



Kurrikulumkomiteenuus

Na aanleiding van die vorige kurrikulumkomiteevergadering gehou op 5 November 2015, gee ons graag die volgende inligting deur vir u kennisname:

Heelwat skole het vrae geopper rondom die KAV-dokument en knelpunte wat ontstaan t.o.v. die verwagtinge wat gestel word. Na deeglike besinning is daar besluit om die volgende aanbevelings rakende die Grondslag- en Intermediêrefases aan die provinsiale eksamen- en kurrikulumafdeling, sowel as die SAOU Nasionale POD te stuur vir hulle insette:

- **Die kurrikulum is oorlaai:** Daar moet tyd gegun word vir konsolidering. Die kurrikulum moet herontwerp word om nie-essensiële aktiwiteite uit te skakel en tyd te gee vir hersiening en vaslegging.
- **Te veel assessering:** Die aanbeveling is 'n maksimum van TWEE formele assesseringstake vir Tale en Wiskunde in die Grondslagfase. Hierdie moet albei skriftelike en praktiese komponente bevat wat in formele en informele omstandighede afgeneem kan word wat kan bydra tot suksesvolle onderrig en leer.
- **Leerders se stadium van ontwikkeling word nie in ag geneem nie:** Die aanbeveling is dat daar 'n besef moet wees en geleentheid geskep moet word vir ouderdoms-toepaslike metodiek om suksesvolle leer en vaslegging van konsepte en vaardighede te bevorder.
- **Te veel klem word geplaas op eksamen skryf wat tot eksamenangs lei:** Daar word aanbeveel dat informele assessering op hierdie stadium van 'n kind se ontwikkeling beklemtoon moet word.
- **Daar is 'n gebrek aan tyd weens die hoeveelheid werk:** Die aanbeveling is dat veral in die grondslagfase, waar onderwys gegrond is in konkrete en praktiese werk, daar genoeg tyd ingeruim moet word vir leerders om hierdie aktiwiteite baas te raak. Remediërende werk is ook van uiterste belang.

Curriculum Committee News

Arising from a curriculum committee meeting held on 5 November 2015, the following information is supplied for your attention:

A number of schools raised questions regarding the CAPS documents and the problems which are created owing to the curriculum expectations. The concerns pertain particularly to the Foundation and Intermediate phases. The following recommendations will be forwarded to the ECDoE Examination and Curriculum sections, as well as the PDS of the SAOU National for their inputs:

- There is a concern that **the curriculum is over-loaded** and that there is too little time for consolidation. The recommendation is that the curriculum needs to be re-designed to exclude non-essential activities and to provide more time for revision.
- There is **too much assessment**, so the recommendation is a maximum of TWO Formal Assessment tasks for Languages and Mathematics in ALL Foundation Phase grades, to include both written and practical components that can be administered in both formal and informal settings which would be more conducive to successful learning.
- **Learners' development stages are not taken into account:** Effective teaching and learning implies using age-appropriate methodologies that ensure successful learning and retention of concepts and skills.
- **An over-emphasis on examinations leads to "exam stress":** At such a young age informal assessment should be emphasised.
- There is a serious concern about **time- constraints owing to the quantity of work:** The recommendation is that Foundation Phase teaching is firmly grounded in concrete and practical work and enough time must be given to do these activities with the learners. Remedial work is also essential.

- **Nommerreekse vir gr 1 tot gr 3 is te groot.** Die gevolg is dat leerders nuwe konsepte moet aanleer terwyl hulle die vorige konsepte nog nie goed onder die knie het en gekonsolideer het nie. Die aanbeveling is om die nommerreekse te verminder en meer tyd vir vaslegging en konsolidering gegee word.
- Daar is verder die gevoel dat by die skryf van kreatiewe skryfstukke, **handskrif** nie deel van die punt op SASAMS moet wees nie, maar op sy eie assesseeer moet word.
- Veral by die Intermediêrefase is die gevoel dat die **tydsraamwerk** om die werk af te handel, onrealisties is. Daar word aanbeveel dat hierdie aspek van die KAV-dokument heroorweeg moet word.

Indien u enige kommentaar het om by te voeg, kan u gerus vir mnr. Colin Bartle kontak by:

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- **Number ranges from Gr 1 to Gr 3 are too large** which means learners have to be taught new concepts even though previous concepts have not yet been internalized and consolidated. The recommendation is a decrease in number ranges which will mean more time can be spent on internalizing and consolidating concepts.
- Furthermore there is a feeling that when doing creative writing, **handwriting** should not be included in the mark recorded on SA-SAMS but be assessed separately.
- As far as the Intermediate Phase is concerned the conclusion is that there is **insufficient time** to complete the syllabus adequately. This aspect of the CAPS document needs to be re-visited and more realistic expectations be put into place.

For further inputs, contact Mr Colin Bartle at:

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