLOCATION

The time allocation for the different Phases is as follows:

FOUNDATION PHASE

SUBJECT	GRADE R hours	Grade 1 – 2 hours	GRADE 3 hours
Home Language	10	7/8	7/8
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills:	6	6	7
• Beginning Knowledge	(1)	(1)	(2)
• Arts and Culture	(2)	(2)	(2)
• Physical Education	(2)	(2)	(2)
• Personal and Social Well-being	(1)	(1)	(1)
TOTAL	23	25	25

INTERMEDIATE PHASE

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Science and Technology	3,5
Social Science – History and Geography	3
Life Orientation:	4
• Creative Arts	1,5
• Physical Education	1
• Personal and Social Well-being	1,5
TOTAL	27,5

SENIOR PHASE

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Social Science – History and Geography	3
Technology	2
EMS	2
Life Orientation	2
Creative Arts	2
TOTAL	27,5

VALUES AND HUMAN RIGHTS IN THE CURRICULUM

WHY VALUES IN EDUCATION?

No society can function sensibly without values. To lift South Africa from the divisions of the past, there has to be strive for unity, with the aim of creating new alliances where before there was only dissention, and to diffuse the tension of the struggle with the past.

Values determine each individual's attitude to life and our mutual commitments and engagements, and therefore it is essential for a life according to normative principles (Manifesto on Values 2001:9).

Individuals with strong values and principles are able to participate meaningfully in society and to be productive and responsible in the work environment.

Education is essential in society, for without the ability to read, write, count and think, it is impossible to participate actively in democracy and society, and it is therefore then impossible to internalise and to live out the values of the Constitutions. (Manifesto on Values 2001:1).

- Openness, Democracy
- Human Rights and Responsibility
- Peace
- Citizenship
- Heritage and Diversity

RELATIONSHIP BETWEEN THE CURRICULUM AND THE SCHOOL ENVIRONMENT

Schools can both support and reinforce the teaching of values and human rights, or it can be obstructive to the development thereof.

The practices and customs in schools, often referred to as the “informal curriculum”, is as responsible for the teaching of values and attitudes, as the formal curriculum. This “informal curriculum” has a major influence, however maybe unnoticed by parents and teachers, on learners’ development of values.

Therefore it is important that educational institutions be mindful of the values being taught be the school's conventions. Each aspect of the school and its environment has a role to fulfil in the development of values and human rights in the school, striving for a holistic approach.

Each school has a responsibility to promote the values and human rights of the Constitution through means of the school policy and code of conduct, by means of daily practices at school, management of the Curriculum and the relationship with the community.

- POLICY:
The School should have clear declarations that prevents unfair discrimination against people, and prioritizes the rights and dignity of all people at the school.

- **STAFF:**

There may not be discriminated against staff of the school and their rights must be protected. Teachers may not discriminate against each other, but rather celebrate their individual strengths and potential.

- **LEARNERS:**

There may not be discriminated against learners regarding admission, or when they are at school. They may not discriminate against each other.

- **PEDAGOGY:**

Teachers must respect learners, may not subject anyone to any form of abuse, including corporal punishment. Learners should feel part of the class environment.

- **CURRICULUM:**

The curriculum should include values and human rights in all learning areas. Human rights and values should focus the planning of learning programmes and assessment.

- **ETHOS:**

The school's ethos must promote human rights, encourage respect and forbid any kind of discrimination and abuse. All individuals should feel safe and comfortable at the school.

CAPS - IMPLEMENTATION AND TRAINING

- Each person must equip him/herself to have the knowledge. Our school commits us hereby to keep to the curriculum and set ourselves focussed on the changes and obey to the changes.

The planned implementation will be as follows:

- Foundation Phase - 2012
- Intermediate Phase - 2013
- Senior Phase - 2013
- FET Phase - 2014

No.	Office of Support	Contact Person	Contact Number
1	District Office	CAPS PMT Member	District Contact details
2	Head Office	Emmanuel Makgatho	011 – 355 0555 Cell: 073 309 1574
3	Matthew Goniwe School of Leadership & Governance	Dr. Ntlantla Sebele (Foundation Phase)	011 – 830 2200 Cell: 082 632 5561
4	Matthew Goniwe School of Leadership & Governance	Matimisi Nzula (FET Phase)	011 – 422 1229 011 – 830 2200 Cell: 072 688 1999
5	Head Office Curriculum	Ms. Takane Baloyi (Foundation Phase)	011 – 355 0818 Cell: 083 707 2471
6	Head Office Curriculum	Ms. Kedike Babupi	011 – 355 0385 Cell: 082 234 5568

ONLINE SUPPORT FOR CAPS

- The following websites offers support and additional information regarding the CAPS:
 - Thutong: www.thuthong.doe.gov.za

UNDERSTAND THE GENERAL AIMS OF THE CAPS

In summary the General Aims of the CAPS are the following:

- Ensures that children apply knowledge and skills in ways that are meaningful to their lives;
- It serves the purpose of equipping learners with knowledge and skills so that they will have access to higher education and will be able to make the transition from education institutions to the workplace;
- The CAPS is based on the principles of social transformation, active and critical learning, high knowledge and skills, human rights, valuing indigenous knowledge systems and providing an education that is comparable in quality, breadth and depth to those of other countries;
- The CAPS aims to produce learners in line with the critical and developmental outcomes;
- Inclusivity should become a central part of the organisation, planning and teaching at each school.

**CURRICULUM ASSESSMENT POLICY STATEMENT
(CAPS)**

This Policy Has Been Accepted and Adopted

	Print Name	Signature
Educators:	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
Principal:	_____	_____
Chairperson (SGB):	_____	_____
Place:	_____	
Date:	_____	