



## **basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

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**TO: HEADS OF PROVINCIAL EDUCATION DEPARTMENTS  
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THE SOUTH AFRICAN INSTITUTE FOR DISTANCE EDUCATION  
INDEPENDENT EXAMINATIONS BOARD  
INDEPENDENT SCHOOLS ASSOCIATION OF SOUTHERN AFRICA  
NATIONAL TEACHER ORGANISATIONS**

### **CIRCULAR NO S2 OF 2020**

#### **RELEASE OF THE REVISED ANNUAL TEACHING PLANS (ATPs) FOR GRADE 7 AND GRADE 12 RESPECTIVELY**

1. The declaration of COVID-19 as a global pandemic by the World Health Organisation, and the subsequent announcement by the President of the Republic of South Africa, President Cyril Ramaphosa, declaring COVID-19 a national disaster on 15 March 2020, led to schools being closed from Wednesday 18 March 2020, and all schools still remain closed.
2. Alternative support programmes were offered to learners during the time of school closure. This entailed curriculum support materials being shared on various media platforms and in print form for the different subjects and grades. Despite these alternative support programmes, the Department of Basic Education (DBE) is aware that many of the learners may not have had the opportunity to access all the alternative programmes optimally.
3. To mitigate the impact of the COVID-19 lockdown, the Department of Basic Education (DBE) working in collaboration with Provincial Education Departments (PEDs) and other key stakeholders including teacher unions has put together a school recovery plan, relating to the re-opening of schools. The proposed school recovery plan entails in the main recovery of the lost time, reorganisation and trimming of the curriculum content and the creation of the required enabling conditions to ensure a safe and secure return of learners to school.

4. In terms of the official announcement by the Minister of Basic Education, Ms AM Motshekga, MP, on 19 May 2020, schools will re-open for Grades 7 and 12 on 1 June 2020, and the plans for the remaining grades will be announced in due course.
5. The key aim of the school recovery plan is to ensure that the critical skills, knowledge, values and attitudes outlined in the Curriculum and Assessment Policy Statement (CAPS) and those that are relevant to the learner's current grade are covered over a reduced time period. The purpose of curriculum reorganisation and trimming is to:
  - Identify core content and skills that must be completed in the current grade to allow learners to cope with the next grade;
  - Reduce the curriculum envisaged in Section 3 of the CAPS to manageable core content, including skills, so that schools create ample space for meaningful learning;
  - Remove repetitive content and ensure that there is a smooth sequencing of content and concepts;
  - Define the core knowledge and skills to be taught and assessed so that it provides clear direction and support to teachers;
  - Align curriculum content and assessment to the available teaching time; and
  - Maintain the alignment in the learning trajectory for learners, without compromising learners' transition between the grades.
6. The following principles guided the curriculum trimming and curriculum re-organisation process:
  - Efficiency – less teaching time but more results and effective learning outcomes.
  - Inclusivity – learning experience must cater for different types of learners who are differently abled by providing different types of learning experiences.
  - Validity – the relevance of the content to the stated goals and outcomes of the curriculum.
  - Utility – the content must lead to the acquisition of values, attitudes, skills and knowledge that are considered useful for transition to the next grade and have relevance to the contexts in which learners live and learn.
  - Feasibility – analyse and examine the content in the light of the time and resources available to the schools, considering the current socio-economic and political climate.
  - Coherence – systematic curriculum mapping must have horizontal, vertical, subject area and interdisciplinary coherence.
7. In line with the Curriculum trimming and re-organisation, the assessment was aligned to ensure that only key points in the learning process are assessed summatively while formative assessment was emphasised to ensure that core concepts and skills are mastered. Therefore, in school based assessment, the focus is more on assessment for learning as opposed to assessment of learning to achieve the learning outcomes of each grade and subject. In this context the framework for curriculum recovery proposed a reduction in summative assessment to create space for more teaching time.

8. In all grades the June examination has been cancelled to allow for more teaching time and schools will administer a final controlled examination only in key subjects in Grades 4 to Grade 11, to ensure that learners are assessed to identify their learning gaps which will be remediated in the subsequent grade.
9. In the case of Grade 12, the curriculum has not been trimmed, but may have been re-organised to allow for more efficient and effective utilisation of the time available. The School Based Assessment has also been reduced in Grade 12 to allow for more teaching and learning time. All Grade 12 learners will write the final November examination, which will be re-scheduled and this will be communicated shortly to schools and examination centres.
10. The trimming and re-organisation of the curriculum are designed to accommodate the impact of COVID-19 and is therefore an interim deviation from the original curriculum. These interim changes are only to be implemented in 2020 and schools must revert to the original curriculum in 2021.
11. In terms of *National Education Policy Act, No 27 of 1996, Section 3 (4)(l)*, the Minister shall determine national policy for curriculum frameworks, core syllabuses and education programmes, learning standards, examinations and the certification of qualifications, subject to the provisions of any law establishing a national qualifications framework or a certifying or accrediting body. In terms of this legislation the Minister has the power to develop national policy and the power to amend, or repeal or vary such policy.
12. Pending the amendment to the CAPS, the DBE is issuing this circular as an interim measure to assist schools, teachers and all other key stakeholders in education involved in the curriculum implementation process, with meeting the key requirements of the curriculum in the remaining part of the academic year.
13. The following documents relating to Grade 7 and Grade 12 are attached:
  - a) Revised Content Overview per phase per subject (CAPS Section 3);
  - b) Revised ATP per grade per subject (CAPS Section 3); and
  - c) PowerPoint presentations per subject, per grade that would be used in the Mediation sessions.
14. The documents for the other Grades will be released progressively as follows:

Grades	Release dates
Grade 12 and 7	25 May 2020
Grade 11 and 6 School of Skills Year 4	27 May 2020
Grade 10 and 5	29 May 2020

Grade 9 and 4	1 June 2020
Grade 8	3 June 2020
Grade 3, 2, 1 and R	27 May 2020

15. Provincial Education Departments must use the attached documents to:

- a. Mediate the changes in the revised ATPs to all teachers;
- b. Facilitate the distribution of the revised ATPs to schools, prior to 25 May 2020; and
- c. Monitor and support the implementation of the revised ATPs in schools.

16. The above documents will also be made available on the DBE website: <https://www.education.gov.za>.

17. Any queries relating to this circular may be directed to the Directors responsible for Curriculum Development in the General Education and Training (GET) and Further Education and Training (FET) bands: Ms C Weston: [Weston.c@dbe.gov.za](mailto:Weston.c@dbe.gov.za) (FET) and Ms Modiba, [Modiba.k@dbe.gov.za](mailto:Modiba.k@dbe.gov.za) (GET).

18. Your support in ensuring the effective implementation of the revised Annual Teaching Plans (ATPs) under the current conditions is greatly appreciated.



**MR HM MWELI**  
**DIRECTOR-GENERAL**  
**DATE: 23 MAY 2020**