

Key Questions	Subject	Phase
<p>1. Is it clear what is meant by an “assessment task” (National protocol for assessment definition-“A systematic way of assessment used by teachers to determine how well learners are progressing in a grade and in a particular subject-page ix )</p>		
<p>2. Is there evidence of increased prescription? (section 1.3a CAPS states “(a) The National Curriculum Statement Grades R-12 gives expression to the knowledge, skills and values worth learning in South African schools. <u>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</u>, while being sensitive to global imperatives.)</p>		
<p>3. The role of SA- SAMS needs to be questioned. It is an administrative tool and yet it is set up in some instances in contradiction of what is required in policy. Do not evaluate what is in revised document in terms of what is presently required by SA-SAMS.</p>		
<p>4. Is there evidence of attempts to introduce 21<sup>st</sup> century skills (evident in the aims of the curriculum) The National Curriculum Statement Grades R-12 aims to produce learners that are able to:</p>		

<ul style="list-style-type: none"> <li>• identify and solve problems and make decisions using critical and creative thinking;</li> <li>• work effectively as individuals and with others as members of a team;</li> <li>• organise and manage themselves and their activities responsibly and effectively;</li> <li>• collect, analyse, organise and critically evaluate information;</li> <li>• communicate effectively using visual, symbolic and/or language skills in various modes;</li> <li>• use science and technology effectively and critically showing responsibility towards the environment and the health of others; and</li> <li>• demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.</li> </ul>		
<p>5. Is there an alignment of what is in the proposed revised section 4 of the subject to sections 1, 2 and 3 of the rest of the CAPS for that subject?</p>		
<p>6. In the lower grades (Foundation Phase), is there evidence that principles of assessment suited to preparing learners for a high stakes exam such as the NSC have been <u>inappropriately</u> introduced? E.g Testing and moderation and in the Foundation Phase.</p>		
<p>7. Are <u>various types</u> of assessment recommended, or are there mainly tests and exams?</p>		

<p>8. Is there an increased emphasis of ASSESSMENT FOR LEARNING (formative assessment) rather than only on ASSESSMENT OF LEARNING? Please note that if ASSESSMENT FOR LEARNING (Formative assessment) is prescribed, this is unacceptable and contradicts what Assessment for learning should be.</p>		
<p>9. Whilst there MAY be a reduced NUMBER of tasks/ recording requirements (quantity), is there also reduced <u>quality</u>?</p>		