INTERMEDIATE PHASE SUBJECT POLICIES

SUBJECT: ENGLISH FAL

1	PREAMBLE	**ENGLISH FAL: The First Additional Language** refers to a language which is not a mother tongue but which is used for certain communicative functions in a society, that is, a medium of learning and teaching in education. The curriculum provides strong support for those learners who will use their first additional language as a language of learning and teaching. By the end of Grade 6, these learners should be able to use their home language and first additional language effectively and with confidence for a variety of purposes, including learning.
1.1	SKILLS	The First Additional Language curriculum is packaged according to the following skills. (Time Allocation is 10 hours per 2 week cycle) **1.** Listening and Speaking **2.** Reading and Viewing **3.** Writing and Presenting **4.** Language Structure and Conventions
2	TARGETS: **Our School Target: 85%** **District Target: 70%**	All learners have a potential to pass English. Learners who by any reason cannot obtain a minimum pass percentage of 50% in any task will be given extended opportunity to attain the required standard.
3	COMPLETION AND SUBMISSION OF ATPs	Annual Teaching Plans are prescribed and stipulated in the CAPS policy document. It must be photocopied and always available in the Educators File from the beginning of the 1st term throughout the year.
4	EDUCATOR FILE AND RESOURCE FILE	Each teacher need to keep a file. The file among other things, should consist: ATP, Lesson Plans, Subject Policy, Programme of Assessment, Formal Assessment Tasks and Memoranda, Cass Records, Moderation Plan, Subject Intervention (Improvement) Plan, Indication of textbooks or other resources to be used etc.
5	LESSON PLANNING AND SUBMISSION	It is imperative that teachers prepare their lessons before going to class. Detailed lesson plans will be submitted to the Departmental Head, **every Tuesday** during break time (@09h00**.** Lesson plans should show how teaching time will be utilised i.e. time allocation which is **5 hours per week** as we agreed on 5 days cycle in our school.

6	INFORMAL ASSESSMENT TASKS		
	Time Allocation is **5 hours per week**, which makes it (10 hours) within a two weeks cycle		
	Classwork and Homework Activities	Learners should have exercise books for Classwork and Homework. Educators must give learners Classwork and Homework daily. **(1 Classwork and 1 Homework for each lesson).** These would be checked and controlled timeously by an educator.
	Class Tests	Monthly Tests must be administered to assess learner progress and also prepare them for a Formal Assessment Task

7 FORMAL ASSESSMENT TASKS (School – Based Assessment (SBA) and End of the Year Examination)

MINIMUM PROMOTION REQUIREMENT is 40% to 49% (Level 3)

SBA = 75% comprises of: tests, examinations, projects, assignments and investigations
End of the Year Examination = 25%

Minimum requirements	Term 1	Term 2	Term 3	Term 4	Total
SBA	2 tasks	1 task	2 tasks	1 task	06
EXAMINATION		1 Exam		1 Exam	02

ASSESSMENT Procedure	▪ **PROGRAMME OF ASSESSMENT (POA)** Every educator must submit a detailed POA for the whole year at the beginning of the First term for endorsement by the Departmental Head or Subject Head and made available to learners and parents. ▪ **COGNITIVE LEVELS** Balanced Cognitive Levels are a requirement at all times. ▪ **PRE-ASSESSMENT MODERATION**

		Before an assessment task is administered, it must be moderated by the Departmental Head/Subject Head. Evidence of moderation must be available.
		▪ **POST ASSESSMENT MODERATION** As soon as learners' task have been marked, completed mark sheets must be submitted to the Departmental Head for moderation accompanied by a sample of Low, Middle and Top Achievers marked scripts
		▪ **ITEM ANALYSIS** For each task, an educator must analyse learners' responses per question, in terms of the areas where learners did not do well and diagnose reasons for such performance. An educator will be required to account for poor performance of learners.
		▪ **SUBJECT IMPROVEMENT PLAN & REMEDIAL PROGRAMME** Subject educators should do remedial work for each task given to learners. Evidence of remedial work should be made available.
8	**RECORDING & REPORTING**	Copies of all Assessment Tasks Questions and Memo (informal & formal) including Record Sheets assessment records are kept in the Educator File as evidence.
9	**RESOURCES/LTSM Learning & Teaching Support Material**	Each educator should keep records of all Learner Support Material supplied by the school to learners. Each educator is responsible for the retrieval of LTSM from learners using numbers coded. Prescribed FAL language textbooks, a reader (containing the recommended text types), DBE Workbook. Classroom resources e.g. newspapers, magazines, brochures, flyers, advertisements, posters, etc.
10	**PHASE MEETINGS AND SUBJECT COMMITTEE MEETINGS**	Phase meetings are held **every Tuesday** @14h00. Subject committee meetings will be held twice each term (at the beginning and end of the term) to prepare for the forthcoming one. Among other things, the meeting will discuss progress made in a term; revisit the ATP and pace setters, plans for the oncoming term, issues regarding assessment including remedial work etc. Subject Heads may chair phase meetings on delegation by the Departmental Head.
11	**CLUSTER AND WORKSHOPS REPORTING**	From time to time staff development programmes will be held. Through: ▪ **SUBJECT CLUSTER/SUBJECT EXPERTS INVITED** English educators are expected to fully participate in a Circuit Cluster information sessions. Subject experts can be invited to assist with identified aspects of the content work. The Departmental Head together with the subject heads will coordinate this. ▪ **WORKSHOPS REPORTS** English educators attending workshops should prepare for a report back session with a Departmental Head to share information about the proceedings of the workshop. All materials collected at the workshop should be photocopied and shared with other colleagues. **Materials received at workshops remain the property of the school.** ▪ **PEER INFORMATION SHARING SESSION** From time to time subject teachers will share expertise through internal subject discussions as a committee.
12	**INCLUSIVITY**	Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity. To address barriers in the classroom, teachers should use various curriculum differentiation

		strategies such as those included in the Department of Basic Education's *Guidelines for Teaching and Learning (2010).*

SUBJECT: ISIZULU HL

1	ISENDLALELO	**ISIZULU HL: Ulimi Lwasekhaya – Ulimi Lwebele.** Ulimi abafundi abalufunda emakhaya ngokungungwa abantu abakhuluma lolu limi, ulimi abafunda ngalo ukucabanga. Ulimi Lwasekhaya lubuye lubizwe ngoLimi Lwebele. Izinga lolimi lokuqala kufanele libe sezingeni lokuthi kungafundiswa ngalo. Ukulalela, ukukhuluma kanye namasu okusetshenziswaa kolimi ayothuthukiswa aphucukiswe kodwa kugcizelelwe kakhulu esigabeni esiphakathi semfundo lapho amakhono abafundi okufunda nokubhala ayothuthukiswa khona. Ithebula elingezansi likhombisa amakhono abalulekile ohlelweni lwezifundo zoLimi Lwasekhaya (Lwebele).
1.1	AMAKHONO OLIMI	Uhlelo lokufunda loLimi Lwasekhaya kubekwe njengoba kulandela: konke okuqukethwe wulimi sikufundiswa kumzungezo kwesonto elilodwa. (amahora ayi-6). 1. Ukulalela nokukhuluma 2. Ukufunda 3. Ukubhala 4. Isakhiwo solimi nokusetshenziswa kwalo
2	**ITHAGETHI:** **Ithagethi yesikole: 85%** **Ithagethi yesifunda: 70%**	Bonke abafundi kulindeleke ukuba balwazi ulimi lwebele futhi baphumelele ngo – 50%. Abafundi abangaphumelelanga ukufinyelela ku – 50% bayonikwa ithuba elengeziwe ukuqinisekisa ukuthi bayaphumelela ngezinga elifanele neliwumgomo.
3	UKUQEDWA NOKUHAMBISWA KWESINHLELO ZOKUFUNDISA ZONYAKA (ATPs)	Izinhlelo zokufundisa zonyaka zinqunywe futhi zichazwe kudokhumenti lenqubomgomo ye CAPS. Kumele ihluthwe igaywe itholakale njalo kufayela labafundisi kusukela ekuqaleni kwesigaba sokuqala unyaka wonke.
4	IFAYELA LITHISHA NEFAYELA LEZINSIZAKUSEBENZA	Uthisha ngamunye udinga ukugcina ifayela. Ifayela phakathi kwezinye izinto, kufanele liqukethe: ATP, Amasu esifundo, Inqubomgomo yesifundo, Uhlelo lokuhlola, Imisebenzi yokuhlola okuhlelekile kanye neMemoranda, amarekhodi we-CASS, Amasu wokuhlolisisa, Uhlelo lokungenelela kwezihloko, Izinkomba zezincwadi zemibhalo noma ezinye izinsizakusebenza ezizosetshenzisw, njll.
5	UKUHLELWA KWESIFUNDO NOKUHAMBISA	Kubalulekile ukuthi othisha balungiselele izifundo zabo ngaphambi kokuya eklasini. Izinhlelo ezineminingwane yezifundo zizohanjiswa kwiNhloko yomnyango masonto onke, njalo ngoLwesithathu ngesikhathi sekhefu esingu 9h00 ekseni. Izinhlelo zesifundo kufanele zikhombise ukuthi isikhathi sokufundisa sizosetshenziswa kanjani okungukuthi ukwabiwa kwesikhathi okungamahora ayi-6 ngeviki emjikelezweni wezinsuku ezi-5 esikoleni sethu.
6	IMISEBENZI YOKUHLOLA ENGEKHO EMTHETHWENI Ukwabiwa kwesikhathi kungamahora ayi-6 ngeviki esikoleni sethu.	
	Imisebenzi yaseklasini kanye nemisebenzi yasekhaya	Abafundi kufanele babe nezincwadi zokubhalela umsebenzi waseklasini, umsebenzi wasekhaya kanye nokubhala. Othisha kumele banikeze abafundi umsebenzi waseklasini kanye nomsebenzi wasekhaya nsuku zonke. **(1 Umsebenzi waseklasini kanye 1 umsebenzi wasekhaya wesifundo ngasinye).** Lokhu kuzohlolwa futhi kulawulwe ngesikhathi nguthisha.
	Ukuhlolwa Kwaklasini	Ukuhlolwa kwanyanga zonke kufanele kulawulwe ukuyohlola inqubekela phambili yabafundi futhi nokuzilungiselela Imisebenzi Ehlelekile Yokuhlola.

| 7 | **IMISEBENZI YOKUHLOLA EHLELEKILE** [Ukuhlola okususelwa esikoleni (SBA) kanye noKuhlolwa Kokuphela Konyaka]
OKUDINGEKILE UKUZE UPHUMELELE – 50% kuya ku 59% (Izinga lesi- 4) | | | | | |

| **SBA = 75%** liqukethe: izivivinyo amaphrojekthi, izabelo kanye nophenyo | | | | | |
| **End of the Year Examination = 25%** | | | | | |
Isidingo esincane	**Ithemu 1**	**Ithemu 2**	**Ithemu 3**	**Ithemu 4**	**Isamba**
SBA	3 amathaski	3 amathaski	2 amathaski	3 amathaski	11
Ukuhlola					0

	INQUBO YOKUHLOLA	▪ **UHLELO LOKUHLOLA (POA)** Wonke uthisha kufanele alethe Uhlelo Oluneminininingwane Yokuhlola unyaka wonke ekuqaleni kweThemu Lokuqala lokuvunyelwa iNhloko yoMnyango noma iNhloko yesifundo futhi atholakale kubafundi kanye nabazali. ▪ **AMAZINGA OKUQONDA** Amazinga Okuqonda alinganiselayo ayisidingo ngaso sonke isikhathi. ▪ **UKUHLOLISISA UKUHLOLWA KWANGAPHAMBILI** Ngaphambi kokuthi kubhalwe umsebenzi wokuhlola, kufanele kuhlolwe iNhloko yoMnyango/iNhloko yeSifundo. Ubufakazi kufanele butholakale. ▪ **UKUHLOLISISA UKUHLOLWA EKUGCINENI** Lapho nje umsebenzi womfundi usumakiwe, amashidi amamaki awediwe kufanele anikwe kwiNhloko yoMnyango ezowahlolisisa ahambisane nesampula yamakhophi abhalwe phansi yempumelelo Ephansi, Ephakathi kanye nePhezulu ▪ **UKUHLAZIYWA KWENTO** Ngomsebenzi ngamunye, uthisha kufanele ahlaziye izimpendulo zabafundi ngombuzo ngamunye, ngokuya ngezindawo lapho abafundi bebengayenzi kahle futhi bahlole izizathu zokusebenza okunjalo. Kuzodingeka uthisha achaze mayelana nokungaphumeleli kwabafundi. ▪ **UHLELO LOKUTHUTHUKISWA KWEZIHLOKO &UHLELO LOKULUNGISA** Abafundisi bezifundo kufanele benze umsebenzi wokulungisa umsebenzi ngamunye onikezwe abafundi. Ubufakazi bomsebenzi wokulungiswa kufanele butholakale.
8	**UKUQOPHA NOKUBIKA**	Amakhophi ayo yonke imibuzo yokuhlola kanye neMemo (Engahlelekile neHlelekile) kufaka phakathi amarekhodi okuhlola agcinwa kuFayela likaThisha njengobufakazi.
9	**IZINSIZAKUSEBENZA/LTSM IZINSIZA KUFUNDA NOKUFUNDISA**	Uthisha ngamunye kufanele agcine amarekhodi azo zonke izinto zokusekelwa zabafundi ezinikezwe abafundi yisikole. Uthisha ngamunye unesibopho sokubuyiselwa kwe-LTSM kusuka kubafundi basebenzisa izinombolo ezinamakhodi: Incwadi ebhaliwe yesiZulu HL, incwadi yokufunda (equkethe izinhlobo zemibhalo enconyiwe), izincwadi zokusebenzela zika-DBE. **Izinsizakusebenza Zekilasi** njenge.: Amaphephandaba, omagazini, izincwajana, amaflaya, izikhangiso, amaphosta, njll.
10	**IMIHLANGANO YESIGABA KANYE NEMIHLANGANO YEKOMIDI LEZIFUNDO**	Imihlangano yesigaba ibanjwa **njalo ngoLwesine** @ 14h00. Imihlangano yeKomidi Lezifundo izobanjwa kabili ithemu ngayinye (ekuqaleni nasekupheleni kwethemu) ukulungiselela ithemu elandelayo. phakathi kokunye, umhlangano uzoxoxa ngenqubekela phambili eyenziwe ngethemu, ibuye ibheke ama-ATP kanye nezindlela zesivinini, amasu ethemu elizayo, izindaba eziphathelene nokuhlola okubandakanya umsebenzi wokulungisa njll.

		Izinhloko zesifundo zingahola imihlangano yesigaba ngokuthunjwa iNhloko yoMnyango.
11	**IQOQO KANYE NOMBIKO WEMIHLANGANO YOKUFUNDISANA**	Kwezinye izikhathi izinhlelo zokuthuthukisa abasebenzi zizobanjwa. Lokhu kuyokwenzeka kanje: ▪ **UKUMEMA OCHWEPHESHE BEQOQO** Othisha besiZulu kulindeleke ukuthi babambe iqhaza ngokugcwele kwizikhathi zolwazi seqoqo lesifunda. Ochwepheshe besifundo bangacelwa ukusiza ngezinto ezihlonziwe zokuqukethwe umsebenzi. INhloko yoMnyango kanye neNhloko yeSifundo yibona abayoxhumanisa balungisele lokhu. ▪ **IMIBIKI NGEMIHLANGANO YOKUFUNDISA** Othisha besiZulu kuyomele bazilungisele ukuzobika kwiNhloko yoMnyango babelane ngolwazi mayelana nokuqhubeke engqunqutheleni. Zonke izinto ezitholwe kwingqungquthela iyogaywa bese yabiwa nozakwabo. **Izinto ezitholwe engqungqutheleni zihlala ziyimpahla yesikole!** ▪ **UKWABELANA NGOLWAZI NOZAKWENU** Ngezikhathi ezithile othisha bezifundo bazokwabelana ngobuchwepheshe ngezingxoxo zezifundo zangaphakathi njengekomidi..
12	**UKUHLANGANISWA/ UKUBANDAKANYA**	Ukubandakanya kufanele kube yingxenye ephakathi yenhlangano, ukuhlela nokufundisa esikoleni ngasinye. Lokhu kungenzeka kuphela uma bonke othisha benokuqonda okunengqondo kokuthi baqaphele nokuthi bazilungisa kanjani izithiyo zokufunda, nokuthi bangakuhlelela kanjani ukwehluka. Ukubhekana nezithiyo ekilasini , othisha kufanele basebenzise amasu ahlukahlukene wokuhlukanisa izifundo njengaleyo efakwe eMnyangweni Wezemfundo yesiSekelo's *Imihlahlandlela yokufundisa konke nokufunda (2010)*

SUBJECT: MATHEMATICS

1	PREAMBLE	**Mathematics** is a language that makes use of symbols and notations to describe numerical, geometrical and graphical relationships. It is a human activity that involves observing, representing and investigating patterns and quantitative relationships in physical and social phenomena and between mathematical objects themselves. It helps to develop mental processes that enhance logical and critical thinking, accuracy and problem-solving that will contribute in decision-making.
1.1	**FOCUS OF CONTENT AREA**	Mathematics in the intermediate phase covers five Content Areas. 1. Numbers, Operations and Relationships; 2. Patterns, Functions and Algebra; 3. Space and Space (Geometry); 4. Measurement; and 5. Data Handling.

1.2	**WEIGHING OF CONTENT AREA**			
	Content Area	**Grade 4**	**Grade 5**	**Grade 6**
	Numbers. Operations and Relationships	50%	50%	50%
	Patterns, Functions and Algebra	10%	10%	10%
	Space and Shape (Geometry)	10%	10%	10%
	Measurement	10%	10%	10%
	Data Handling	10%	10%	10%
		100%	**100%**	**100%**

2	**TARGETS: Our School Target: 85%** **District Target: 70%**	All learners have a potential to pass Mathematics. Learners who by any reason cannot obtain a minimum pass percentage of 50% in any task will be given extended opportunity to attain the required standard.
3	**COMPLETION AND SUBMISSION OF ATP's**	Annual Teaching Plans are prescribe and stipulated in the CAPS policy document. It must be photocopied and always available in the Educator's File from the beginning of the 1st term throughout the year.
4	**EDUCATOR FILE AND RESOURCE FILE**	Each teacher need to keep a file. The file among other things should consist: ATP, Lesson Plan, Subject Policy, Programme of Assessment, Formal Assessment Tasks and Memoranda, Cass records, Moderation plan, Subject Intervention (Improvement)Plan, indication of textbooks or other resources to be used etc.
5	**LESSON PLANNING & SUBMISSION**	It is imperative that teachers prepare their lessons before going to class. Detailed lesson plans will be submitted to the Departmental Head, weekly **every Tuesday** during break time @09h00. Lesson plans should show how teaching time will be utilised i.e. time allocation which is **6 hours per week** as we agreed on 5 days cycle in our school.

6	**INFORMAL ASSESSMENT TASKS**	
	Classwork and Homework Activities	Learners should have exercise books for Classwork and Homework. Educators must give learners Classwork and Homework daily. **(1 Classwork and 1 Homework for each lesson)**. These would be checked and controlled timeously by an educator.
	Class Tests	Monthly Tests must be administered to access learner progress and also prepare them for a Formal Assessment Tasks.

7	**FORMAL ASSESSMENT TASKS** (School-Based Assessment (SBA) and End of the year Examination) MINIMUM PROMOTION REQUIREMENT is 50% to 59% (Level 4)					
	SBA = 75% comprises of: tests, examinations, projects, assignments and investigations **End of the Year Examination = 25%**					
	Minimum requirements	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Total**
	SBA	2 tasks	2 task	2 tasks	2 task	08
	EXAMINATION		1 Exam		1 Exam	02

7.1	**MINIMUM PASS REQUIREMENT:** 40% to 49% (Level 3) required in Mathematics for promotion

	ASSESSMENT PROCEDURE	▪ **PROGRAM OF ASSESSMENT (POA)** Every educator must submit a detailed POA for the whole year at the beginning of First term for endorsement by the Departmental Head or Subject Head and made available to learners and parents. ▪ **COGNITIVE LEVELS (Pg. 296)** Balanced Cognitive levels are a requirement at all times. ▪ **PRE-ASSESSMENT MODERATION** Before an assessment task is administered, it must be moderated by the Departmental Head/Subject Head. Evidence of moderation must be available. ▪ **POST ASSESSMENT MODERATION** As soon a learner's tasks have been marked, completed mark sheets must be submitted to the Departmental Head for moderation accompanied by a sample of Low, Middle and Top achievers marked copies. ▪ **ITEM ANALYSIS** For each task, an educator must analyse learners' responses per question, in terms of the areas where learners did not do well and diagnose reasons for such performance. An educator will be required to account for poor performance of learners. ▪ **SUBJECT IMPROVEMENT PLAN & REMEDIAL PROGRAMME** Subject educators should do remedial work for each task given to learners. Evidence of remedial work should be made available.
8	**RECORDING & REPORTING**	Copies of al Assessment Task Questions and Memo (informal & informal) including Record Sheets assessment records are kept in the Educator File as evidence.
9	**RESOURCES/LTSM** **Learning & Teaching Support Material**	Each educator should keep records of all Learner Support Material supplied by the school to learners. Each educator is responsible for the retrieval of LTSM from learners using numbers coded. Prescribed Mathematics textbooks, DBE Workbooks and Teaching Aids. **Classroom resources** e.g. Learners may be asked to create and bring models as teaching Aids to represent concrete objects required for better understanding.
10	**PHASE MEETINGS AND SUBJECT COMMITTEE MEETINGS**	Phase meetings are held **every Thursday** 14h00. Subject committee meetings will be held twice each term (at the beginning and end of the term) to prepare for the forthcoming one. Among other things, the meeting will discuss progress made in a term, revisit the ATP and pace setters, plans for the oncoming term, issues regarding assessment including remedial work etc. Subject heads may chair phase meetings on delegation by the Departmental Head
11	**CLUSTER AND WORKSHOPS REPORTING**	From time to time staff development programmes will be held. This will be through: ▪ **SUBJECT CLUSTER EXPERTS INVITED** Mathematics Educators are expected to fully participate in a Circuit Cluster information sessions. Subject experts can be invited to assist with identified aspects of the content work. The Departmental Head together with the subject heads will coordinate this. ▪ **WORKSHOP REPORTS** Mathematics Educators attending workshops should prepare for a report back session with the Departmental Head to share information about the proceedings of the workshop. All materials collected at the workshop should be photocopied shared with other colleagues. **Materials received at workshops remain the property of the school!**

		▪ **PEER INFORMATION SHARING SESSION** From time to time subject teachers will share expertise through internal subject discussions as a committee.
12	**INCLUSIVITY**	Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning (2010)*

SUBJECT: NATURAL SCIENCES AND TECHNOLOGY

1	**PREAMBLE**	**Natural Sciences and Technology**: Grade 4 – 6. Natural Sciences and Technology are combined into one subject that is compulsory for all learners. The knowledge strands are used as a tool for organising the content of the subject Natural Sciences and Technology. The teaching and learning of Natural Sciences and Technology involves the development of a range of process and design skills that may be used in everyday life, in the community and in the workplace. Learners also develop the ability to think objectively and use a variety of forms of reasoning while they use these skills. Learners can gain these skills in an environment that taps into their curiosity about the world, and that supports creativity, responsibility and growing confidence. Science and Technology learnt at school should produce learners who understand that school science can be relevant to their lives outside of school.

		Natural Sciences Strands	**Technology Strands**
		Life and Living	Structures
		Matter and Materials	Processing
		Energy and Change	Systems and Control
		Planet Earth and Beyond	

1.1	**SPECIFIC AIMS AND SKILLS**	There are three specific aims in Natural Sciences and Technology: 1. **Doing Science and Technology** Learners plan and do simple investigations and solve problems that need some practical ability. There are attitudes and values that underpin this ability. 2. **Understanding and connecting ideas** The main task of teaching is to build a framework of knowledge for learners and to help them make connections between the ideas and concepts in their minds. Learners must discuss and relate to previously acquired knowledge and experience and connections must be made. 3. **Science, Technology and Society** Learners should understand the practical uses of Natural Sciences and Technology in the society and the environment and have the values that make them caring and creative citizens.
2	**TARGETS:** **School Target: 85%** **District Target: 70%**	All learners have a potential to pass NSTECH. Learners who by any reason cannot obtain a minimum pass percentage of 50% in any task will be given extended opportunity to attain the required standard.
3	**COMPLETION AND SUBMISSION OF ATPs**	Annual Teaching Plans are prescribed and stipulated in the CAPS policy document. It must be photocopied and always be available in the Educators File from the beginning of the 1st term throughout the year.
4	**EDUCATOR FILE AND RESOURCE FILE**	Each teacher needs to keep a file. The file among other things, should consist: ATP, Lesson Plans, Subject Policy, Programme of Assessment, Formal Assessment Tasks and Memoranda, Cass records, Moderation plan, Subject Interventions (improvement) Plan, indication of textbooks or other resources to be used etc.
5	**LESSON PLANNING AND SUBMISSION**	It is imperative that teachers prepare their lessons before going to class. Detailed lesson plans will be submitted to the Departmental Head weekly, **every Tuesday** during break time at 09h00. Lesson plans should show how teaching time will be utilised i.e. time allocation which is 3, 5 hours per week as we agreed on 5 day cycle in our school.
6	**INFORMAL ASSESSMENT TASKS**	
	Classwork and Homework Activities	Learners should have exercise books for Classwork and Homework. Educators must give learners Classwork and Homework daily. **(1 Classwork and 1 Homework for each lesson)**. These would be checked and controlled timeously by an educator.
	Class Tests	Monthly Tests must be administered to assess learner progress and also to prepare them for a Formal Assessment Tasks.

7	**FORMAL ASSESSMENT TASKS** (School-Based Assessment (SBA) and End of the year Examination MINIMUM PROMOTION REQUIREMENT is 30% to 39% (Level 2)					

SBA = 75% comprises of: tests, examinations, projects, assignments and investigations **End of the Year Examination = 25%**					
Minimum requirements	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Total**
SBA	2 tasks	2 tasks	2 tasks	1 task	07
EXAMINATION				1 Exam	02

	ASSESSMENT PROCEDURE	▪ **PROGRAMME OF ASSESSMENT (POA)** Every educator must submit a detailed POA for the whole year at the beginning of First term for the endorsement by the Departmental Head or Subject Head and made available to learners and parents. ▪ **COGNITIVE LEVELS** Balanced Cognitive Levels are a requirement at all times. ▪ PRE-ASSESSMENT MODERATION Before an assessment task is administered, it must be moderated by the Departmental Head/Subject Head. Evidence of moderation must be available. ▪ **POST ASSESSMENT MODERATION** As soon a learner's tasks have been marked, completed mark sheets must be submitted to the Departmental Head for moderation accompanied by a sample of Low, Middle and Top achievers marked copies. ▪ **ITEM ANALYSIS** For each task, an educator must analyse learners' responses per question, in terms of the areas where learners did not do well and diagnose reasons for such performance. An educator will be required to account for poor performance of learners. ▪ **SUBJECT IMPROVEMENT PLAN & REMEDIAL PROGRAMME** Subject educators should do remedial work for each task given to Learners. Evidence of remedial work should be made available.
8	**RECORDING & REPORTING**	Copies of al Assessment Task Questions and Memo (informal & informal) including Record Sheets assessment records are kept in the Educator File as evidence.
9	**RESOURCES/LTSM Learning & Teaching Support Material**	Each educator should keep records of all Learner Support Material supplied by the school to learners. Each educator is responsible for the retrieval of LTSM from learners using numbers coded. Classroom resources Prescribed NSTECH textbook, Teaching Aids. The school will make possible effort to ensure that the essential equipment, tools, apparatus, materials and consumables are provided if the budget allows that. Otherwise, ask learners to improvise as building models. Learners may be required to make their own technology models than to depend on the availability of equipment.
10	**PHASE MEETINGS AND SUBJECT COMMITTEE MEETINGS**	Phase meetings are held **every Thursday** @ 14h00. Subject committee meetings will be held twice each term (at the beginning and end of the term) to prepare for the forthcoming one. Among other things, the meeting will discuss progress made in a term, revisit the ATP and pace setters, plans for the oncoming term, issues regarding assessment including remedial work etc. **Subject heads may chair phase meetings on delegation by the Departmental Head**
11	**CLUSTER AND WORKSHOPS REPORTING**	From time to time staff development programmes will be held. This will be through: ▪ **SUBJECT CLUSTER EXPERTS INVITED** Natural Sciences and Technology Educators are expected to fully participate in a Circuit Cluster information sessions.

		Subject experts can be invited to assist with identified aspects of the content work. The Departmental Head together with the subject heads will coordinate this. ▪ **WORKSHOP REPORTS** Natural Sciences and Technology Educators attending workshops should prepare for a report back session with the Departmental Head to share information about the proceedings of the workshop. All materials collected at the workshop should be photocopied shared with other colleagues. **Materials received at workshops remain the property of the school!** ▪ **PEER INFORMATION SHARING SESSION** From time to time subject teachers will share expertise through internal subject discussions as a committee.
12	**INCLUSIVITY**	Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning (2010)*

SUBJECT: LIFE SKILLS

1	PREAMBLE	**Life Skills** deals with the holistic development of the learner throughout childhood. It equips learners with knowledge, skills and values that assist them to achieve their physical, intellectual, personal, emotional and social potential. The subject encourages learners to acquire and practise life skills that will assist them to become independent and effective in responding to life's challenges and to play an active and responsible role in society.
1.1	**SPECIFIC AIMS AND SKILLS**	Life Skills is divided into **three different**, but interrelated study areas: 1. Personal and Social Well-being **(PSW)** 2. Physical Education **(PE)** 3. Creative Arts (**Visual Arts and Performing Arts**).
2	**TARGETS:** **School Target: 85%** **District Target: 70%**	All learners have a potential to pass Life Skills. Learners who by any reason cannot obtain a minimum pass percentage of 50% in any task will be given extended opportunity to attain the required standard.
3	**COMPLETION AND SUBMISSION OF ATPs**	Annual Teaching Plans are prescribed and stipulated in the CAPS policy document. It must be photocopied and always be available in the Educators File from the beginning of the 1st term throughout the year.
4	**EDUCATOR FILE AND RESOURCE FILE**	Each teacher needs to keep a file. The file among other things, should consist: ATP, Lesson Plans, Subject Policy, Programme of Assessment, Formal Assessment Tasks and Memoranda, Cass records, Moderation plan, Subject Interventions (improvement) Plan, indication of textbooks or other resources to be used etc.
5	**LESSON PLANNING AND SUBMISSION**	It is imperative that teachers prepare their lessons before going to class. Detailed lesson plans will be submitted to the Departmental Head weekly, **every Tuesday** during break time at 09h00. Lesson plans should show how teaching time will be utilised i.e. time allocation which is **4 hours per week** as we agreed on 5 day cycle in our school.
6	**INFORMAL ASSESSMENT TASKS** Time allocated is **Four hours per week**, and educators are expected to do all 3 study areas every week.	

Personal and Social Well-being	1½ hours
Physical Education	1 hour
Creative Arts	1½ hours
TOTAL	4 hours

	Classwork and Homework Activities	Learners should have exercise books for Classwork and Homework. Educators must give learners Classwork and Homework daily. **(1 Classwork and 1 Homework for each lesson)**. These would be checked and controlled timeously by an educator.
	Class Tests	Monthly Tests must be administered to assess learner progress and also to prepare them for a Formal Assessment Tasks.

7	**FORMAL ASSESSMENT TASKS** (School-Based Assessment (SBA) and End of the year Examination MINIMUM PROMOTION REQUIREMENT is 30% to 39% (Level 2)					

SBA = 75% comprises of: tests, examinations, projects, assignments and investigations					
End of the Year Examination = 25%					
Minimum requirements	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Total**
SBA	3 tasks	3 tasks	3 tasks	3 tasks	10
EXAMINATION				1 Exam	01

	ASSESSMENT PROCEDURE	▪ **PROGRAMME OF ASSESSMENT (POA)** Every educator must submit a detailed POA for the whole year at the beginning of First term for the endorsement by the Departmental Head or Subject Head and made available to learners and parents. ▪ **COGNITIVE LEVELS** Balanced Cognitive Levels are a requirement at all times.

		PRE-ASSESSMENT MODERATION Before an assessment task is administered, it must be moderated by the Departmental Head/Subject Head. Evidence of moderation must be available. **POST ASSESSMENT MODERATION** As soon a learner's tasks have been marked, completed mark sheets must be submitted to the Departmental Head for moderation accompanied by a sample of Low, Middle and Top achievers marked copies. **ITEM ANALYSIS** For each task, an educator must analyse learners' responses per question, in terms of the areas where learners did not do well and diagnose reasons for such performance. An educator will be required to account for poor performance of learners. **SUBJECT IMPROVEMENT PLAN & REMEDIAL PROGRAMME** Subject educators should do remedial work for each task given to Learners. Evidence of remedial work should be made available.
8	**RECORDING & REPORTING**	Copies of al Assessment Task Questions and Memo (informal & informal) including Record Sheets assessment records are kept in the Educator File as evidence.
9	**RESOURCES/LTSM Learning & Teaching Support Material**	Each educator should keep records of all Learner Support Material supplied by the school to learners. Each educator is responsible for the retrieval of LTSM from learners using numbers coded. Prescribed Life Skills textbooks, DBE Workbooks and Teaching Aids. Classroom resources e.g.: newspapers, magazines, brochures, flyers, advertisements, posters, etc.
10	**PHASE MEETINGS AND SUBJECT COMMITTEE MEETINGS**	Phase meetings are held **every Thursday** 14h00. Subject committee meetings will be held twice each term (at the beginning and end of the term) to prepare for the forthcoming one. Among other things, the meeting will discuss progress made in a term, revisit the ATP and pace setters, plans for the oncoming term, issues regarding assessment including remedial work etc. Subject heads may chair phase meetings on delegation by the Departmental Head
11	**CLUSTER AND WORKSHOPS REPORTING**	From time to time staff development programmes will be held. This will be through: **SUBJECT CLUSTER EXPERTS INVITED** Mathematics Educators are expected to fully participate in a Circuit Cluster information sessions. Subject experts can be invited to assist with identified aspects of the content work. The Departmental Head together with the subject heads will coordinate this. **WORKSHOP REPORTS** Mathematics Educators attending workshops should prepare for a report back session with the Departmental Head to share information about the proceedings of the workshop. All materials collected at the workshop should be photocopied shared with other colleagues. **Materials received at workshops remain the property of the school!** **PEER INFORMATION SHARING SESSION** From time to time subject teachers will share expertise through internal subject discussions as a committee.
12	**INCLUSIVITY**	Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity. To address barriers in the classroom, teachers should use various curriculum differentiation

		strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning (2010)*

SUBJECT: SOCIAL SCIENCES

1	PREAMBLE	**Social Sciences consists of History and Geography**. Both History and Geography should be taught and assessed during every term of the school year. Although the two disciplines are kept separate, this curriculum is designed to complement the knowledge (content, skill and concepts
1.1	**SPECIFIC AIMS AND SKILLS**	o Learners are trained to speculate, to debate, to make connections, to select, to prioritise and to persist, in tracking real issues and important questions. o Learners are encouraged to ask questions: Who? Where? What? Why? When? How? Should? Could? Is/Are? and by the time they reach the Senior Phase: If? The questions learners ask give teachers a good indication of prior knowledge, perceptions, interests, insights and concerns. o Map skills (focus: Africa and the World)
2	**TARGETS:** **School Target: 85%** **District Target: 70%**	All learners have a potential to pass Social Sciences. Learners who by any reason cannot obtain a minimum pass percentage of 50% in any task will be given extended opportunity to attain the required standard.
3	**COMPLETION AND SUBMISSION OF ATPs**	Annual Teaching Plans are prescribed and stipulated in the CAPS policy document. It must be photocopied and always be available in the Educators File from the beginning of the 1st term throughout the year.
4	**EDUCATOR FILE AND RESOURCE FILE**	Each teacher needs to keep a file. The file among other things, should consist: ATP, Lesson Plans, Subject Policy, Programme of Assessment, Formal Assessment Tasks and Memoranda, Cass records, Moderation plan, Subject Interventions (improvement) Plan, indication of textbooks or other resources to be used etc.
5	**LESSON PLANNING AND SUBMISSION**	It is imperative that teachers prepare their lessons before going to class. Detailed lesson plans will be submitted to the Departmental Head weekly, **every Tuesday** during break time at 09h00. Lesson plans should show how teaching time will be utilised i.e. time allocation which is **3 hours per week** as we agreed on 5 day cycle in our school.
6	**INFORMAL ASSESSMENT TASKS** The total time allocated for Social Sciences is three hours per week. Time allocation is approximately 15 hours each directive per 10-week term, therefore 3 hours total contact time per week	
	Classwork and Homework Activities	Learners should have exercise books for Classwork and Homework. Educators must give learners Classwork and Homework daily. **(1 Classwork and 1 Homework for each lesson)**. These would be checked and controlled timeously by an educator.
	Class Tests	Monthly Tests must be administered to assess learner progress and also to prepare them for a Formal Assessment Tasks.
7	**FORMAL ASSESSMENT TASKS** (School-Based Assessment (SBA) and End of the year Examination MINIMUM PROMOTION REQUIREMENT is 30% to 39% (Level 2)	

SBA = 75% comprises of: tests, examinations, projects, assignments and investigations **End of the Year Examination = 25%**					
Minimum requirements	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Total**
SBA	2 tasks	2 tasks	2 tasks	1 tasks	07
EXAMINATION				1 Exam	01

	Assessment marks for each subject should be shown separately on school reports – as score for History and another for Geography. They should then be added together and divided by two to five an average score for Social Sciences.	
	ASSESSMENT PROCEDURE	▪ **PROGRAMME OF ASSESSMENT (POA)** Every educator must submit a detailed POA for the whole year at the beginning of First term for the endorsement by the

		Departmental Head or Subject Head and made available to learners and parents. ▪ **COGNITIVE LEVELS** Balanced Cognitive Levels are a requirement at all times. ▪ **PRE-ASSESSMENT MODERATION** Before an assessment task is administered, it must be moderated by the Departmental Head/Subject Head. Evidence of moderation must be available. ▪ **POST ASSESSMENT MODERATION** As soon a learner's tasks have been marked, completed mark sheets must be submitted to the Departmental Head for moderation accompanied by a sample of Low, Middle and Top achievers marked copies. ▪ **ITEM ANALYSIS** For each task, an educator must analyse learners' responses per question, in terms of the areas where learners did not do well and diagnose reasons for such performance. An educator will be required to account for poor performance of learners. ▪ **SUBJECT IMPROVEMENT PLAN & REMEDIAL PROGRAMME** Subject educators should do remedial work for each task given to Learners. Evidence of remedial work should be made available.
8	**RECORDING & REPORTING**	Copies of al Assessment Task Questions and Memo (informal & informal) including Record Sheets assessment records are kept in the Educator File as evidence.
9	**RESOURCES/LTSM Learning & Teaching Support Material**	Each educator should keep records of all Learner Support Material supplied by the school to learners. Each educator is responsible for the retrieval of LTSM from learners using numbers coded. Prescribed Social Sciences textbooks, Atlas/World Map and aerial photographs. **Classroom resources** e.g.: newspapers, magazines, brochures, flyers, advertisements, posters, etc.
10	**PHASE MEETINGS AND SUBJECT COMMITTEE MEETINGS**	Phase meetings are held **every Thursday** @ 14h00. Subject committee meetings will be held twice each term (at the beginning and end of the term) to prepare for the forthcoming one. Among other things, the meeting will discuss progress made in a term, revisit the ATP and pace setters, plans for the oncoming term, issues regarding assessment including remedial work etc. Subject heads may chair phase meetings on delegation by the Departmental Head
11	**CLUSTER AND WORKSHOPS REPORTING**	From time to time staff development programmes will be held. This will be through: ▪ **SUBJECT CLUSTER EXPERTS INVITED** Social Sciences Educators are expected to fully participate in a Circuit Cluster information sessions. Subject experts can be invited to assist with identified aspects of the content work. The Departmental Head together with the subject heads will coordinate this. ▪ **WORKSHOP REPORTS** Social Sciences Educators attending workshops should prepare for a report back session with the Departmental Head to share information about the proceedings of the workshop. All materials collected at the workshop should be photocopied shared with other colleagues. **Materials received at workshops remain the property of the school!** ▪ **PEER INFORMATION SHARING SESSION** ▪ From time to time subject teachers will share expertise through internal subject discussions as a committee.

12	**INCLUSIVITY**	Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning (2010)*