



**basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **National Curriculum Statement (NCS)**

### **Curriculum and Assessment Policy Statement**

#### **General Education and Training Phase Grade 8 and 9**

#### **Early childhood development**

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## SECTION 1:

### INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT: TECHNICAL OCCUPATIONAL

#### 1.1 Background

The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

#### 1.2 Overview

- (a) The *National Curriculum Statement Grades R – 12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:
- (i) National Curriculum and Assessment Policy Statements for each approved school subject;
  - (ii) The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12; and
  - (iii) The policy document, National Protocol for Assessment Grades R – 12 (January 2012).
- (b) The *National Curriculum Statement Grades R – 12 (January 2012)* replaces the two current national curricula statements, namely the
- (i) *Revised National Curriculum Statement Grades R - 9, Government Gazette No. 23406 of 31 May 2002, and*
  - (ii) *National Curriculum Statement Grades 10 - 12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.*
- (c) The national curriculum statements contemplated in subparagraphs (a) and (b) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R – 12 (January 2012)* during the period 2012-2014:
- (i) The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 – 12;

- (ii) The policy document, *National Policy on assessment and qualifications for schools in the General Education and Training Band d*, promulgated in *Government Notice No. 124 in Government Gazette No. 29626* of 12 February 2007;
  - (iii) The policy document, the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, promulgated in *Government Gazette No.27819* of 20 July 2005;
  - (iv) The policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs*, published in *Government Gazette, No.29466* of 11 December 2006, is incorporated in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*; and
  - (v) The policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12)*, promulgated in *Government Notice No.1267 in Government Gazette No. 29467* of 11 December 2006.
- (d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R – 12*. It will therefore, in terms of *section 6A of the South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

### 1.3. General Aims of the South African Curriculum

- (a) (The *National Curriculum Statement Grades R - 12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.
- (b) **The National Curriculum Statement Grades R - 12 serves the purposes of:**
  - equipping learners, irrespective of their socio-economic 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.

**(c) The National Curriculum Statement Grades R - 12 is based on the following principles:**

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R – 12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

**(d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:**

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;

- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

(e) **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.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. 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).

#### 1.4. Subjects and Time Allocation

##### .4.1 Foundation Phase

(a) The instructional time in the Foundation Phase is as follows:

Subject	Grade R (Hours)	Grades 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	<b>6</b>	<b>6</b>	<b>7</b>
• Beginning Knowledge	(1)	(1)	(2)
• Creative Arts	(2)	(2)	(2)
• Physical Education	(2)	(2)	(2)
• Personal and Social Well-being	(1)	(1)	(1)
<b>Total</b>	<b>23</b>	<b>23</b>	<b>25</b>

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades R – 2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

- (d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R – 2 and 2 hours as indicated by the hours in brackets for Grade 3.

### 1.4.2 Intermediate Phase

The instructional time in the Intermediate Phase is as follows:

Subject	Hours
Home Language	6
First Additional Language	5
Mathematics	6
Natural Science and Technology	3,5
Social Sciences	3
Life Skills	<b>4</b>
• Creative Arts	(1,5)
• Physical Education	(1)
• Personal and Social Well-being	(1,5)
<b>Total</b>	<b>27,5</b>

### 1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

Subject	Hours
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Science	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Arts and Culture	2
In Grade 8, a maximum of two subjects can be selected from the list of thirteen Elective Occupational subjects to replace any two of the following: Technology, Creative Arts and/or Economic and Management Sciences. The instructional time for these subjects is 2 hours each.	
<b>Total</b>	<b>27,5</b>

Elective Occupational Subjects (Not more than 2)	
1. Agricultural Studies	Time Allocation per week: 2 hours each
2. Art and Design	
3. Digital Technology	
4. Early Childhood Development	
5. Mechanical Technology	
6. Electrical Technology	
7. Civil Technology	
8. Personal Care:Hairdressing, Nail and Beauty Technology	
9. Ancillary Health Care Studies	
10. Services: Maintenance and Upholstery	
11. Services: Consumer Studies	
12. Services:Hospitality Studies	
13. Wholesale and Retail Studies	

#### 1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

Subject	Time allocation per week (hours)
I. Home Language	4.5
II. First Additional Language	4.5
III. Mathematics	4.5
IV. Life Orientation	2
V. A minimum of any three subjects selected from Group B Annexure B, Tables B1-B8 of the policy document, <i>National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12</i> , subject to the provisos stipulated in paragraph 28 of the said policy document.	12 (3x4h)

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

## **SECTION 2:**

### **INTRODUCTION TO EARLY CHILDHOOD DEVELOPMENT**

#### **2.1 What is Early Childhood Development?**

The National Development Plan – Vision for 2030 defines the Early Childhood Development (ECD) in terms of section 91 (1) of the Children’s Act of 38 of 2005 which states that ECD means the process of emotional, cognitive, sensory, spiritual, moral, physical, social and communication development of children from birth to school- going age.

The Technical Occupational Early Childhood Development (ECD). Subject lays the foundation in the study area of Early Childhood Development (ECD). It focuses on the holistic development of children which will prepare them for school and throughout adulthood.

#### **2.2 Topics to be studied in Early Childhood Development**

- a) The ECD Learning programme
- b) Healthy and safe environment
- c) Creative Art
- d) Resources
- e) Development of babies, toddlers and young children
- f) Care for babies, toddlers and young children.
- g) Play in Early Childhood development
- h) Language and communications Skills
- i) Diseases
- j) First aid
- k) Behaviour Management
- l) Diversity in the learning programme
- m) Mathematical

#### **2.3 Specific Aims:**

The learner is able to:

- Understand how ECD centres are managed
- Maintain a healthy and safe environment
- Develop teaching and learning resources
- Understand how babies, toddlers and young children develop
- Demonstrate how to care for babies, toddlers and young children

- Understanding play as a method of teaching and learning in Early Childhood development
  - Support language development and communications Skills
  - Identify common childhood diseases
  - Apply basic First aid
  - Playroom management
  - Addressing diversity in ECD settings
  - Assist in the development of Mathematical concepts

## 2.4 Requirements for Early Childhood Development as a subject

### 2.4.1 Time Allocation

The total number of hours allocated for the subject in a five-day cycle is 13 ½ hours. Sufficient time must be allocated in the school timetable for the practical work required to be done.

### 2.4.2 Equipment

The following is the minimum requirement for an Early Childhood Development classroom.

Non Consumable	Consumable
<ul style="list-style-type: none"> <li>▪ Work tables, Desk</li> <li>▪ Chairs</li> <li>▪ Examples or pictures of gross motor equipment (balls, bean bags, hula hoops, )</li> <li>▪ Baby Bath basins, or any plastic bowl, Changing station.</li> <li>▪ Examples or pictures of safety mat, bath ring</li> <li>▪ Example or picture of toilet seats suitable for toddler and young children</li> <li>▪ Example or picture of Safe Stools for children to stand on</li> <li>▪ Baby dolls, plastic dolls, clothes, blankets, diapers, towels, bottles, dummies, sterilising equipment</li> <li>▪ Carpets,</li> <li>▪ Example or picture of Sand pits</li> <li>▪ Examples or pictures of fantasy corner</li> </ul>	<ul style="list-style-type: none"> <li>• Stationary: pens, pencils, crayons, rubbers, cardboard, magnets and colour paper, scissors, glue, glue gun, print, paint, paint brushes, clay, waste material, fabric, wool, Recyclable materials for teacher and learners</li> <li>• (toilet rolls, egg containers,)</li> <li>• Felt</li> <li>• Foam sheets</li> <li>• Paper plate</li> <li>• Ribbon</li> </ul>

<ul style="list-style-type: none"> <li>▪ Example or pictures of manipulative toys (puzzles, peg board dominoes, threading beads)</li> <li>▪ Example or picture of book corner and (books for different age group)</li> <li>▪ Display area to demonstrate theme (transport) A lot of pictures and words in gr1 font</li> <li>▪ Example or pictures of construction toys (building blocks, Lego)</li> <li>▪ Examples or pictures of Outdoor play equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Plastic eyes</li> <li>• Pipe cleaners</li> <li>• Feathers</li> <li>• Buttons</li> <li>• Disposable nappies,</li> <li>• Ear buds</li> <li>• Cotton wool</li> <li>• Examples or pictures of baby soap, shampoo and cream and barrier cream.</li> <li>• Snappy or diaper pin for material nappy.</li> </ul>
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### 2.4.3 Other Learning and Teaching materials

- Students and facilitators guides
- Magazines, posters and newspapers
- Large Print Story books suitable for babies and young children
- AUDIO-VISUAL AIDS, DVDS / INTERNET
- The following is not necessity but makes it a lot easier in ECD class: Laminator and laminating pouches
  - Computer and printer
  - Interactive board
  - Visualizer

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## SECTION 3:

### OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

#### 3.1 Content overview

	TOPIC	Grade 8	Grade 9
1.	The ECD learning programme	Introduction to Early Childhood Development	Planning up an environment which is conducive to learning environment
2	Healthy and safe environment	Explain Personal and Environmental safety and Hygiene.	The importance of supervising young children and babies
3	Creative Activities	Introduction of a variety of creative activities and mediums in the ECD centre.	Introduction of a variety of creative activities and mediums in an ECD centres
4	Resources	Introduction of different resources in ECD centres	Resources in ECD
5	Development of babies, toddlers and young children	Developmental areas of babies, toddlers and young children	The growth and development of babies toddlers and young children
6	Caring for babies/ toddlers/ Young children	Providing safe environment for the care of babies	Physical and emotional care of babies, toddlers and young children

7	Play in ECD	The value of play in ECD	The role of play in the development of a child
8	Language use and communication skills	Different communication skills	Critical awareness of language use and communication
9	Diseases	Importance of healthy living	The most common diseases among babies, toddlers and young children
10	First Aid	Knowledge of most common injuries in and treatment	Management of accidents in an ECD centre
11	Behaviour Management	Identification of children in need of support	Dealing with different behaviours in different ages
12	Diversity in the learning programme	Understanding diversity in an ECD centre	Understanding diversity in an ECD centre
13	Mathematical	Integration of mathematics in different activities	Inclusion of mathematics in different activities

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### 3.2 Content outline per term (Annual Teaching Plan)

Term 1	Two hours per week, including Informal assessment such as written work, marking of homework, class tests, case studies; and Formal assessment, such the project and practical assesesment task and tests		Formal assessment term 1:  Test 25% Practitacal skills test 75%
WEEK	TOPIC	CONTENT	Practical Lesson
1-2	The ECD learning environment	<ul style="list-style-type: none"> <li>• Introduction to Early Childhood Development</li> <li>• Knowledge and understanding of early childhood development as a skill.</li> </ul>	A presentation on <ul style="list-style-type: none"> <li>• What ECD entails</li> <li>• An outline of careers in ECD.</li> <li>• Schematic presentation of an indoor layout of an ECD centre.</li> </ul>
3-4	Healthy and safe environment	<ul style="list-style-type: none"> <li>• The importance of personal hygiene when working with children</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate Correct ways of handwashing</li> <li>• Develop a hand washing poster</li> </ul>
5-6	Creative Activities	Introduction of a variety of creative activities and mediums in the ECD centre.	<ul style="list-style-type: none"> <li>• Any creative art activity See Addendum a section 5</li> <li>• Create a picture making use of different shapes and Mediums</li> </ul>
7-8	Resources	<ul style="list-style-type: none"> <li>• Introduction of different resources in ECD</li> <li>• Development of resources that are safe for babies, toddlers and young children from recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect recycled materials</li> <li>• Use different media to develop an age appropriate toy and</li> <li>• Explain the choice</li> </ul>
9-10	Formal Assessment	Revision  Review and reinforcement activities in class to assess the learners' grasp of the learning material examples of activities may include a class quiz, short tests, drawing	<b>Practical skills test</b>  25% to be added to term 4 practical mark

		concepts, class competitions, working through previous question papers, etc.	
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Grade8 Term 2	Thirteen and a half hours per week, including <ul style="list-style-type: none"> <li>• Informal assessment such as written work, marking of homework, class tests, case studies</li> <li>• Formal assessment: test; and work on the PAT. Projects and practical assessment tasks.</li> </ul>		Formal assessment term 1:  Test 25% Practical skills test 75%
WEEK	TOPIC	CONTENT The learner is able to:	Practical Lesson
1-2	<ul style="list-style-type: none"> <li>• Development of babies, toddlers and young children</li> </ul>	<ul style="list-style-type: none"> <li>• Developmental areas of babies, toddlers, and young children</li> </ul>	Take learners through a video of different stages of development
3	<ul style="list-style-type: none"> <li>• Caring for babies, toddlers / young children</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how to provide a safe environment for the care of babies</li> <li>• The safe and correct way to care for babies' physical needs</li> </ul>	The focus of the lesson is the following actions to a baby: <ul style="list-style-type: none"> <li>• Picking up</li> <li>• Wrapping</li> <li>• Bathing</li> <li>• Feeding and</li> <li>• Dressing</li> </ul>
4	Play in ECD	<ul style="list-style-type: none"> <li>• The value of play in ECD</li> <li>• Different types play according to developmental stages</li> <li>• Introduction of different games</li> </ul>	Learners encouraged to plan and present an activity that will; <ul style="list-style-type: none"> <li>• Encourage children to play.</li> <li>• Require learners to indicate the age group activities are created for and</li> <li>• Explain the aspect of development thereof.</li> </ul>
5-10	Formal Assessment	<b>Revision</b>	<b>Practical skills test</b>

		Review and reinforcement activities in class to assess the learners' grasp of the learning material examples of activities may include a class quiz, short tests, drawing concepts, class competitions, working through previous question papers, etc.	25% to be added to term 4 practical mark
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Grade 8 Term 3	Two hours per week, including		Formal assessment term 1:
	<ul style="list-style-type: none"> <li>Informal assessment such as written work, marking of homework, class tests, case studies; and</li> <li>Formal assessment, such the project and the test.</li> </ul>		Test 25% Practical skills test 75%
WEEK	TOPIC	CONTENT	Practical Lesson
		The learner is able to	
1-2	Language use and communication skills	<ul style="list-style-type: none"> <li>Explain different communication skills</li> </ul>	Any creative art activity See Addendum A Section 5 (Apply correct grade 1 font)
3-4	Diseases	<ul style="list-style-type: none"> <li>Explain the importance of healthy eating habits to prevent illnesses</li> <li>Importance of healthy living</li> </ul>	Design a poster illustrating different nutritious food groups that prevents diseases
5-6	First Aid	<ul style="list-style-type: none"> <li>Demonstrate and explain knowledge of the most common injuries and treatment in and outdoor at an ECD centre</li> <li>Demonstrate how to manage an emergency scene</li> <li>Dealing with different injuries in and outdoor.</li> </ul>	Design a first aid kit and List all material needed in first aid kit.
7-8	Behavior Management	<ul style="list-style-type: none"> <li>Demonstrate knowledge on how to manage behaviours and comfort babies, toddlers and young children using positive reinforcement.</li> <li>Identification of children in need of support</li> </ul>	Learners explain how to deal with a child who is : <ul style="list-style-type: none"> <li>Crying uncontrollably</li> <li>Throwing tantrums</li> <li>Biting, hitting and kicking others or</li> <li>A child who is traumatised /terrified</li> </ul>

9-10	Formal Assessment	<b>Revision</b> Review activities during lessons to assess learners understanding of the content. Activities may include a class quiz, short tests, drawing, class competitions, and working through previous question papers etc.	<b>Practical skills test</b> 25% to be added to term 4 practical mark
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Grade Term 4	8	Two hours per week, including <ul style="list-style-type: none"> <li>Informal assessment such as written work, marking of homework, class tests, case studies; and</li> <li>Formal assessment, such the project and the test.</li> </ul>	Formal assessment term 1: Test 25% Practical skills test 75%
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WEEK	TOPIC	CONTENT	Practical Lesson
1-2	Diversity	<ul style="list-style-type: none"> <li>Promoting diversity in the ECD centre</li> </ul>	Learners create a poster which outlines how different children will be accommodated at an ECD centre e.g : babies, children on a wheel chair, blind and deaf
3-4	Mathematical	<ul style="list-style-type: none"> <li>Inclusion of mathematics in different activities</li> </ul>	Learners develop/ perform stories ,rhymes and music that encourages counting and numbers
5-10	<b>Formal Assessment</b>	Year-end Examination Practical Assessment term 1, 2, 3. = (PAT) = Term 1.2.3 Practical skills test term 1 ,2, 3	25% 25% 25% 25% = 100%

Grade 9 Term 1	Two hours per week, including <ul style="list-style-type: none"> <li>• Informal assessment such as written work, marking of homework, class tests, case studies; and</li> <li>• Formal assessment, such the project and the test.</li> </ul>		Formal assessment term 1:  Test 25% Practical skills test 75%
WEEK	TOPIC	CONTENT The learner is able to:	Practical Lesson
1-2	The ECD learning environment	Different ECD facilities in the community with regards to: <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Legal requirement</li> <li>• Qualifications</li> </ul>	Learners research about requirements for setting up different facilities in different communities with regards to : <ul style="list-style-type: none"> <li>• Registration of a facilities,</li> <li>• qualifications of a teacher, practitioner , educator and</li> <li>• Other personnel at an ECD centre</li> </ul>
3-4	Healthy and Safe environment	<ul style="list-style-type: none"> <li>• Know and understand the importance of supervising young children and babies all the time</li> <li>• Safety in an ECD environment</li> </ul>	<ul style="list-style-type: none"> <li>• Learners demonstrate how to disinfect baby equipment.</li> <li>• Any creative art activity, See Addendum a Section 5</li> <li>• Design and create a safe toy</li> </ul>
5-6	Creative activities	<ul style="list-style-type: none"> <li>• Introduction of a variety of creative arts and mediums in the ECD centre.</li> <li>• Demonstrate and develop own arts skills to facilitate children approaching creative processes</li> <li>• Master different art activities and mediums</li> </ul>	Create your own baking and making lesson and come and illustrate in class
7-8	Resources	<ul style="list-style-type: none"> <li>• Understand the rational for using safe material when creating resources</li> <li>• Development of material that enhances learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners develop resources from recycled material.</li> </ul>

9-10	Formal Assessment	<b>Revision:</b> .Review and reinforce activities during lessons to assess learners understanding of the content. Activities may include a class quiz, short tests, drawing, class competitions, and working through previous question papers etc.	<b>Practical skills test</b> 25% to be added to term 4 practical mark

Grade 9 Term 2	Two hours per week, including: <ul style="list-style-type: none"> <li>• Informal assessment such as written work, marking of homework, class tests, case studies; and</li> <li>• Formal assessment, such the project and the test.</li> </ul>		Formal assessment term 1:  Test 25% Practical skills test 75%
WEEK	TOPIC	CONTENT	Practical Lesson
1	Development of babies, toddlers and young children.	<ul style="list-style-type: none"> <li>• The growth and development of baby's toddlers and young children</li> <li>• Developmental stages of babies , toddlers and young children</li> </ul>	Learners design a growth chart,
2	Caring for babies/ toddlers/ young children.	Physical and emotional care of babies, toddlers and young children	Leaners design a poster for the awareness against child abuse
3	Play in ECD	<ul style="list-style-type: none"> <li>• The role of play in the development of a child</li> <li>• The variety of different stimulation activities for babies, toddlers and young children</li> </ul>	<ul style="list-style-type: none"> <li>• Creative art activity See Addendum a Section</li> <li>• Create a puzzle or a memory game</li> <li>• Create a motivation card for an ECD centre</li> </ul>
5-10	Formal Assessment	<b>Revision:</b> Review and reinforce activities during lessons to assess learners understanding of the content. Activities may include a class quiz, short tests, drawing, class competitions, and working through previous question papers etc.	<b>Practical skills test</b> 25% to be added to term 4 practical mark

Grade 9 Term 3	Two hours per week, including <ul style="list-style-type: none"> <li>• Informal assessment such as written work, marking of homework, class tests, case studies; and</li> <li>• Formal assessment, such the project and the test.</li> </ul>		Formal assessment term 1:  Test 25% Practical skills test 75%
WEEK	TOPIC	CONTENT The learner is able to:	Practical Lesson
1-2	Language use and communication skills	<ul style="list-style-type: none"> <li>• Critical awareness of language use and communication</li> <li>• Diverse form of Communication</li> </ul>	Learners create the following resources: <ul style="list-style-type: none"> <li>• An alphabet card using the correct font.</li> <li>• A colourful book with different objects.</li> <li>• Develop songs and rhymes</li> </ul>
3-4	Diseases	The most common diseases among babies, toddlers and young children  Health and wellness	Describes how to <ul style="list-style-type: none"> <li>• Identify signs of illness and how to deal with symptoms</li> <li>• Prevent common childhood diseases</li> </ul>
5-6	First Aid	Management of accidents in an ECD centre  Safety precautions	Demonstrating basic first aid, Assist children in case of <ul style="list-style-type: none"> <li>• Bleeding</li> <li>• Chocking</li> <li>• Drowning</li> <li>• burning</li> </ul>
7-8	Diversity in the learning environment	Creation of an inclusive learning environment	Learners demonstrate how to create an environment that caters for children's diverse needs such as culture, religion and different abilities
9-10	Formal Assessment	<b>Revision:</b> Review and reinforce activities during lessons to assess learners understanding of the content. Activities may include a class quiz, short tests, drawing, class competitions, and working through previous question papers etc.	<b>Practical skills test</b>  25% to be added to term 4 practical mark

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Grade 9 Term 4	Two hours per week, including <ul style="list-style-type: none"> <li>• Informal assessment such as written work, marking of homework, class tests, case studies; and</li> <li>• Formal assessment, such the project and the test.</li> </ul>		Formal assessment term 1:  Test 25% Practical skills test 75%
WEEK	TOPIC	CONTENT The learner is able to:	Practical Lesson
1-2	Behaviour Management	<ul style="list-style-type: none"> <li>• Dealing with different behaviour in different ages.</li> <li>• Use of positive reinforcement when dealing with behaviour.</li> </ul>	Learners describe how to <ul style="list-style-type: none"> <li>• encourage children to express a range of feelings and also explain how to correct negative behaviour</li> <li>• Encourage children to interact in a socially acceptable way.</li> <li>• Demonstrate anti-bias practice attitudes and values</li> </ul>
3-4	Mathematical	<ul style="list-style-type: none"> <li>• Inclusion of mathematics</li> <li>• The application of mathematics concepts</li> </ul>	Learners develop: <ul style="list-style-type: none"> <li>• Number charts.</li> <li>• counting songs , rhymes and stories with numbers</li> </ul>
5-10	<b>Formal Assessment</b>	Year-end Examination Practical Assessment term 1, 2, 3. = (PAT) = Term 1.2.3 Practical skills test term 1,2,3	25% 25% 25% 25% = 100%

## **SECTION 4**

### **ASSESSMENT**

#### **Assessment in Early childhood development (GCE: TO)**

##### **4.1 INTRODUCTION**

Assessment is a continuous, planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

##### **4.2 INFORMAL OR DAILY ASSESSMENT**

Assessment for learning has the purpose of continuously collecting information about learner performance, that can be used to improve their learning.

Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from the learning activities taking place in the classroom.

Self-assessment and peer assessment actively allow learners to assess themselves. This is important as it allows learners to learn from, and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion purposes.

##### **4.3 FORMAL ASSESSMENT**

###### **4.3.1 FORMAL ASSESSMENT REQUIREMENTS**

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations, performances, etc. Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject.

Formal assessment tasks form part of a yearlong formal Programme of Assessment in each grade and subject, are school-based and are weighted as follows for the different grades:

Grades	Formal school-based assessments	End-of-year examinations
R -3	100%	
4 - 6	75%	25%
<b>8 – 9</b> Academic stream	40%	External examination 60%
Occupational stream	75% (SBA 25% & PAT 50%) <i>including a mid-year examination</i>	25% (Nov QP 25%)
<b>10 and 11</b> Academic stream	25% <i>including a mid-year examination</i>	75% (Nov QP 50% & PAT 25%)
12 Academic stream	25% <i>including mid-year and a trial examinations</i>	External examination: 75% (PAT: 25% + NSC Nov QP 50%)

The cognitive demands in assessment should be **appropriate for the age and developmental level** of the learners in the grade. Assessment in **Personal Care** must cater for a range of cognitive levels and abilities of learners. The assessment tasks should be carefully designed to cover the content of the subject as well as the range of skills and the cognitive levels that have been identified in the specific aims. The design of assessments should therefore ensure that a full range of content and skills are assessed within each Grade in the Phase. The specific aims, topics, content and range of skills in the subject should be used to inform the planning and development of assessments.

Formal assessments must cater for a range of cognitive levels and abilities of learners, as shown below:

<b>SUGGESTED WEIGHTING FOR COGNITIVE LEVELS</b>	
<b>Cognitive level</b>	<b>Percentage</b>
<b>Lower order:</b> Remembering	<b>30%</b>
<b>Middle order:</b> Understanding 20% Applying 30%	<b>50%</b>
<b>Higher order:</b> Analysing / Evaluating and Creating	<b>20%</b>

<b>SUGGESTED WEIGHTING FOR LEVELS OF DIFFICULTY</b>	
<b>Levels of Difficulty</b>	<b>Percentage</b>
Easy	<b>30%</b>
Moderate	<b>50%</b>
Difficult	<b>20%</b>

#### 4.3.2 PROGRAMME OF ASSESSMENT: Early childhood development year 1-4

Formal Assessment Grade 8-9							
Term 1		Term 2		Term 3		Term 4	
School – Based Assessment ( SBA )						Promotion mark	
Test 1	25%	Midyear examination	25%	Test 2	25%	$100 + 100 + 100 = 300 \div 3 = 100$	25%
Practical lessons x 3	75%	Practical lessons x 3	75%	Practical lessons x 3	75%		
100%		100%		100%			
Practical Assessment							
Practical Skills Test	25%	Practical Skills Test	25%	Practical Skills Test	25%	$25 + 25 + 25 = 75 \div 3$	25%
						<b>Practical Assessment Task ( PAT )</b>	25%
<b>Practical Skills Tests + Practical Assessment Task ( PAT )</b>							<b>50%</b>
<b>November examination</b>							<b>25%</b>
<b>Promotion mark</b>							<b>100%</b>

#### 4.3.3 TYPES OF FORMAL ASSESSMENT FOR EARLY CHILDHOOD DEVELOPMENT

A test for formal assessment should not comprise a series of small tests, but should cover a substantial amount of content and the duration should be 45 to 60 minutes.

Content		8	9
<b>Section A</b>	Short questions (all topics )		
<b>Section B</b>			
<b>Section C</b>			
<b>Section E</b>			

#### 4.4 PRACTICAL LESSONS AND PAT

#### 4.5 RECORDING AND REPORTING

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her/his readiness to progress or promote to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences,

phone calls, letters, class or school newsletters, etc. Teachers in all grades report in percentages against the subject. Seven levels of competence have been described for each subject listed for Grades R - 12. The various achievement levels and their corresponding percentage bands are as shown in the Table below.

### Codes and Percentages for Recording and Reporting

Assessment Criteria		
Rating code	Description of competence	Level
0-1	Unacceptable Does not meet the criteria	
2	Poor Meet some criteria	
3	Average Meets most criteria	
4	Good Meet the requirements	
5	Excellent Exceed all requirements	

Note: The seven-point scale should have clear descriptors that give detailed information for each level. Teachers record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

#### 4.6 MODERATION OF ASSESSMENT

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

##### 4.6.1 FORMAL ASSESSMENT (SBA)

Moderation at the school will be carried out at least once each school term by the Head of Department responsible for the subject. This moderation needs to take place before cluster, district, regional or provincial moderation. Teachers' portfolios and evidence of learner performance must be moderated to ensure that a variety of assessment tasks have been used to address various topics and that assessment covered a range of cognitive levels.

#### 4.7 GENERAL

This document should be read in conjunction with:

- 4.7.1 *National policy pertaining to the programme and promotion requirements* of the National Curriculum Statement Grades R-12; and
- 4.7.2 *National Protocol for Assessment* Grades R-12;
- 4.7.3 *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System* (2001);

- 4.7.4 *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011);*
- 4.7.5 *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013);*
- 4.7.6 *Policy on Screening, Identification, Assessment and Support (2014);*
- 4.7.7 *Guidelines for Full-service/Inclusive Schools (2010); and*
- 4.7.8 *Standard Operating Procedures for Assessment of Learners who Experience Barriers*

## SECTION 5:

### RESOURCES ADDENDUM A:

#### THE CREATIVE PORTFOLIO AS PART OF THE ECD PROGRAM

##### A) THE PURPOSE OF THE CREATIVE PORTFOLIO ARE FOR:

- learners to have examples of a wide variety of creative activities
- to have examples with detailed rubrics to be used
- to remember the different material and processes used and
- some weeks will not have specific creative activities included. Should a teacher see there is time, she/ he can include any creative activities from any division and add the evidence to the portfolio. These activities are not always linked to a topic/theme. Baking and making is also included throughout.

##### B) THE USE OF THE CREATIVE PORTFOLIO

###### Take note:

- This portfolio will vary from school to school.
- The creative portfolio will 'grow' over the years
- The portfolio will have an index with the different divisions e.g.
  - paint                      paperwork                      modelling work
  - construction      cut and paste                      drawing                      etc.
- The cover of the portfolio file and each divider can be illustrated and used as a practical mark (part of the 75%), if needed.

##### C) INCLUSION OF WRITING CORRECT (GR 1 FONT)

- Activities to practice the correct font are included throughout the years.
- This will enable the learners to use the correct font when creating posters, number/ word cards for ECD centres.
- There will be a general overview where there will only be touched on the surface of specific childcare topics to encourage and motivate the learners to enter the ECD field as an opportunity for the world of work.
- The purpose is to have a balance in the content between the child, activities and art/creative activities at ECD centres, to give the learner a holistic view of ECD
- Suggestions for practical days.
  - Grade 8                      if possible a field trip to a day care facility.
  - Grade 9                      visit different types of day care facilities\

##### d) Career opportunities

Career and occupational opportunities for learners with a foundation in Early Childhood Development include but is not limited to:

- Caregivers
- Day mothers
- ADHOC care
- Teacher assistance in primary school, play school, nursery or crèche and aftercare and homecare service within a family setting
- Helpers in the communities/hospitals/clinics

- Au pair

PUBLIC COMMENTS