

## Progression and Integration

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The principle of integrated learning is integral to outcomes-based education. Integration ensures that learners experience the Learning Areas as linked and related. It supports and expands their opportunities to attain skills, acquire knowledge and develop attitudes and values encompassed across the curriculum.

It is important that the curriculum sets out progressively more complex, deeper and broader expectations of learners. Conceptual progression is a term used to describe this feature of a curriculum. In the Revised National Curriculum Statement, the assessment standards in each Learning Area Statement provide the conceptual progression in each Learning Area from grade to grade.

At the same time, learners should not deal with assessment standards in isolation. Links must be made within and across learning outcomes and Learning Areas. The achievement of an optimal relationship between integration across learning areas and conceptual progression from grade to grade are central to this curriculum.

The ongoing development of teachers, school management teams and departmental support personnel is an important facet of this goal.

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## Structure and Concepts Used in the Learning Area Statements

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*Structure and Concepts Used in the Learning Area Statements*

Each Learning Area Statement consists of three sections:

**An introduction:** This section introduces the National Curriculum Statement and the particular Learning Area - its goals and unique features.

**A section on learning outcomes and assessment standards:** These express the requirements and expectations of learners by grade at the Foundation (Grades R-3), Intermediate (Grades 4-6) and Senior (Grades 7-9) Phases. The Foundation Phase focuses on the primary skills, knowledge and values to ensure the development of further learning. The learning outcomes and assessment

standards should be seen as minimum or essential knowledge, values and skills to be covered but should not be all that is taught. They indicate what is essential for progression through the system and are designed in relation to the Grade 9 requirements.

**A section on assessment:** This section outlines principles and guidelines for assessment and makes suggestions for recording and reporting assessment.

**Reference lists:** This section usually includes abbreviations, acronyms and a glossary.

## **What is a Learning Outcome?**

*What is a Learning Outcome?*

A learning outcome is derived from the critical and developmental outcomes. It is a description of what (knowledge, skills and values) learners should know, demonstrate and be able to do at the end of the General Education and Training band. A set of learning outcomes should ensure integration and progression in the development of concepts, skills and values through the assessment standards. Learning outcomes do not prescribe content or method.

## **What is an Assessment Standard?**

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Assessment standards describe the level at which learners should demonstrate their achievement of the learning outcome(s) and the ways (depth and breadth) of demonstrating their achievement. They are grade specific and show how conceptual progression will occur in a Learning Area. They embody the knowledge, skills and values required to achieve learning outcomes. They do not prescribe method.

## **How different is an Assessment Standard from a Learning Outcome?**

*How different is an Assessment Standard from a Learning Outcome?*

The learning outcomes describe what learners should know and be able to do. Assessment standards describe the minimum level, depth and breadth of what is to be learnt. In practical terms this means that learning outcomes can and will, in most cases, remain the same from grade to grade while assessment standards change from grade to grade.

The assessment standards also contribute towards the qualification. In the case of the General Education and Training band, this means the General Education

and Training Certificate.

Learning support materials and teacher development programmes will play an important role in interpreting and giving expression to the learning outcomes and assessment standards.

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## Learning Programmes

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### *Learning Programmes*

The Revised National Curriculum Statement Grades R-9 (Schools) will be implemented in schools by means of Learning Programmes. Learning Programmes are structured and systematic arrangements of activities that promote the attainment of learning outcomes and assessment standards for the phase.

Whereas the Revised National Curriculum Statement stipulates the concepts, skills and values on a grade-by-grade basis, Learning Programmes specify the scope of learning and assessment activities per phase. Learning Programmes also contain work schedules that provide the pace and the sequencing of these activities each year as well as exemplars of lesson plans to be implemented in any given period. The underlying principles and values of the Revised National Curriculum Statement also underpin the Learning Programmes.

Learning Programmes must ensure that all learning outcomes and assessment standards are effectively pursued and that each learning area is allocated its prescribed time and emphasis. Learning Programmes will be based on relationships amongst learning outcomes and assessment standards, without compromising the integrity of Learning Areas.

### Learning Programmes Per Phase

#### *Learning Programmes Per Phase*

In the Foundation Phase, there are three Learning Programmes: Literacy, Numeracy and Life Skills.

In the Intermediate Phase, Languages and Mathematics are distinct Learning Programmes. Learning Programmes must ensure that the prescribed outcomes for each learning area are covered effectively and comprehensively. Schools may decide on the number and nature of other Learning Programmes based on the organisational imperatives of the school, provided that the national priori-

ties and developmental needs of learners in a phase are taken into account.

In the Senior Phase, there are eight Learning Programmes based on the Learning Area Statements.

Teachers will be responsible for the development of Learning Programmes. The Department of Education will provide policy guidelines for the development of Learning Programmes in order to support this process. Provinces will develop further guidelines where necessary in order to accommodate diversity.

Teacher education programmes will build the capacity of teachers, school management teams and departmental support personnel to develop, implement, manage and support the development of Learning Programmes.

## Learning Programme Guidelines

*Learning Programme Guidelines*

To ensure achievement of national standards set by the Revised National Curriculum Statement, policy guidelines for relevant and appropriate Learning Programmes will be developed at national level in collaboration with provinces. These guidelines will emphasise the principle of integrated learning and the achievement of an optimal relationship between integration across learning areas and conceptual progression from grade to grade. The National Education Policy Act (1996, section 3, paragraph 4) empowers the Minister of Education to determine, among other things, such a national policy guideline for the development of Learning Programmes.

These policy guidelines will provide information and guidance on:

- ▶ Integration within and across learning areas
- ▶ Clustering of assessment standards
- ▶ Relationships between learning outcomes
- ▶ Time allocation
- ▶ Assessment
- ▶ Barriers to learning
- ▶ Designing a Learning Programme
- ▶ Policy and legislation
- ▶ Training, development and delivery
- ▶ Resourcing and support
- ▶ Planning and organisation

These guidelines will be applied within the context of existing policy and legislative frameworks such as the six White Papers on Education, the National Education Policy Act (1996), the South African Schools Act (1996) and the Employment of Educators Act (1998). Learning Programme guidelines will offer a framework to address specific learner and contextual needs.

## **Time Allocations**

*Time Allocations*

In terms of Section 4 of the Employment of Educators Act, (1998), the formal school day for teachers will be seven hours. In terms of the National Education Policy Act, (1996), the formal teaching time per school week is 35 hours. This is

Phase	Grade	Time	
Foundation Phase	R, 1 and 2	22 hrs	30 mins
	3	25 hrs	
Intermediate Phase	4, 5 and 6	26 hrs	30 mins
Senior Phase	7	26 hrs	30 mins
	8 and 9	27 hrs	30 mins

The formal teaching time allocations for the Foundation Phase are presented below as percentages of the times in the table above:

Learning Programme	Time (%)
Literacy	40%
Numeracy	35%
Life Skills	25%

Time allocations as percentages of time (presented in the table above) for Intermediate and Senior Phases, are:

Learning Area/ Programme	Time (%)
Languages	25%
Mathematics	18%
Natural Sciences	13%
Social Sciences	12%
Technology	8%
Economic and Management Sciences	8%
Life Orientation	8%
Arts and Culture	8%

Guidelines for planning are provided in the Learning Programme Guidelines.

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## Assessment

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### *Assessment*

Each Learning Area Statement includes a detailed section on assessment. Within an outcomes-based framework the most suitable assessment methods that accommodate divergent contextual factors are used. Assessment should provide indications of learner achievement in the most effective and efficient manner, and ensure that learners integrate and apply knowledge and skills. Assessment should also help students to make judgments about their own performance, set goals for progress and provoke further learning.

The Revised National Curriculum Statement aligns the curriculum with assessment policy contained in the Assessment Policy (Government Gazette No 19640 of 1998). A common guideline for teachers is contained at the end of each Learning Area Statement.

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## General Education and Training Certificate

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### *General Education and Training Certificate*

All teaching and learning from Grade R to 9 contributes to the type of learner envisaged by the National Curriculum Statement. Assessment of this learning takes place on a continuous basis throughout the ten years of school. The assessment and certification of this cumulative learning take place at the end of Grade 9 when learners who meet the specified requirements will be awarded a General Education and Training Certificate.

The General Education and Training Certificate for compulsory schooling is a whole qualification for schools based on the extent to which the learning outcomes are achieved through the Grade 9 assessment standards.

Until 2008, the policy currently related to certification will prevail. Thereafter the General Education and Training Certificate aligned to this Revised National Curriculum Statement will come into force.

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## Learning Areas: Definitions and Outcomes

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### *Learning Areas: Definitions and Outcomes*

## Languages

### Definition

#### *Definition*

The Languages Learning Area Statement includes:

- ▶ All eleven official languages: Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu.
- ▶ Languages approved by the Pan South African Language Board

(PANSALB) and the South African Certification Authority (SAFCERT) such as braille and South African Sign Language.

In a multilingual country like South Africa it is important that learners reach high levels of proficiency in at least two languages, and that they are able to communicate in other languages.

The Languages Learning Area Statement follows an additive or incremental approach to multilingualism:

- ▶ All learners learn their home language and at least one additional official language.
- ▶ Learners become competent in their additional language, while their home language is maintained and developed.

The Languages Learning Area Statement covers all official languages as:

- ▶ Home languages
- ▶ First additional languages
- ▶ Second additional languages

Learners' home languages should be used for learning and teaching whenever possible. This is particularly important in the Foundation Phase where children learn to read and write. When learners have to make a transition from their home language to an additional language for learning and teaching, careful planning is necessary.

## Outcomes

### Outcomes

1. **Listening:** The learner is able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
2. **Speaking:** The learner is able to communicate confidently and effectively in a spoken language in a wide range of situations.
3. **Reading and Viewing:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
4. **Writing:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

5. **Thinking and Reasoning:** The learner is able to use language to think and reason, and access, process and use information for learning.
6. **Language Structure and Use:** The learner knows and is able to use the sounds, words and the grammar of a language to create and interpret texts.

Listening and speaking; reading and viewing; writing; thinking and reasoning; and the knowledge of sounds, words and grammar, although presented as separate outcomes, should be integrated in teaching and assessment.

## Mathematics

### Definition

*Definition*

Mathematics is a human activity that involves observing, representing and investigating patterns and quantitative relationships in physical and social phenomena and between mathematical objects themselves. Through this process new mathematical ideas and insights are generated.

Mathematics uses its own specialised language that involves symbols and notations for describing numerical, geometric and graphical relations. Mathematical concepts build on one another, thereby creating a coherent structure.

Mathematics is a product of investigation by different cultures; it is a purposeful activity in the context of social, political and economic goals and constraints. It is not value-free or culturally-neutral.

### Outcomes

*Outcomes*

1. **Numbers, Operations and Relationships:** The learner is able to recognise, describe and represent numbers and their relationships and can count, estimate, calculate and check with competence and confidence in solving problems.
2. **Patterns, Functions and Algebra:** The learner is able to recognise, describe and represent patterns and relationships, and solves problems using algebraic language and skills.
3. **Space and Shape:** The learner is able to describe and represent characteristics and relationships between 2-D shapes and 3-D objects in a variety of orientations and positions.

4. **Measurement:** The learner is able to use appropriate measuring units, instruments and formulae in a variety of contexts.
5. **Data Handling:** The learner is able to collect, summarise, display and critically analyse data in order to draw conclusions and make predictions, and to interpret and determine chance variation.

## Natural Sciences

### Definition

*Definition*

What is today known as 'Science' has its roots in African, Arabic, Asian, American and European cultures. It has been shaped by the search to understand the natural world through observation, codifying and testing ideas, and has evolved to become part of the cultural heritage of all nations. It is usually 'characterised by the possibility of making precise statements which are susceptible of some sort of check or proof' (McGraw-Hill Concise Encyclopaedia of Science and Technology, 2nd Edition, p. 1647).

The Natural Sciences Learning Area Statement envisages a teaching and learning milieu that recognises that the people of South Africa have a variety of learning styles as well as culturally influenced perspectives. The Natural Sciences Learning Area starts from the premise that all learners should have access to a meaningful science education. Meaningful education has to be learner-centred. It has to help learners to understand not only scientific knowledge and how it is produced but also the environmental and global issues. The Natural Sciences Learning Area aims to provide a foundation on which learners can build throughout life.

The Natural Sciences Learning Area Statement promotes scientific literacy. It does this by focusing on:

- ▶ The development and use of science process skills in a variety of settings.
- ▶ The development and application of scientific knowledge and understanding.
- ▶ Appreciation of the relationships and responsibilities between Science, society and the environment.

## Outcomes

### Outcomes

1. **Scientific Investigations:** Learners act confidently on their curiosity about natural phenomena; they investigate relationships and solve problems in Science, Technology and environmental contexts.
2. **Constructing Science Knowledge:** Learners know, interpret and apply scientific, technological and environmental knowledge.
3. **Science, Society and the Environment:** Learners are able to demonstrate an understanding of the interrelationships between Science and Technology, society and the environment.

## Social Sciences

### Definition

#### Definition

The Social Sciences study relationships between people, and between people and the environment. These relationships vary over time and space. They are also influenced by social, political, economic and environmental contexts, and by people's values, attitudes and beliefs.

The concepts, skills and processes of History and Geography form key elements of the Social Sciences Learning Area Statement. Environmental education and human rights education are integral to both History and Geography.

The Social Sciences Learning Area Statement is concerned with what learners learn and how learners learn, and how learners construct knowledge. The Learning Area Statement encourages learners to ask and find answers to questions about society and the environment in which they live.

This Learning Area Statement aims at contributing to the development of informed, critical and responsible citizens who are able to participate constructively in a culturally diverse and changing society. It also equips learners to contribute to the development of a just and democratic society.

## Outcomes

| *Outcomes*

### History

1. **Historical Enquiry:** The learner is able to use enquiry skills to investigate the past and present.
2. **Historical Knowledge and Understanding:** The learner is able to demonstrate historical knowledge and understanding.
3. **Historical Interpretation:** The learner is able to interpret aspects of history.

### Geography

1. **Geographical Enquiry:** The learner is able to use enquiry skills to investigate geographical and environmental concepts and processes.
2. **Geographical Knowledge and Understanding:** The learner is able to demonstrate geographical and environmental knowledge and understanding.
3. **Exploring Issues:** The learner is able to make informed decisions about social and environmental issues and problems.

## Arts and Culture

### Definition

| *Definition*

The Arts and Culture Learning Area Statement covers a broad spectrum of South African arts and cultural practices. Arts and Culture are an integral part of life, embracing the spiritual, material, intellectual and emotional aspects of human endeavour within society.

Culture expresses itself through the arts and ways of living, behaviour patterns, heritage, knowledge and belief systems. Cultures are not static - they have histories and contexts, and they change, especially when they are in contact with other cultures.

The approach towards culture in this Learning Area Statement encourages learners to:

- ▶ Move from being passive inheritors of culture to being active participants in it.
- ▶ Reflect creatively on art, performances and cultural events.
- ▶ Identify the connections between art works and culture.
- ▶ Understand the geographical, economic and social contexts in which Arts and Culture emerge.
- ▶ Identify the links between cultural practice, power and cultural dominance.
- ▶ Analyse the effects of time on Culture and the Arts.
- ▶ Understand how the arts express, extend and challenge culture in unique ways.

The approach towards Arts in this Learning Area Statement moves from a broad experience involving several art forms within diverse cultural contexts towards an increasing depth of knowledge and skill by the 8th and 9th Grade. The integrity of discrete art forms and the value of integrated learning experiences are recognised. The Learning Area Statement strives to create a balance between developing generic knowledge about Arts and Culture, and specific knowledge and skills in each of the art forms.

## **Outcomes**

*Outcomes*

1. **Creating, Interpreting and Presenting:** The learner is able to create, interpret and present work in each of the art forms.
2. **Reflecting:** The learner is able to reflect critically on artistic and cultural processes, products and styles in past and present contexts.
3. **Participating and Collaborating:** The learner is able to demonstrate personal and interpersonal skills through individual and group participation in arts and culture activities.
4. **Expressing and Communicating:** The learner is able to analyse and use multiple forms of communication and expression in Arts and Culture.

# Life Orientation

## Definition

*Definition*

The concept Life Orientation captures the essence of what this Learning Area Statement aims to achieve. It guides and prepares learners for life and its possibilities. Life Orientation specifically equips learners for meaningful and successful living in a rapidly changing and transforming society.

The Life Orientation Learning Area Statement develops skills, knowledge, values and attitudes that empower learners to make informed decisions and take appropriate actions regarding:

- ▶ Health promotion
- ▶ Social development
- ▶ Personal development
- ▶ Physical development and movement
- ▶ Orientation to the world of work

Together, these five focus areas of the Life Orientation Learning Area Statement address the human and environmental rights outlined in the Constitution.

## Outcomes

*Outcomes*

1. **Health Promotion:** The learner is able to make informed decisions regarding personal, community and environmental health.
2. **Social Development:** The learner is able to demonstrate an understanding of and commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.
3. **Personal Development:** The learner is able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his/her world.
4. **Physical Development and Movement:** The learner is able to demonstrate an understanding of, and participate in activities that promote movement and physical development.
5. **Orientation to the World of Work:** The learner is able to make informed decisions about further study and career choices.

# Economic and Management Sciences

## Definition

*Definition*

The Economic and Management Sciences Learning Area Statement involves the study of private, public or collective use of different types of resources in satisfying people's needs and wants, while reflecting critically on the impact of resource exploitation on the environment and people.

In particular, the Economic and Management Science Learning Area Statement deals with:

- ▶ The nature, processes and production of goods and services.
- ▶ The South African economy and socio-economic systems in different countries.
- ▶ Investment and financial management and planning skills, either for private, public or collective ownership.
- ▶ Entrepreneurial skills and knowledge needed to manage human lives and environments.

## Outcomes

*Outcomes*

1. **Knowledge and Understanding of the Economic Cycle:** The learner is able to demonstrate knowledge and understanding of the economic cycle in addressing the economic problem.
2. **Understanding of Sustainable Growth and Development:** The learner is able to demonstrate an understanding of sustainable growth, reconstruction and development, and reflect critically on related processes.
3. **Managerial, Consumer and Financial Knowledge and Skills:** The learner is able to demonstrate knowledge and the ability to apply responsibly a range of managerial, consumer and financial skills.
4. **Entrepreneurial Knowledge and Skills:** The learner is able to demonstrate entrepreneurial knowledge, skills and attitudes.

# Technology

## Definition

*Definition*

Technology has existed throughout history as an activity in which people use a combination of knowledge, skills and available resources to develop solutions to meet their daily needs and wants. Some of these solutions are in the form of products while some solutions involve a combination of products to make systems.

Today, people still have needs and wants. Solutions are still developed through activities that combine knowledge, skills and available resources. However, the knowledge, skills and resources used today are different because of the accelerating developments in technology. Today's society is complex and diverse.

Economic and environmental factors and a wide range of attitudes and values need to be taken into account when developing technological solutions. It is in this context that technology is defined as:

The use of knowledge, skills and resources to meet people's needs and wants by developing practical solutions to problems while considering social and environmental factors.

## Outcomes

*Outcomes*

1. **Technological Processes and Skills:** The learner is able to apply technological processes and skills ethically and responsibly using appropriate information and communication technologies.
2. **Technological Knowledge and Understanding:** The learner is able to understand and apply relevant technological knowledge ethically and responsibly.
3. **Technology, Society and Environment:** The learner is able to demonstrate an understanding of the interrelationships between Science, Technology, Society and the environment over time.