What's in the CAPS package?

Social Sciences

UMALUSI
Council for Quality Assurance in General and Further Education and Training

What's in the CAPS package?

A comparative study of the

National Curriculum Statement (NCS) and the

Curriculum and Assessment Policy Statement (CAPS)

Further Education and Training (FET) Phase

Social Sciences

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This Social Sciences cluster report includes the findings emanating from the comparative analysis of the Further Education and Training (FET) National Curriculum Statement (NCS) and the Curriculum and Assessment Policy Statement (CAPS) for Geography and History as well as a summary of findings from Part 2 of the CAPS research. Part 2 of the research determined entry level requirements and expected learner attainment on exit level. A summary of the exit level outcomes for these subjects also appears in the Overview report.

This project was envisaged and conceptualised by Dr Celia Booyse, Manager: Curriculum, Umalusi. The project was co-managed by Dr Booyse and Dr Sharon Grussendorff, who provided much of the constructive commentary on the original subject reports and prepared all the spreadsheets for the transfer of data. Dr Grussendorff also helped to adapt the research instruments for the comparative analysis of the NCS and the CAPS, used in determining entry-requirements and exit-level outcomes, as well as the instrument used for international benchmarking (reports to follow).

Dr Grussendorff, a respected researcher, Physics lecturer and consultant to many educational initiatives, has been involved with Umalusi's curriculum research since 2006. In 2012, she was approached by Umalusi's Qualifications, Curriculum and Certification (QCC) unit to co-manage the CAPS quality assurance research. In addition to her management role, Dr Grussendorff has also been team leader for the Physical Sciences team in the FET Phase. Her experience in teacher-support and training in curriculum interpretation with JET Education Services have contributed invaluably to the present research as well.

Dr Booyse has managed the CAPS evaluation with her usual immaculate planning, thorough preparation and gentle humanity. The evaluation teams will attest to the fact that they are properly briefed and given the means to do their work well. Dr Booyse almost intuitively, it seems, manages that fine balance that Jerome Bruner writes about between a safe, loving environment and sufficient challenge that allows for the best learning.

Dr Booyse has been steadily supported by her colleagues in the QCC unit: Ms Elizabeth Burroughs, Senior Manager: QCC; Mr Duma Sithebe, Assistant Manager: Curriculum; Mr Mohau Kekana, Administrative Assistant; and Mr Mohlahledi Nkadimeng, Administrative Assistant.

Mr Sithebe ably assisted in constituting the evaluation teams, dealing with communication and undertaking the greater part of the document search for comparative research, each of these a considerable undertaking.

The teams undertaking these evaluations have far exceeded the call of duty, and for that we at Umalusi thank them. Their unstinting hard work and willingness to be stretched by challenges requires grateful recognition. The positive attitude within the teams and the in-depth discussions and collaboration are commendable. It has been satisfying to see that we have all learned from one another's expertise and that all who have participated in the process go out with an enriched understanding of the importance of curriculum and its appropriate implementation. It is to be hoped that the accumulated knowledge and

wisdom emanating from the project will have positive repercussions in schools, provincial departments, the national Department of Basic Education and in higher education too.

It is worth referring to Annexure A in the Overview report to fully appreciate the wealth of experience and commitment this project has been privileged to draw upon. The teams who contributed to this Social Sciences report are:

Geography

Dr Susan Cohen - Senior Lecturer, Curriculum Division: WITS
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This report was edited by Dr Claire Kerry. Her work requires grateful recognition.

IeCommunications was responsible for the final design, layout and printing of the report. Their willingness to help when deadlines were tight is gratefully acknowledged.

Without the sustained work of the Umalusi teams and the detailed, extensive reports written by the people duly acknowledged above, the Overview report and this Social Sciences report could not have been written. Sincere appreciation for every contribution made to the research and to make the reporting on findings possible.

CONTENTS

ACRONYMS AND ABBREVIATIONS

AS	Assessment Standards
CAPS	Curriculum and Assessment Policy Statement
DBE	Department of Basic Education and Training
Doc	Document
FAL	First Additional Language
FET	Further Education and Training
GET	General Education and Training
GIS	Geographic Information System
Gr	Grade
HESA	Higher Education South Africa
HL	Home Language
ICT	Information and Communications Technology
IT	Information Technology
LO	Learning Outcome
n/a	Not available
n.d.	No date
NCS	National Curriculum Statement
NQF	National Qualifications Framework
NSC	National Senior Certificate
OBE	Outcomes-based Education
p	page
pp	pages
SBA	School-based Assessment
USSR	Union of Soviet Socialist Republics

1. OVERVIEW: A COMPARATIVE ANALYSIS OF THE NCS AND CAPS FOR THE FET Phase

1.1 BACKGROUND

Umalusi undertook a project in 2013, the core intention of which was to establish the quality of the Curriculum and Assessment Policy Statement (CAPS) as amended version to the National Curriculum Statement (NCS) of 2008. The work done in 2013 is not only an extension of research to further the understanding of the National Senior Certificate (NSC) qualification, but is similar to the comparative research done in 2008. The research such as this not only develops an understanding of the strengths and weaknesses of the subject curricula, but also assists in building bigger picture of the nature of the qualification itself – what its strengths might be and what challenges might arise for the institutions where it is offered and for the staff implementing it. In short, the research was undertaken with the purpose of ensuring a better understanding of the NSC for all involved.

The current phase of the research is presented in the following reports:

- An overview report of the research process and key findings for subjects and subject clusters
- A series of subject/subject cluster- specific reports for Mathematics, Mathematical Literacy, Languages (English), Social Sciences, Natural Sciences and Business, Commerce and Management.

Initially the reports will be submitted to the Department of Basic Education and Training (DBE). The findings and recommendations have been formulated as guidelines for improvement, in terms of both the national policy and of implementation and assessment. The findings also point to areas that need strengthening in teacher education and professional development. Thereafter, Umalusi, in collaboration with Higher Education Institutions and Higher Education South Africa (HESA), could use this research work towards improving the quality of teacher preparation, not only to equip teachers as field experts, but also as subject methodologists who are able to reflect on their own teaching practice.

1.2 THE RESEARCH QUESTION, RESEARCH METHODOLOGY AND INSTRUMENT

Research question: The research question for the comparative NCS/CAPS research/ evaluation is worded as follows:

'What does the comparison between the Curriculum and Assessment Policy Statement (CAPS) for FET Phase (Grades 10 to 12) and the National Curriculum Statement (NCS) reveal about:

a. *the extent to which the NCS curricula were repackaged or rewritten in the formulation of the CAPS;*
b. *the relative depth and breadth of the content covered in the respective curricula,*
c. *the overall design, structure and coherence of the curricula,*

d. *the level of specification of various aspects of the curricula, and*
e. *the guidance provided by the curricula for the teaching and assessment of the subject?'*

Research/evaluation process: The process involved identification of the evaluation teams across all the subjects under evaluation, followed by the refining of an existing instrument to evaluate and compare the NCS and the CAPS. Thereafter two workshops were held with the evaluation teams, in September and November of 2013, in order to brief them about the evaluation and for the teams to work together on the curriculum analysis. Finally, the evaluation teams completed their analysis via e-communication, and the team leaders took responsibility for the completion and submission of the teams' reports.

Instrument: An instrument was customised for this investigation, which required the evaluators to grapple deeply with issues around broad curriculum framing, and concepts such as content breadth and depth, sequencing, progression, coherence and how to determine the weighting and curriculum focus in the documents. All those who participated in the process learned a great deal, and they in turn offered insights from their own expertise which added value to the report.

The evaluation teams were asked to give their opinion on each subject regarding:

- Broad curriculum design – the central design principle;
- The aims/ objectives of the subject;
- The ideal learner envisaged;
- The weighting of each topic in terms of the percentage of time allocated to each;
- The emphasis placed on content and skills;
- The depth of the subject in terms of the extent to which learners could move from a superficial grasp of a topic to a more refined and powerful grasp;
- The degree to which the curriculum of each subject is paced, in terms of the volume to be covered in a specific timeframe;
- The specification of sequencing of topics;
- The progression of topics from Grades 10 to 12 in terms of increase in level of complexity and difficulty;
- The coherence of the curriculum for each subject, in terms of connections and coordination between topics through the levels;
- The degree to which teachers are given explicit guidance regarding pedagogy;
- The degree to which teachers are provided with guidance regarding assessment;
- Format and user-friendliness of the curriculum documentation.

Evaluators were asked to comment on the overall guidance and use of the curriculum and the central values underpinning each curriculum.

In addition, the teams had to substantiate their opinions about the extent to which the CAPS for the subjects mentioned above have been 'repackaged' or been rewritten in this repackaging process. The teams were asked to identify the extent to which the repackaging has extended – or contracted – the content and skills which learners are expected to acquire and teachers to teach. Another point for attention was whether the CAPS provides better guidance to teachers than the NCS.

Lastly the evaluation teams were required to make recommendations, based on their findings regarding all the points above. They were requested to provide recommendations for the strengthening of the CAPS for each subject, where these may still require improvement. Such recommendations will form the basis for subsequent work to be undertaken by the DBE and monitored by Umalusi.

1.3 TRENDS ACROSS THE CURRICULA

Although the Umalusi subject evaluation teams worked towards a common goal of assessing the comparability of the NCS with the CAPS, the individual subject reports offer unique insights, with particular details that are of interest to those involved with teaching the subjects in question. There are, however, overarching trends that can be gleaned from the subject reports. These trends are briefly described below. A more detailed section on the trends across the curricula appears in the Overview report.

1.3.1 The nature of the curriculum documentation

The NCS documents had a great deal of uniformity in style and length across the different subjects, however, the CAPS is somewhat varied between subjects. For some subjects, such as Life Sciences and Physical Sciences, a full teaching programme is provided, with the content and prescribed activities clearly described with definite timeframes. By contrast, the documentation for some subjects, such as History, only provide a list of content to be covered per term, with no time indications for separate topics. The extent of the assessment guidance also varies substantially between subjects, with the Mathematics CAPS containing the shortest guidance on assessment (five pages), while the guidance provided for Mathematical Literacy covers 32 pages. The CAPS documents for English HL and English FAL both contain glossaries, which none of the other subjects have.

The table below (Table 1) illustrates the variation in the length of the subject-related curriculum documents for the CAPS compared with the NCS.

Table 1: Variation in the length of curriculum documents		
	NCS	**CAPS**
Lowest number of pages	139 (Accounting)	48 (Economics)
Highest number of pages	204 (English FAL)	164 (Physical Sciences)
Average number of pages	175	82

This table shows that there is much greater variation in the length of the CAPS documents across the different subjects, ranging from 48 pages (Economics) to 164 pages (Physical Sciences) in length, compared with the collection of NCS subject-related documents, which range from 139 pages (Accounting) to 204 ages (English First Additional Language (FAL)). Each subject varies in terms of the approach taken to the way in which guidance is given to the teacher. This may contribute positively towards the CAPS providing clear and appropriate guidelines within each subject, but it does suggest a lower degree of coherence across subjects in terms of the approach taken within the curriculum documents.

In all subjects, with the exception of Physical Sciences, the **length** of subject-related documents that teachers need to consult has been **reduced** from the NCS to the CAPS. (This does not include the Examination Guidelines document for the CAPS, which may cause the number of pages in the CAPS documentation to exceed that of the NCS in some cases). The reason for the greater length of the Physical Sciences CAPS is that this document has a very detailed level of specification, which will be discussed further under the Specification heading.

In all subjects, the evaluation teams deemed the CAPS documents to be more **user-friendly** than the NCS equivalents, mainly due to the number of subject-specific policy documents that had to be consulted in NCS (a minimum of four). The result of this level of documentation meant that lesson preparation became complicated and unwieldy for teachers using the NCS.

The accessibility of the **language** was generally deemed acceptable for both curricula. Some of the evaluation teams commented on the complexity of the educational 'jargon' used in the NCS when describing OBE. This has been reduced in the CAPS, where much simpler language is used to describe the teaching and learning process.

For all subjects except Accounting, there has been an improvement in **alignment** between the documents within each curriculum. Many of the evaluation teams reported that there are contradictions between the various subject-related documents for the NCS. The only evaluation team that did not report alignment problems in the NCS documentation was the Accounting team. As the CAPS has only one subject-related document at the time of the evaluation, meant that the misalignments between documents are no longer an issue.

However, some of the evaluation teams reported alignment issues between the various undated ***versions*** of the CAPS documents which were released during the imple-

mentation process. (This caused great confusion among teachers and other education practitioners, who were unsure of whether they had the latest version of the CAPS). In addition, as an Examination Guidelines document has been introduced, it is possible that problems with alignment may occur with the CAPS.

Evaluation teams for all subjects agreed that the **design principle** of the curricula has shifted from outcomes-based in the NCS to content-driven or syllabus-based in the CAPS. Where an outcomes-based curriculum is, by nature, learner-centred and activity-based, a content-driven curriculum involves a more teacher-centred, instructive approach. However, both of the languages evaluation teams (English FAL and English HL) commented that, although the CAPS is teacher-driven, there are some skills-based principles involved, such as text-based approaches, with content based on topics and themes.

Overall, the evaluation teams concluded that the CAPS documents are an improvement over the NCS in terms of the design and structure of the curricula. The recommendation made in the Department of Education (DoE) report (2009, p 63) for *'consistency, plain language and ease of understanding and use'* has been heeded in the compilation of the CAPS.

1.3.2 Curriculum objectives

The evaluation teams were asked to compare the objectives that are stated for their subjects in the NCS with those in the CAPS. The general finding across the subjects was that the objectives are very similar for both curricula. (These findings are presented in detail in the individual subject reports). Some of the NCS objectives which are related to socio-political and ethical awareness, and sensitivity to cultural beliefs, prejudices and practices in society, have been excluded from the CAPS. In addition, where the NCS addresses the need for the development of skills related to self-employment and entrepreneurial ventures, these skills are not included in the CAPS objectives.

The English FAL evaluation team noted that the CAPS omits objectives that include human experience, aesthetics of language, and social construction of knowledge. They commented that *'the CAPS has removed the explicit recognition of unequal status of languages and varieties - a key specific objective articulated in the NCS'*.

The Mathematics evaluation team noted that there is *'a de-emphasis in the CAPS of the more explicit transformatory agenda that is articulated in the NCS'*. This is perhaps appropriate, given the historical timing of the two versions of the curriculum, with the NCS being introduced during a time when *'the notion of a national curriculum was a new concept that coincided with the birth of a new democracy'* (DoE, 2009, p 11) and the CAPS, after more than a decade of democracy.

1.3.3 Breadth and depth of content

One of the areas that is repeatedly highlighted in the DoE report (2009) is that of finding a balance between breadth and depth in the content of the curricula. It has been shown that less breadth of content covered in more depth ensures a greater chance of future success in the discipline (Schwartz *et al.*, 2008). With this in mind, the evaluation teams compared both the breadth and the depth of the NCS and the CAPS in order to determine any shifts that may have taken place in these areas.

The Economics and Mathematics evaluation teams reported an **increase in the breadth** of content across the FET Phase in the move from the NCS to the CAPS. The English HL, Accounting, Business Studies, and History evaluation teams concluded that the **breadth across the FET Phase is similar** for the NCS and the CAPS. The Physical Sciences, Life Sciences, Geography and English FAL evaluation teams reported a **reduction in the breadth of content** across the FET Phase in the CAPS curriculum compared with that in the NCS.

1.3.4 Depth

An **increase in depth** from the NCS to the CAPS was noted for Economics and Mathematics. The Accounting, Business Studies, Geography and Physical Sciences evaluation teams reported a **similarity in the depth** required across the FET Phase for the NCS and the CAPS, whereas the English FAL and Life Sciences evaluation teams reported a **reduction in overall depth** from the NCS to the CAPS.

The English HL evaluation team could not comment on depth, since this is left to the discretion of the teacher in terms of the length and complexity of texts that are selected. They made the comment that, although some guidance is given in the CAPS around the selection of appropriate texts, this is insufficient to ensure a common understanding of the level of depth that is required.

The History evaluation team could not compare the depth of the curricula because of the structure of the content outline provided in the NCS, which does not give sufficient detail to provide any form of guidance on the level of depth required. The evaluation team commented on the depth of the CAPS itself, that *'the CAPS manages the tensions between breadth and depth as well as is possible, although there is probably a greater emphasis on breadth than depth'*.

The Mathematical Literacy evaluation team could not compare the depth of the curricula because the NCS defines depth in terms of the mathematical processes involved, whereas the CAPS defines depth in terms of the level of problem-solving required within the selected real-life situations or contexts. Hence, although in one sense the NCS has greater depth than the CAPS, since it contains topics that require application of more complex mathematical skills, the evaluation team noted that the CAPS goes into greater

depth than the NCS in almost every topic, since learners are expected to know more about the topic and to understand the complexity of the authentic real life situation.

1.3.5 Specification of content

The curriculum specification, or degree to which knowledge is broken down for stipulation, was compared for the NCS and the CAPS. On the whole, it was found that the level of specification of content is higher in the CAPS than in the NCS. More detail is provided in the CAPS on the exact scope and depth of the content that is to be taught and assessed, than in the NCS. However, three of the evaluation teams, namely those for Economics, English HL and English FAL, did not report an increase in specification of content in the CAPS.

In terms of satisfying the recommendation made in the DoE Report (2009, p 62) that curricula should provide *'clear, succinct and unambiguous'* statements of learning, the majority of the CAPS subject documents satisfy these criteria. Nevertheless, particular attention must be paid to the level of clarity provided in the two English language curricula, to ensure that these provide the necessary guidance to teachers. In addition, many of the subject evaluation teams reported that the CAPS documents require a thorough edit, as there are numerous errors that appear throughout the documents, which may lead to confusion and erroneous interpretation of the curricula.

1.3.6 Pacing

All of the evaluation teams, with the exception of Mathematical Literacy, agreed that the **level of stipulation of the pacing** is greater in the CAPS than in the NCS, since more explicit guidelines on time frames are provided in the CAPS. The Mathematical Literacy evaluation team found that the work schedules in the CAPS do not provide sufficient detail about the actual content to be taught or the resources needed for the teaching to allow for a clear sense of pacing. They also found discrepancies between the suggested work schedules, which specify broad content for each week (Mathematical Literacy CAPS, pp 16-20), and the summary of the number of weeks to be spent on each topic (Mathematical Literacy CAPS, p 15).

The evaluation teams were asked to comment on the **actual level of the pacing** for each of the curricula as it would be experienced by learners in the FET Phase. The pacing was difficult to judge in the NCS due to the low level of specification, and the flexibility granted to teachers to determine the pace in response to the varying needs of learners. In spite of this lack of specification, however, some of the evaluation teams were able to make broad judgments on the levels of pacing, based on the breadth of content stipulated within the overall time frame for each grade. On this basis the **Physical Sciences,**

Accounting, Economics, English FAL and **Geography** evaluation teams indicated that the pacing of the NCS was likely to be experienced as fast. The remaining evaluation teams were either unable to comment on the pacing, or considered the pace to be moderate.

For the CAPS, evaluation teams for all subjects except for **Geography, Mathematical Literacy** and **Life Sciences** commented that pacing is likely to be experienced as fast, since the time allocation for teaching the content does not allow for a sufficient depth of engagement with the content as specified. The Geography evaluation team concluded that the pacing is carefully considered and realistic in the CAPS. The Mathematical Literacy evaluation team deemed the pacing to be moderate, based on their overall impression of the material to be covered. The Life Sciences evaluation team considered the pacing to be fast for Grades 10 and 11, and commented that *'the experience of teachers is that they have to rush through the curriculum to complete it in the year'*. They considered the pacing to be moderate for Grade 12, but mentioned that the pacing is uneven, in that *'too much time is allocated for some topics, and too little for others'*.

1.3.7 Sequencing and progression

In general, the evaluation teams found the **degree of specification of the sequencing** to be higher in the CAPS than in the NCS. This is to be expected from a curriculum which has been designed to provide a structured learning programme, as does the CAPS, in contrast to the approach taken by the NCS, which is to allow teachers the flexibility to design their own learning programmes.

The evaluation teams were asked to make a judgment on whether **progression within each grade** is evident in the NCS and the CAPS. Interestingly, although there is no expectation in the **NCS** that teachers follow the sequence of topics as they are laid out in the curriculum, many of the evaluation teams found that the order in which the topics are laid out in the curriculum offer an inherent sense of progression. However, a wide range of interpretations of the sequencing of topics by textbooks, provincial departments and other interpreters of the curriculum meant that this inherent progression was not always followed through in practice. For the **CAPS**, no clear trend is evident across the subjects in terms of the sequence of topics allowing for progression within each grade. The reasoning behind the sequencing of content is not always clear, and in some cases does not appear to have been designed with progression in mind. An example of this is in Physical Sciences, where the Grade 10 CAPS interrupts the flow of certain chemistry topics with the insertion of unrelated physics topics, causing a break in the flow and hence conceptual progression for learners. The Accounting, Economics, Business Studies and Mathematical Literacy evaluation teams all reported strong evidence of progression within each grade.

With regard to the **progression across the grades**, the evaluation teams generally found that progression across the grades in the NCS is clearly evident through the way in which

the Assessment Standards (ASs) are expressed, with clear increase in the cognitive demand indicated in the way in which these are described for each grade. Progression in terms of the content across the grades was reported as strong by all evaluation teams except for Physical Sciences, Geography, History, English HL and Mathematical Literacy, where evaluation teams reported either a clear lack of progression, with uneven degrees of complexity across the grades, or a lack of guidance regarding the required level of complexity for the specified topics.

For the CAPS, all of the subjects, with the exception of the language evaluation teams, reported a clear progression across the grades. The English FAL evaluation team made the comment that '*the CAPS offers almost no specification as to the expected depth of topics to be covered in each successive grade, and no indication of progression across the phase'*. The English HL evaluation team reported that the CAPS offers guidelines only as to how progression should take place, but does not give sufficient guidance to teachers to ensure that a clear increase in the level of complexity or difficulty is realised in the learning process. The lack of specification of the length and complexity of texts to be used exacerbates this.

1.3.8 Assessment guidance

Both the NCS and the CAPS provide generic guidance to teachers on the purpose, forms and methods of assessment. In addition, subject-specific guidelines are given for each subject in the various subject-related documents.

The **types** of assessment outlined in the NCS are baseline, diagnostic, formative and summative assessment. In addition, a distinction is made between formal and informal assessment. In contrast, the CAPS outlines only two types of assessment, namely formal (*'assessment of learning'*) and informal (*'assessment for learning'*). It is noteworthy that the CAPS has conflated firstly, formative and informal assessment, and secondly, summative and formal assessment. In addition, no mention is made in the CAPS of assessment as an aid to diagnosing or remediating barriers to learning.

The NCS describes three **methods** of assessment, namely self-assessment, peer assessment and group assessment. The CAPS narrows this down to self- and peer assessment.

The **methods** of recording assessment in the NCS include rating scales, task lists or checklists and rubrics. The method of recording assessments in the CAPS is based on marks.

With regard to the formal assessment tasks for each subject, most of the evaluation teams reported that the **number of formal assessment tasks** prescribed per grade is equivalent for the NCS and the CAPS, with exceptions being English FAL and English HL, where the number of formal assessment tasks has been reduced, and Life Sciences, where the number of tasks has increased in the CAPS.

In all of the subjects there is a strong **emphasis on tests and examinations** in terms of the overall summative assessment mark in the CAPS. The final mark for each grade in the CAPS is made up of 25% classwork and 75% end-of-year examination. The 25% classwork mark is made up of a high proportion of marks from tests and the June examination. Hence, the minimum contribution of tests and examinations towards the Grades 10 and 11 marks is 80%, and towards the final Grade 12 mark is 85%. This leaves a maximum of 20% representation for projects, practical investigations, assignments and other forms of assessment in Grades 10 and 11, and a maximum of 15% representation of these in Grade 12. While this emphasis may be necessary for assessments to be reliable, it is prejudicial for learners who perform better at tasks that are not test- or examination-based.

The Assessment chapter of the NCS Subject Statements includes a full set of competence descriptors for each level of achievement for each grade, ranging from Level 6 (Outstanding) to Level 1 (Inadequate). In practice, these descriptors were never used, as it was unclear how they should be applied. No such descriptors appear in the CAPS document.

Clearly an attempt has been made in the CAPS to simplify the fairly elaborate approach taken in the NCS. Although this has been necessary in order to reduce the complexity and administrative load caused by assessment under the NCS, it does raise the question of whether valuable insights available through the more nuanced NCS approach to assessment, may have been lost in the process.

1.3.9 Curriculum integration

All of the evaluation teams, without exception, found the l**evel of integration between subjects in the FET Phase** to be low for the CAPS, with little or no explicit mention of reference to fields of learning in other subjects. In the NCS the explicit mention of integration between subjects was only marginally greater than in the CAPS in History, English HL and English FAL. In all other subjects the NCS showed a similarly low level of integration with other subjects, in spite of the stated intention of cross-subject integration.

No clear trends were evident from the findings regarding the level of integration **between the subjects and the everyday (general) knowledge of learners** at their stage of development and in their contexts, since the subjects have varying degrees of applicability to everyday life. Some subjects, such as Mathematical Literacy and Accounting, have a natural link with the everyday world, and these evaluation teams hence reported a high level of integration with learners' everyday lives for both the NCS and the CAPS curricula. Other subjects, namely Economics, Physical Sciences, Life Sciences, English FAL and English HL, reported a drop in the level of integration with everyday knowledge from the NCS to the CAPS. The only visible trend in the findings was that none of the subject evaluation teams reported an increase in the level of integration with everyday life in the move to the CAPS.

The evaluation teams found that the CAPS subject documents as having much clearer discipline-boundaries than those of the NCS. This satisfies the recommendation in the DoE

report (2009) for *'statements which are clear, succinct, unambiguous, measurable, and based on essential learning as represented by subject disciplines'* (p 49).

1.3.10 Curriculum coherence

The evaluation teams found that the NCS shows clear evidence of an intention for **horizontal coherence**, in its description of integration and its definition of subjects: *'Integration is achieved within and across subjects and fields of learning. The integration of knowledge and skills across subjects and terrains of practice is crucial for achieving applied competence ... In an outcomes-based curriculum like the NCS, subject boundaries are blurred. Knowledge integrates theory, skills and values. Subjects are viewed as dynamic, always responding to new and diverse knowledge, including knowledge that traditionally has been excluded from the formal curriculum'* (DoE, 2003, pp 8, 11). However, this horizontal coherence was not achieved in practice in the NCS, as is evidenced by the lack of explicit guidance for teachers on how to achieve this integration across subjects. Instead, most of the subject evaluation teams commented on the strong discipline-based approach to knowledge in the NCS, which suggests a vertically aligned curriculum structure. This shows a lack of coherence between the stated intention and the actual course structure of the NCS.

The low level of integration between subjects in the CAPS, as mentioned previously, indicates that horizontal coherence is not a design feature of the CAPS documents. The CAPS has a strong discipline-based approach to knowledge within the subjects, as reported by all of the evaluation teams except English FAL and Mathematical Literacy. (It is appropriate that these two subjects are not strongly discipline-based, as they are both subjects which aim to develop literary competence in their respective fields, rather than being disciplines in their own right.) It can therefore be inferred that the CAPS shows a clear and coherent **vertical alignment**, which is evidenced by the clearly demarcated subject boundaries, and the strong discipline-based approach within the subjects. This brings clarity for teachers and learners regarding the exact terminology, content and skill requirements within each discipline. This will lead to a more rigorous induction into the discourse of each discipline for teachers and learners than a more horizontally aligned curriculum would allow. A vertically aligned curriculum does not bring about an explicit development of the ability of a learner to transfer concepts and skills between subjects and into the everyday world.

1.4 IMPLICATIONS FOR THE SOUTH AFRICAN CONTEXT

The majority of the evaluation teams agreed that the structured outline of content and activities in the CAPS is more likely to facilitate the development of sound knowledge and skills than the more open, non-prescriptive approach of the NCS. The CAPS is therefore, on the whole, a more suitable curriculum for the current South African educational

context. However, the English FAL evaluation team noted that: *'The CAPS is based on conflicting assumptions about teacher expertise. The overt assumptions are that teachers cannot, or should not have to, develop their own teaching plans, and thus they are provided with these. This suggests that the CAPS assumes that teachers do not have the expertise (or time) necessary to develop their own teaching programmes. However, there are so many gaps in the teaching plan, and there is so little specification about depth or progression, that it would require a highly skilled and competent teacher to identify such gaps and failures of logic, and take steps to mediate the plans to address these problems'*.

In addition, some of the evaluation teams expressed concern over the lack of availability of the necessary resources for implementing the CAPS:

- The Economics evaluation team raised the concern that the required learner support materials (such as magazines, newspapers, statistical data and the internet) are not available in all South African classrooms.
- Both of the experimental science subjects, namely Physical Sciences and Life Sciences, quoted statistics that fewer than 5% of South African schools have equipped, functional laboratories (Equal Education, 2012). Both evaluation teams raised the concern that the CAPS is unlikely to be able to be fully implemented in the vast majority of South African schools, given the specialised nature of the equipment required for the prescribed classroom activities in the CAPS.

1.5 RECOMMENDATIONS

Each of the subject evaluation teams made specific recommendations for the CAPS for their subject. The following general recommendations are made with the intention of strengthening the CAPS:

- The silence on the role of the teacher in the CAPS documents is concerning. The **place of the teacher** in the learning process needs to be clearly acknowledged and articulated in the CAPS documents.
- Since there has been an implicit shift in the **underlying pedagogy** from a learner-centred to a teacher-centred approach, explicit guidance should be given on what this shift means in terms of the choice of teaching strategies.
- The findings of the evaluation teams show that three of the curricula require **urgent attention**:
    - The **Mathematics** CAPS is deemed by the evaluation team to be significantly more demanding than the NCS, since the CAPS content exceeds that of the NCS in both breadth and depth. This is of great concern, since the NCS Mathematics was already experienced as challenging for a significant portion of the learners. The Mathematics document therefore requires revision to ensure that

there is appropriate provisioning of Mathematics for all learners wanting to take it Mathematics in the FET band.

- The **English FAL** CAPS is problematic, since not all of the topics mentioned in the content overview in the CAPS are represented in the teaching plans that are provided. The evaluation team made the comment that *'there are so many gaps in the teaching plan, and there is so little specification about depth or progression, that it would require a highly skilled and competent teacher to identify such gaps and failures of logic, and take steps to mediate the plans to address these problems'*. This is a consequence of the unrealistic breadth of content that is outlined in the content overview. The selection of content in the overview therefore needs revision. The teaching plans require reworking, to ensure internal consistency in the CAPS, and to prevent superficial or incoherent implementation of the curriculum. Special attention needs to be paid to the 'Language Structures' section, which, in particular, has major gaps and fails to progress logically.
- The **English HL** evaluation team found that the clarity of guidance provided in the CAPS is undermined by the lack of guidance regarding the texts to be selected, and the relegation of the teaching of language structures and conventions to an appendix in the CAPS document. It is recommended that, in order to provide clearer guidance to teachers, the teaching plans be revised as follows:
  - More explicit guidance should be provided on the nature and complexity of texts to be selected.
  - The teaching of language structures should be integrated as part of the teaching plan.

- The CAPS documents require a **thorough edit**, as many of the subject evaluation teams reported that there are numerous errors that appear throughout the documents, which could lead to confusion and erroneous interpretation of the curricula. Many of the evaluation teams also commented on typographic and spelling errors in various places throughout the document which require a thorough language edit.

1.6 CONCLUDING IDEAS

In the move from the NCS to the CAPS there has been a clear shift in the underpinning educational approach, from the OBE of the NCS, described as encouraging *'a learner-centred and activity-based approach'* (DoE, 2003, p 7), to the approach in the CAPS which is described as *'an active and critical approach to learning, rather than rote and uncritical learning of given truths'* (CAPS subject statements, 2011, p 4).In addition, the CAPS has narrowed its focus to a more clearly discipline-specific approach, with the exclusion of principles such as integration, portability and articulation, and with the re-establishment of subject boundaries (as evidenced by the omission of any discussion around the definition of the term 'subjects', and the omission of the NCS's stated intention of blurring of subject boundaries).

There has also been a shift from the strong focus on group-work that the NCS adopted, to a focus on the learner taking individual responsibility for his/her learning, as evidenced by the inclusion of the clause 'work as individuals' in the description of the type of learner envisaged (CAPS subject statements, 2011, p 5).

Where the NCS explicitly states the teacher's role as being (amongst other roles) the interpreter and designer of learning programmes and associated classroom activities, the design of the CAPS curriculum shifts this role, since the CAPS is itself a pre-designed learning programme, with prescriptive classroom activities. This, together with the silence in the introductory pages of the CAPS regarding the teacher, suggests that the role that the teacher plays has become greatly diminished in the CAPS. The implication is that teachers operate at the level of implementers of a predetermined learning programme, rather than having much flexibility in the design and adaptation of this learning programme to the varying needs of learners.

The findings of the Ministerial Task Team, laid out in the DoE Report (2009), showed that the expectation that teachers design their own learning programmes was strongly resisted by teachers and other respondents. Instead, the suggestion was that a more clearly structured teaching plan be provided to enable teachers to 'devote their energy to delivering quality instruction' (p 19). In this sense, the CAPS satisfies the recommendations made in the report.

The findings of the subject evaluation teams show that, for the majority of subjects, the content covered in the CAPS does not differ significantly in breadth or depth from the content in the NCS. Exceptions to this are the following subjects:

- **Mathematics:** The evaluation team found that the CAPS content exceeds that of the NCS in both breadth and depth, and is thus likely to be experienced as *'significantly more demanding than the NCS'*.
- **Life Sciences:** The evaluation team found that, although the curriculum content has been mostly repackaged in the transition from the NCS to the CAPS, there has been some reduction in both breadth and depth of the content in the CAPS.

Most of the evaluation teams concluded that the CAPS documents are an improvement over the NCS with regard to providing *'statements which are clear, succinct, unambiguous, measurable, and based on essential learning as represented by subject disciplines'*. Exceptions to this are the following subjects:

- **English FAL:** The content that is outlined in the content overview in the CAPS (p 10-48 of the English FAL CAPS) is very broad, and consequently has led to a set of teaching plans (pp 53-76 of the English FAL CAPS) which have not incorporated all of the content in the teaching time available. As a result, there is a difference between the topics which are included in the content overview and those represented in the teaching plans. This is likely to lead to confusion for teachers, and probable variations in interpretations of the curriculum.

- **English HL:** Although the evaluation team's overall comment on the CAPS was favourable, in that the *'core topics are fundamental to any course or syllabus intending to teach literacy, and include the development of writing, reading, listening and grammatical skills'*, the evaluation team indicated that the clarity of the guidance provided by the CAPS is undermined by the lack of guidance regarding the texts to be selected, and the relegation of the teaching of language structures and conventions to an appendix in the CAPS document, rather than integrating this as part of the teaching plan.

The move from OBE has also resulted in a shift from a cooperative, discovery-based learning, where the learner is a participant in the learning process, as a negotiator of meaning, to content-driven learning, where the learner is a recipient of a body of pre-determined knowledge.

Based on the findings of the subject evaluation teams, it can be concluded that the CAPS documents have a much more detailed level of specification of content than the NCS documents. A consequence of this increased level of specification is that there has been a shift in terms of the level at which the curriculum is aimed. According to the schema of curriculum levels discussed in the overview report, the NCS is set at the 'macro' level, since it focuses mainly around attainment levels, and the construction of the actual educational programme is left to the teacher, while the CAPS has shifted to the 'meso' level, and even, to some extent, the 'micro' level, in that its structure is that of an instructional programme, with a detailed description of content, sequencing and pacing.

2 GEOGRAPHY: A COMPARISON OF NCS AND CAPS FOR THE FET Phase

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2.1 INTRODUCTION

Geography is the study of human and physical environments combining topics related to natural and human processes over space and time to better understand our complex world. Geographers examine natural processes and features, such as the atmosphere, landforms and ecosystems in Physical Geography. In Human Geography, they investigate the activities and the impact of people on Earth. All geographical phenomena have a spatial dimension and operate in a continuously changing environment. The concept that unifies Geography is *space* (Doc 2.1, p 8). Any geographic topic can be captured in the framework of the four Big Ideas – place, spatial processes, spatial distribution patterns and human-environment interaction – and taught through applying the enquiry method.

Meticulous attention is paid to developing subject-specific skills in a variety of ways: using verbal, quantitative and symbolic data; practising field observation and mapping; applying communication through thinking, practical and social skills; and collecting, processing, interpreting and evaluating data to lead to effective decision-making and judgements, identifying questions and issues and offering solutions to problems. Skills required for Geography are many: Some are implicit and subtly embedded especially in the analysis of Human Geography issues (such as deciding on a point of view and making decisions and judgements, (Doc 2.1, p 9) but others are practical and identifiable (like using graphs, tables and maps and practising field observations, Doc 2.1, p 9).

Geographical education has links with several other disciplines in both the natural and the social science fields but also contributes to the development of personal and social competence through skills developed when exploring its specific interests in location, absolute and relative; place, an area defined by everything in it with its own features that distinguish it from other places; and regions that are areas defined by similar characteristics that can be physical, natural, human or cultural; representing time and space in movement as people, products, information and ideas travel from one place to another. The skill of appreciating human-environment interactions culminates in explaining how people depend on the environment, adapt to it and modify it at different times and in different places. Geography is about everyday life.

On completing Geography at FET level, learners are able to go into a variety of careers as they will have developed a range of practical and scientific skills that serve both the humanities and the sciences. Sound critical thinking skills are particularly significant, result-

ing from the constant use of the enquiry method in different contexts and situations. These skills enable them to engage with and understand factors and situations that affect their own and other people's lives. In addition, the development of information-processing and communication skills enables them to express themselves in a logical way, overall broadening their vision of the Earth's dynamic systems, their functioning and impact on other natural and human processes. The particular strength of Geography is the fact that the holistic approach to the content equips the learner to understand and engage with issues in society that are complex and multi-faceted. Specific examples relate to sustainability, the development process, environmental care and management, and urbanisation.

Geography is an optional subject in the FET Phase, but this does not detract from its valuable role in a young person's general education and personal development. The subject makes learners aware that their environment, both physical and human, is constantly changing and that it is important to embrace change and be a lifelong learner. This positive attitude should be fostered by Geography educators who should ensure that sound values and attitudes are inculcated in conjunction with all the skills and the body of knowledge associated with the discipline. The skills, values and attitudes are clearly spelt out in both the NCS (Doc 1.2, pp10-12, see Section 2.2 for references) and the CAPS (Doc 2.1). Many basic geographical concepts, although not necessarily presented as Geography (in the NCS) are presented to learners in the Foundation, Intermediate and Senior phases. In the FET Phase, Geography links with a number of subjects including Economics, Life Sciences, Mathematics and Mathematical Literacy as well as Physical Sciences. The skill of presenting an argument links with the languages and History.

2.2 LIST OF DOCUMENTS REFERENCED

Table 2 lays out the documents which were used in the evaluation, and how they are referenced in this report.

Table 2: Referenced documents	
1 National Curriculum Statement (NCS)	
Department of Education. 2003. *National Curriculum Statement for Grades 10–12 (General): Geography*	Doc 1.1
Department of Education. 2008. *National Curriculum Statement for Grades 10–12 (General): Learning Programme Guidelines - Geography*	Doc 1.2
Department of Education. 2008. *National Curriculum Statement for Grades 10–12 (General): Subject Assessment Guidelines - Geography*	Doc 1.3
Department of Education. 2009. *National Curriculum Statement Grades 10–12 Examination Guidelines – Geography*	Doc 1.4
Department of Education. 2003. *National Curriculum Statement for Grades 10-12 (General): Overview Document.*	Doc 1.5
2 Curriculum and Assessment Policy Statement (CAPS)	
Department of Basic Education. 2011. National Curriculum Statement (NCS) Curriculum and Assessment Policy Statement (CAPS) Further Education and Training Phase Grades 10–12	Doc 2.1

Table 2: Referenced documents (continued)	
Department of Basic Education. (n.d.) National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement. Gr R–12	Doc 2.2
Department of Basic Education. (2011, as amended 2012) National Protocol for Assessment. Gr R–12	Doc 2.3
Department of Education. 2013. *Curriculum Implementation and Quality Improvement CAPS Orientation Grade 12 Geography*	Doc 2.4

2.3 BROAD CURRICULUM DESIGN, FORMAT AND USER-FRIENDLINESS OF CURRICULUM DOCUMENTATION

Table 3 provides a summarised comparative analysis of the broad design, format and user friendliness of the two curricula. This table reveals that the two curricula are based on different design principles and are underpinned by different numbers of subject-related documents. The evaluation team rated them differently with regard to user friendliness and language accessibility. These aspects will be discussed more fully below.

Table 3: Broad design, format and user-friendliness		
	NCS	**CAPS**
Number of documents (subject-related)	4	1
Total number of pages (in subject-related documents)	Doc 1.1 = 70 Doc 1.2 = 49 Doc 1.3 = 31 Doc 1.4 = 17 Total: 167	Doc 2.1 = 60 Total: 60
User-friendliness (Good/Moderate/Poor)	Moderate	Good
Accessibility of language (Good/Moderate/Poor)	Moderate	Good
Alignment (Good/Moderate/Poor)	Moderate	Good
Central design principle (the technical curriculum design aspect that organises the curriculum)	Outcomes based, standards-based and syllabus type	Syllabus type

As Table 3 shows, different design principles underpin the two curricula. The NCS is an outcomes/standards based curriculum, while the CAPS is syllabus based. Although teachers have worked with an outcome/standards based curriculum for several years, this curriculum design does not have a long tradition in South Africa, and the more familiar syllabus style document is likely to be more user friendly for teachers in the FET Phase.

The two Geography curricula are each described primarily in one policy document: Doc 1.2 for the NCS, and Doc 2.1 for the CAPS. These documents are of similar length. In the CAPS (Doc 2.1), this document gives details of the nature of the subject, the aims to be achieved in teaching it, the specific content to be taught and assessed in each grade, the time to be spent on each topic and the order in which it is to be taught; the programme of assessment in each grade, including details about the kinds of tasks to be set per term

and the content and structure, with weightings, of the internal exams in each grade, and the final examination in Grade 12. Very little of this is provided in the equivalent document for the NCS (Doc 1.1), which, in addition to some background to the subject and its role in the curriculum, gives a broad outline of content for each grade, with no suggestions of the amount of time to be allocated to different topics, and only generic information on the principles underpinning assessment for the NCS, with nothing specific on the programme of assessment for Geography, nor the structure of the examination papers. Such information is instead included in three supporting documents. Thus, for example, teachers need to consult Document 1.2, *Learning Programme Guidelines*, for suggestions about the number of weeks that might be allocated to different topics in each grade, and what assessment tasks might be linked to each; Document 1.3, the *Subject Assessment Guidelines*, for expanded details of the content to be taught in each grade as well as details of the required programme of school based assessment for each grade, and the structure and weightings of the internal and externally set examinations; and Document 1.4, *Examination Guidelines*, for further details of the externally set NSC examination at the end of Grade 12, and exactly what content will be examinable in it. The plethora of sources that must be consulted to acquire as full a description of the NCS curriculum as that provided in one 60 page CAPS document makes the NCS a more ponderous and less user friendly curriculum than the CAPS. It also opens up the risk of teachers making mistakes by not having all the required documents to hand when doing their planning.

Because at present there is only one subject-related document for the CAPS, the issue of alignment between the documents does not arise and so alignment was rated as good for this curriculum in Table 3. Alignment of the NCS documents was rated as moderate. Given that the focus of the three supplementary guideline documents (1.2, 1.3 and 1.4) is slightly different, on the whole the alignment between these and Doc 1.1 is reasonable, as each elaborates on a different aspect of the curriculum as described earlier. However, there are some instances where the specification of content is not well aligned across the four documents, which is potentially confusing for teachers. One example of this is found in Doc 1.1, p 31, Grade 10 Section C, which specifies that topography associated with horizontal and inclined landforms must be studied, and this is reiterated in Doc 1.2, p 44. However, both Doc 1.4 (p 9) and Document 1.3 (p 26) include a large section on massive igneous rocks, which is absent from the other two documents. Similarly, no mention is made of the need to study 'glacial landforms' in Doc 1.1, but these are specified for study in Doc 1.3, p 22. This leaves the teacher uncertain as to whether or not to include work on massive igneous rock and glacial landforms, and in how much detail to include, although the dates of the various documents do serve as some sort of guide. The CAPS (Doc 2.1), with one clear statement (to date) of the content, is more user-friendly and reliable in this regard.

The manner in which what actually has to be taught is described in Documents 1.1 and 2.1 is different, with the CAPS (Doc 2.1) being clearer and more user friendly. In the NCS (Doc 1.1), the same three broad Learning Outcomes (LOs), noted in Table 3, underpin the curriculum in each grade, while ASs attempt to describe what constitutes achieve-

ment of these from grade to grade. The three outcomes, with their associated ASs for each grade, are described in Doc 1.1, pp 18 - 23. Broad content topics for each grade are specified twice - once for each grade as a whole (Doc 1.1, pp 25 - 32) and once topic by topic across the grades (Doc 1.1, pp 34 - 45), with occasional differences (such as the inclusion of massive igneous rock structures in Doc 1.1, p 39, while it is excluded from the same topic on p 31). There is no explicit integration between these design elements, so that, in determining what has to be taught, teachers have to refer to different components of Doc 1.1, as well as Doc 1.3 and Doc 1.5, and attempt to integrate the outcomes and ASs with the separately listed content topics. This is a difficult task, as supported by the fact that a worked illustration of how this might be done in Grade 11, is provided in Doc 1.2, pp 18 – 19. In contrast, in the CAPS, the introductory section of Document 2.1 includes some of the key skills and values which the study of Geography should help learners acquire (Doc 2.1, pp 8 - 10), and then Doc 2.1, pp 19 - 48 gives a detailed description of what should be taught/learnt in each term in each grade, leaving teachers with little doubt about what it is they are required to cover with their classes

The CAPS, (Doc 2.1, pp 13 - 14), provides a one-and-a-half page table showing the content to be taught in each grade, organised under comparable headings. This enables the teacher to see at a glance how the work to be done in each grade links to that in preceding and following grades. While a similar overview is given in the NCS (Doc 1.1, pp 34 - 45) it is much more detailed and spread over 12 pages, making it much less useful for this purpose. Both curriculum policy documents do, however, give similar information on the geographic skills and techniques to be developed over the three years, though again the CAPS is in a more user friendly tabulation.

Thus, generally, in terms of design and format, the CAPS is more user friendly than the NCS. It offers one key document, which is clear, succinct and concise, and which contains the essential information that must be sourced in 4 separate documents for the NCS. It starts with a basic progression table (Doc 2.1, p 11) which leads to an overview of the FET Phase (Doc 2.1, p 13), which is followed by a detailed year plan per grade (Doc 2.1, pp15 - 48). This is most helpful for both experienced and less experienced teachers/ educators in order that the annual work schedule be completed on time. The assessment guidelines and plans (Doc 2.1, pp 49-60) are comprehensive and clear.

In addition, the language used in the CAPS is generally more user friendly than that of the NCS. Firstly, many of the NCS outcomes and assessment statements, which are abstract and complex in their formulation, are absent from the CAPS. For example, one of the Grade 11 ASs related to Outcome 3 is: '*Examine the consequences of actions resulting from values and attitudes held by individuals and groups which influences processes, spatial patterns and human-environment interactions at a local and continental scales'* (sic) (Doc 1.1, p 23). When this is coupled with the outcome statement: '*The learner is able to demonstrate the ability to apply geographical skills and knowledge to environmental issues and challenges, recognise values and attitudes and demonstrate the ability to recommend solutions and challenges'* (Doc 1.1, p 22), the challenge for the

teacher in making meaning is clear. In CAPS, as is noted in Section 2.4 of this report, very similar outcomes/aims are described, but the way in which they are expressed is simpler and more direct. For example, LO3 together with key ASs associated with it in the NCS is captured in several shorter aims in CAPS, such as numbers 6, 7, 8 and 9 in Table 3 below. The meaning of these shorter statements is more accessible than is that of the more convoluted outcomes and assessment standard statements of the NCS.

Secondly, the content headings and subheadings used in CAPS are generally more direct and meaningful to teachers than those in the NCS. For example, the NCS attempts to group conventional topics such as Population (Grade 10) and Settlement (Grade 12) under higher order topic headings such as '*People and Places*' (Doc 1.1, pp 40 - 41). This additional layer is presumably intended to give additional conceptual coherence to the topics across the grades. However, because it is not sustained across the grades, with no comparable topic under this heading in Grade 11, it just adds a layer of complexity without really giving greater conceptual coherence to the curriculum. In a different example, the broad topic heading in fact detracts from the focus of the grade topic: In Grade 10, one broad topic heading is '*People and their Organisations*', and this is used unembellished as the heading for a bulleted list of organisation to be studied (Doc 1.1, p 44). In Grades 11 and 12, this broad topic heading becomes '*People and their Needs*', and no further grade heading is provided to make clear to teachers that in Grade 11 the focus is on the sustainable use of resources, and in Grade 12 on economic activities in South Africa, and the sustainable use of water (Doc 1.1, pp 44 - 45). In CAPS, there are no higher level headings and only more directly descriptive grade-related topic headings are provided, such as, for Grade 10, '*Population'* (Doc 2.1, p 26); '*Water resources'* (Doc 2.1, p 26); '*Resources and sustainability*' (Doc 2.1, p 36) as well as '*Rural settlement*' and '*Urban settlement*' in Grade 12 (Doc 2.1, p 45). The more direct use of familiar grade-related topic headings makes CAPS more user friendly than the NCS.

2.4 CURRICULUM OBJECTIVES

Both the NCS and the CAPS policy documents give an overview of the objectives, (referred to as 'aims' in both curricula), of the Geography curriculum in their introductory pages. In the NCS, they are located under the '*Purpose*' and '*Scope*' headings (Doc 1.1, pp 9-12). In the CAPS, the objectives are located under the 'Aims' heading (Doc 2.1, p 8). In addition, the NCS describes three broad LOs which subsume some of the aims described earlier (Doc 1.1, pp 14-16). For example, many specific skill-related aims are subsumed under the broader outcome '*the learner is able to demonstrate a range of geographical skills and techniques*', which is LO 1. These broader outcomes are given in Table 4 below, rather than the more detailed aims related to them, and, where appropriate, the aims in the CAPS are matched with them.

While the outcomes in the NCS policy document (Doc 1.1) are numbered, those in the CAPS (Doc 2.1) are not. They are provided in a bulleted list of aims (Doc 2.1, p 8) which is

further elaborated in lists of geographical skills, attitudes and values which the curriculum aims to develop. The bulleted statements in the main list of aims have been numbered by the team, and the numbers used to refer to the aims in Table 4 below.

In addition to more specific aims described for the Geography curriculum in each policy document (Docs 1.1 and 2.1), both curricula are intended to help learners develop competence in the 7 critical outcomes of the National Qualifications Framework (NQF) (referred to as critical outcomes on page 2 of Document 1.1, and listed without being identified on page 5 of Document 2.1). In addition, the NCS also lists the five education–based developmental outcomes as underpinning the Geography curriculum (Doc 1.1, p 2). The fact that in the CAPS policy document (Doc 2.1) the critical outcomes are not named as such, and that the developmental outcomes are not listed at all reflects the shift of this curriculum away from Outcomes-Based Education (OBE). The critical outcomes are not listed in Table 4 as they are not subject specific, but it must be noted that elements of most of them do appear in the aims and outcomes of the two curricula.

The Y in the table indicates the curriculum in which the '*aim/objective*' is stated, and the Y with elaboration indicates a match with a similar '*aim/objective*' in the other curriculum.

Table 4: Subject-specific aims/objectives of the curricula

Objectives	NCS	CAPS
LO 1: The learner is able to demonstrate a range of geographical skills and techniques.	Y	Y CAPS 4, 5 Doc 2.1, p 8
LO 2: The learner is able to demonstrate knowledge and understanding of processes and spatial patterns dealing with interactions between humans, and between humans and the environment in space and time	Y	Y CAPS 1, 2, & 3 Doc 2.1, p 8
LO 3: The learner is able to apply geographical skills and knowledge to environmental issues and challenges; recognise values and attitudes; and demonstrate the ability to recommend solutions and strategies	Y	Y CAPS 6, 7, 8 & 9 Doc 2.1, p 8
CAPS 1: Explaining and interpreting both physical and human geographical processes	Y LO 2	Y
CAPS 2: Describing and explaining the dynamic interrelationship between physical and human worlds	Y LO 2	Y
CAPS 3: Developing knowledge about where places are and the nature of a range of different places at different scales	Y LO 2	Y
CAPS 4: Practising essential transferable skills – literacy, numeracy, oracy and graphicacy	Y LO 1	Y
CAPS 5: Promoting the use of new technologies, such as Information Communication Technology (ICT) and Geographic Information Systems (GIS)	Y LO 1	Y
CAPS 6: Developing a commitment towards sustainable development	Y LO 3	Y
CAPS 7: Creating awareness and sensitivity to inequality in the world	Y LO 3	Y
CAPS 8: Fostering empathy, tolerance and fairness	Y LO 3	Y
CAPS 9: Making and justifying informed decisions and judgements about social and environmental issues	Y LO 3	Y

Table 4 shows that the core ideas contained in the NCS outcomes and the CAPS aims are generally the same. In both curricula there is an intention that learners will acquire key geographic knowledge about the human and natural environments, and the interrelationships between them; geographical and information processing skills; the ability to analyse complex relationships within and between the human and physical environments; develop positive attitudes and values related to social and environmental justice and sustainable development, and the ability use these as a basis for decision making and problem solving. To a large extent, the broad outcomes of the NCS have been broken down in the CAPS into components that focus on a single idea or concept, more simply stated, making the meaning of the outcomes more immediately accessible to teachers,

Because the NCS is an outcomes-based curriculum, while the CAPS is not, there is a greater attempt made in the NCS than in the CAPS to show the integration between the '*objectives*' of the curriculum and the content. In the CAPS, the aims are described in one section of the curriculum document (Doc 2.1 Section 2.2, pp 8 - 9), and the content is detailed in a separate section (Doc 2.1 Section 3, Gr 10 pp 17 - 18, Gr 11 pp 27 - 28, Gr 12 pp 38 - 39), and no examples of how these might be merged are provided. It is assumed that teachers will make the connections. In the NCS, there is also a separation between outcome and ASs statements (described in Doc 1.1, pp 14 - 23) and content (described in Doc 1.1, pp 25 - 45). However, there are explicit directives to teachers to integrate the LOs, ASs and the content, and to emphasise that the intended focus is on the acquisition of the outcomes, not on learning the content per se. This is clearly expressed in Doc 1.1, p 25 where the reader is told that: '*The content indicated needs to be dealt with in such a way that the learner is assisted to progress towards the achievement of the LOs. Content must serve the LOs and not be an end in itself*'. In addition, examples of how content and outcomes might be integrated are provided in Doc 1.2, Learning Programme Guidelines. However, many teachers found the meaning of LOs and ASs difficult and confusing, especially the difference between them, with the result that they could not identify which LO and which AS went with the content that had to be taught. Although there is less emphasis on the objectives/aims in the CAPS, teachers may be better able to engage with them, as they are stated so much more directly and simply.

In addition, in the CAPS there is greater guidance given as to where and how the geographical skills and techniques should be integrated into work on each of the topics than is the case in the NCS. This suggests that teachers working with the CAPS might more consciously help their learners work toward the achievement of the CAPS aims numbered 4 and 5 in Table 4, than teachers following the NCS would focus on the similar Outcome 1.

2.5 CONTENT / SKILL COVERAGE: BREADTH AND DEPTH

2.5.1 Coverage (Breadth)

The content statements represented for the FET Phase for the NCS and the CAPS have been compiled into a Table (Annexure A). Table 5 below presents a summary of the breadth of content for each grade (as indicated by the total number of topics), and for the whole FET Phase, for each curriculum.

Table 5: Summary of breadth of content / skills coverage						
	Covered in the Curriculum (Y)					
	NCS			**CAPS**		
Grade	**10**	**11**	**12**	**10**	**11**	**12**
Total number of topics	57	58	72	47	49	49
Total number of topics per Phase	**187**			**145**		

The topics shown in Annexure A were drawn mainly from Doc 1.1 and Doc 2.1. However, in some cases, because so little detail is provided in Doc 1.1, Doc 1.2 was consulted to check on the detail for the NCS. As can be seen in Annexure A, the content specified for both curricula is generally very similar. However, in addition to minor differences in detail not captured here, there are four main differences between the NCS and the CAPS.

Firstly, some broad content areas in the NCS have been removed altogether from the CAPS. These are the sections on '*People and their Organisations*' in Grade 10 (Doc 1.1, p 27) and '*Ecosystems*' in Grade 11 (Doc 1.1, p 39). No comparable topics are in the CAPS, except that the Ecosystems sub-topic on soil processes and soil-forming factors has been included in the '*Resources and Sustainability*' section of the CAPS Grade 11 (Doc 2.1, p 36). In addition, the Grade 10 Geomorphology topic, '*External forces*', (Doc 1.1, p 38) which includes '*Weathering and erosion*' is no longer in the FET Phase, but has been relocated to Grade 9 of the Geography component of the CAPS. Along with this, at a finer level of detail, the geomorphology component of '*Deserts*', presently included in the Climate section in Grade 10, (Doc 2.1, p 36) has similarly been relocated to Grade 9, as has the sub-topic on coastal environments in the NCS Grade 11 section, '*Significance of water masses*', (Doc 1.1, p 37). This means that no work on weathering and erosion is any longer dealt with in the FET Phase.

Secondly, a topic in one grade ('*Significance of Water Masses*' in Grade 11, Doc 1.1, p 37) has been largely relocated to another grade in the FET ('*Water in the World*', in Grade 10, Doc 2.1, p 26) with some of its sub-topics relocated to other topics in the same or another grade, or removed altogether. For example, the sub-topic '*Climate change: effect of el Nino and la Nina*', is now included in the climate section of the Grade 11 CAPS (Doc 2.1, p 30), while the sub-topic on coastal environments has been removed from the FET altogether, as noted above. Most of these changes have relieved the workload in Grade 11, and while the thematic nature of the topic on water masses has been lost, the

sub-topics have been relocated in ways that make alternative conceptual sense. Grade 10 has not been overloaded as the new topic on water resources replaces that on '*People and their Organisations*', and that on weathering and erosion, removed altogether from CAPS as noted earlier

Thirdly, some sub-topics have been moved from one grade in the NCS to another in the CAPS. In particular, Grade 12 '*Geomorphology*' in the CAPS section includes only fluvial processes and landforms; with the topics related to topography associated with horizontal and inclined strata and massive igneous layers, slopes and mass movements in Grade 12 of the NCS relocated to Grade 11 in the CAPS. In addition, the '*Climatology*' sub-topics on '*Global air circulation and the global energy balance*' (Doc 1.1, p 37) have been relocated to Grade 11 in the CAPS (Doc 2.1, p 30), and the sub-topic '*Water as a critical resource in South Africa, part of people and their needs*' in the NCS Grade 12 (Doc 1.1, p 45) has been relocated to become part of the CAPS Grade 10 topic on '*Water Resources*' (Doc 2.1, p 26). These changes have relieved the pressure of work in Grade 12 to some extent without overloading Grade 11 or Grade 10, as almost the whole section on Ecosystems has been removed, as has the topic on '*People and their organisations*' and the sub-topic on weathering and erosion, as noted above.

Fourthly, some new subsections and details have been added in the CAPS that were not present in the equivalent section in the NCS. One notable addition is a subsection on mining added to the CAPS section on the '*Economic Geography of South Africa*' (Doc 2.1, p 47). Less weighty additions, which are not reflected in Annexure A, include the addition of '*The origin and development of urban settlements*' to Grade 12 (Doc 2.1, p 45) and '*Changing urban patterns and land use in South African cities*'(Doc 2.1, p 45), and some greater specification of aspects of GIS to be covered in each grade.

The evaluation team also noted some minor omissions in the content – such as no clear reference to the need for learners to orientate maps and aerial photographs, or to orientate a map to the ground represented by it. Such minor omissions are generally related to aspects of work that are implicit in the sub-topics specified. In the example given here, orientating a map to a photograph is implicit in the specification that learners work with both of these sources, as they cannot be used in conjunction with each other without such orientation.

The differences noted above have resulted in there being fewer topics overall in the CAPS than there are in the NCS. The figures in the last row of Table 5, also reflected in Figure 2 below, show this quantitatively, with 187 topics in the NCS and 145 in the CAPS. There are two main reasons for this quantitative difference. Firstly, many topics in the map work and geographic techniques component of the NCS are specifically noted in each grade, while in the CAPS they appear once. As many of them will in fact be revisited incidentally in the other grades in the CAPS, this is a somewhat artificial inflation of the number of topics in the NCS, and does not really impact on differences in breadth between the two curricula. Comparing maps and working with map projections illustrate this difference. They are noted for every grade in the NCS, but only for Grade 10 in the CAPS.

More significantly, the removal of the two main topics – '*People and their Organisations*' and '*Ecosystems*', and the relocation to the General Education and Training (GET) phase of topics and sub-topics associated with '*Weathering and erosion*' (other than fluvial processes in Grade 12) also means that the CAPS has fewer topics. These changes result in the CAPS being less broad than the NCS.

However, the evaluation team was of the opinion that the breadth of the CAPS is adequate, includes a good balance of topics from both the human and physical components of the discipline, and provides ample opportunity for learners to engage with both theoretical aspects of the discipline and its application to social and environmental issues. The evaluation team felt that the loss of the topics mentioned is not a weakness of the new curriculum. While biogeography is one possible component of a geography curriculum, the Ecosystem topic is covered in the GET in Natural Sciences and, to a lesser extent, in the GET Social Sciences curriculum, and is also in the FET in Life Sciences where it most probably is better located. They also felt that aspects of the topic on organisations is better dealt with in a less focussed and more integrated way as relevant in other sections (such as Population and Development), and that the section on weathering and erosion is well suited to the GET, Senior Phase where it provides learners who do not continue with this subject with a good overview of these key physical processes. The addition of the sub-topic on mining to the CAPS Grade 12 (noted earlier) is sensible, given the key role of this sector of the economy in South Africa.

While the breadth of topics covered has implications for the amount of subject specific terminology, the evaluation team were of the opinion that the breadth in either curriculum does not create an unreasonable obstacle for learners learning though a second or third language, as much of it will have been introduced in earlier grades, and is also to some extent revisited from grade to grade in the FET.

In addition, it was noted that the biggest difference in number of topics occurs in Grade 12, where these have been reduced from 72 to 49 (shown in Figure 1). This is a sensible

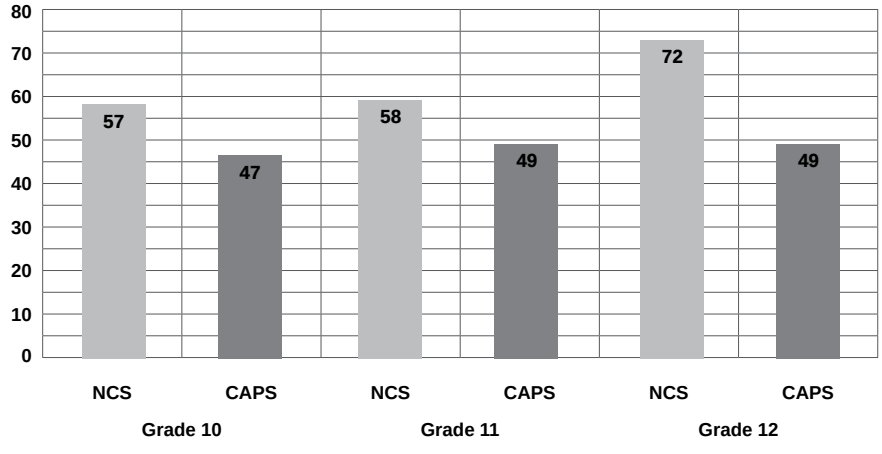

Figure 1: Total number of topics per grade

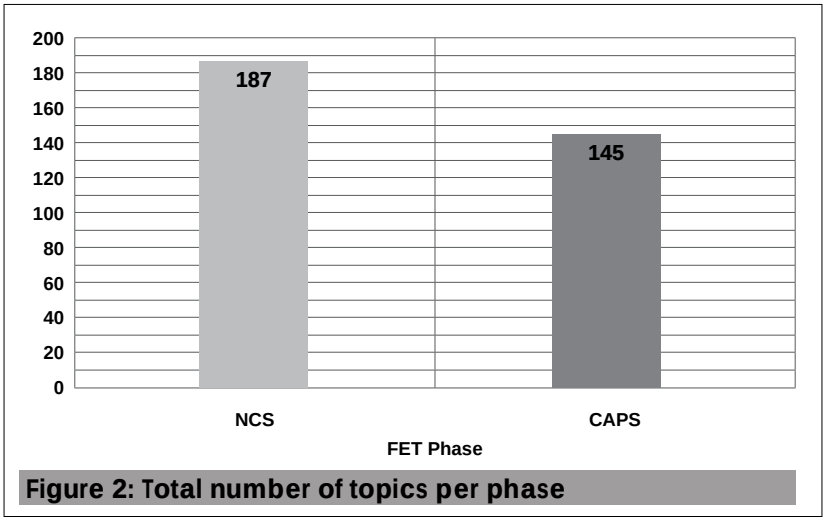

Figure 2: Total number of topics per phase

reduction in this grade, as it allows learners to tackle topics stipulated more rigorously in the time available in the year.

2.5.2 Depth

The depth, or degree of cognitive complexity at which each topic is to be dealt with was considered for the NCS and the CAPS.

A number of codes were used to categorise the cognitive complexity[1]

The results have been compiled into a table (see Annexure A) which indicate the degree of cognitive complexity (depth) required for each topic in the NCS and the CAPS.

When ratings for the same topics in the table in Annexure A are examined, they are very similar across the two curricula. One example can be seen in the topic '*Heating of the atmosphere*' in Grade 10. Differences do sometimes exist in ratings for the same topic, if it is dealt with in different grades, with the topic in the higher grade being given a lower rating. The topic '*Vertical exaggeration*' is one of the few examples of this, where it appears for the first time in the NCS at Grade 10, and in the CAPS at Grade 11. In Grade 10 this topic is given a level 4 rating, as it is considered a complex topic for this grade, but a level 3 rating in Grade 11, for which grade it is considered less complex. In addition, there are occasions where a topic is given a higher weighting in one curriculum than the other because one specifies more detail than the other, and requires it to be dealt with at greater depth. The high ratings vary by curriculum. For example, in the NCS, learners

[1] 1: Introductory level content; superficial; mainly definitions and descriptions
2: Definitions and descriptions plus some detail provided; involving simple relationships between concepts, and simple numerical calculations
3: Detailed indications of concepts/topics; requires understanding of relationships between concepts; involving complex computations and interpretations
4: High level of abstraction; topic required to be dealt with in a conceptually challenging way; requires complex understanding of relationships between concepts; requiring very demanding mathematical computations and problem solving

are required to plan and structure an enquiry process, while this requirement is not specifically given in the CAPS. In contrast, in the CAPS, the work on floods is rated at level 4 while the same topic in the NCS is rated at level 3 because the CAPS requires learners to interpret hydrographs, which is not a requirement in the NCS.

Table 6 below presents a summary of the content depth at each of these levels per grade and across the whole phase, expressed as percentages of the number of topics in each grade and phase. The table also includes the total depth score which is the average depth of all of the topics covered in the curriculum.

Table 6: Summary of depth of topics per grade: Degree of Complexity

	NCS				CAPS			
	Grade 10	Grade 11	Grade 12	FET Phase	Grade 10	Grade 11	Grade 12	FET Phase
Percentage of topics at level 1	3.5	8.5	8.0	7.0	4.0	6.0	4.0	5.0
Percentage of topics at level 2	28.5	24.0	32.0	28.0	32.0	16.0	30.5	26.0
Percentage of topics at level 3	46.5	52.0	43.0	47.0	51.0	59.0	49.0	53.0
Percentage of topics at level 4	21.5	15.5	17.0	18.0	13.0	18.0	16.0	16.0
Overall Depth Score (Max = 4)	**2,86**	**2,74**	**2,68**	**2,75**	**2,72**	**2,90**	**2,78**	**2,80**

Figure 3 below represents the depth of topics for the NCS and the CAPS curricula in graphical form.

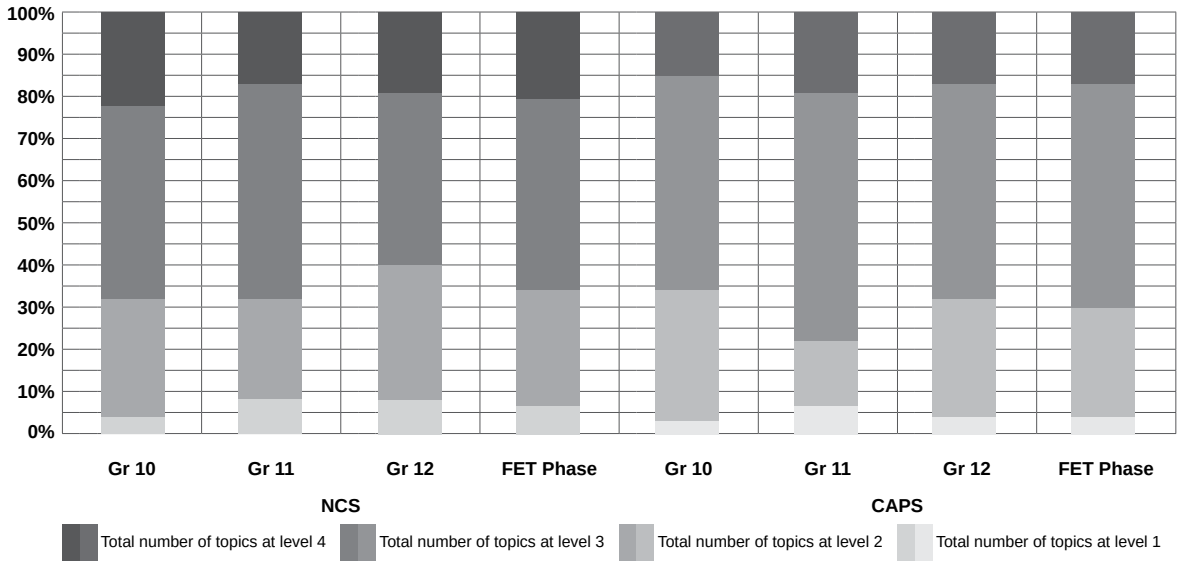

Figure 3: Depth of topics per grade and phase

Table 6 and Figure 3 show that the overall spread of topics across the levels in each grade in each curriculum is similar to that for the phase as a whole. This table also shows that in each curriculum, there is no clear increase in the depth of topics studied from Grade 10 to Grade 12. As is shown in Annexure A, certain topics, such as '*Climate*', are considered to be at level 4 in whichever grade they are offered; 'Development studies', in Grade 11 is a more complex topic than is '*Settlement*' in Grade 12. Across each grade there is a mix of topics at different depths, and the team felt that this was appropriate in terms of the range of learner ability in each grade.

Figure 4 below shows the percentage of topics at the four levels of depth for the whole FET Phase in the NCS and the CAPS.

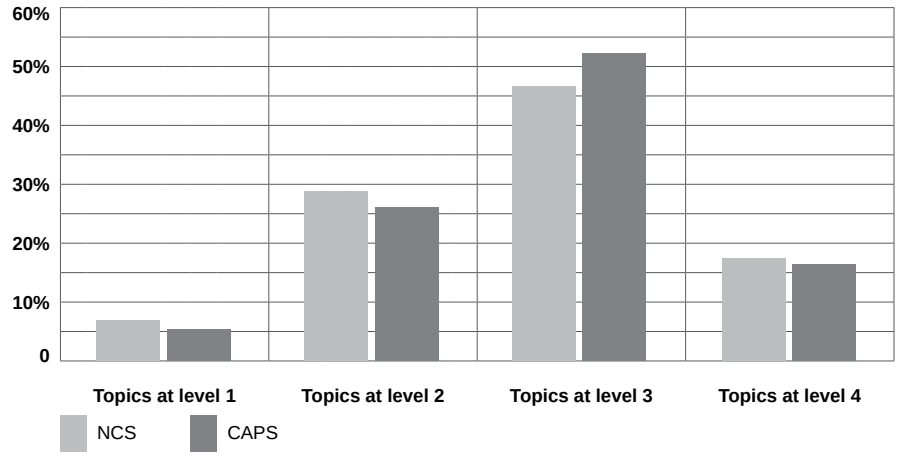

Figure 4: Depth percentage of topics across FET Phase

Table 6 and Figures 3 and 4 show that, in both curricula, level 3 is most weighted (about half the topics being considered to be at this level) followed by level 2. Level 1 is least weighted. The percentages of topics in each level is very similar across both curricula, with the NCS being slightly more weighted at level 4, and also at level 1. The slightly higher weighting at level 4 for the NCS seems to derive from the inclusion of certain topics or sub-topics considered to be at level 4 in the NCS and which are excluded from the CAPS, such as '*People and their Organisations*' in Grade 10 and the sub-topic '*Ecological processes*' in the Ecosystems topic in Grade 11. Despite these slight shifts in weighting of level 4 topics, the CAPS is not considered a substantially more 'superficial' curriculum than the NCS. The overall distribution of ratings at different levels was considered by the evaluation team to be appropriate for FET learners.

2.5.3 Specification of topic

The curriculum specification, or degree to which knowledge is broken down for stipulation, was considered for the NCS and the CAPS. A set of codes were used to make a judgement of each curriculum[2], and examples were provided as justification for the coding.

Table 7: Degree of specification of topics		
	NCS	**CAPS**
Degree of specification (high/medium/low)	Medium	High
Example 1	Geomorphology Plate tectonics Doc 1.1, p 26: Low	Geomorphology Plate tectonics Doc 2.1, p 23: High
Example 2	People and places / settlement Doc 1.1, p 31: Medium	People and places / settlement Doc 2.1, p 45: High

A consideration of the degree of specification in the NCS is made somewhat problematic by the number of documents which detail the content, noted earlier.

The core policy document (Doc 1.1) generally gives much less specification than is offered for the same topic in the CAPS. The topics noted in Table 7 provide good examples of this. In Example 1, the NCS reference to plate tectonics is simply that – it is given as one of a list of concepts in the same bullet under the higher level bullet, '*Internal forces*', thus:

> Internal forces:
> Plate tectonics, faulting and resultant landforms, earthquakes and volcanism.

In the CAPS, plate tectonics is described by a set of bullets, thus:

> Plate Tectonics:
> - Change in the position of the continents over time
> - Evidence for the movements of continents over time
> - Plate tectonics – an explanation for the movement of the continents
> - The mechanisms of plate movements
> - Processes and landforms associated with the different kinds of plate boundaries; and
> - The world's volcanic and earthquake zones.

Similar detail to that in Doc 1.1 is given in the NCS Learning Programme Guidelines (Doc 1.2, p 36) and, a little more is added in the Subject Assessment Guidelines (Doc 1.3, p 24), though this is still not as fine-grained as that provided in the CAPS. This example supports

[2] **High:** High specification – extremely clear subject-specific specification: very little chance for multiple interpretations
Medium: Medium specification – moderately clear subject-specific specifications, some generic statements /skills or some topics underspecified
Low: Low specification – not clear subject-specific specification, minimal guidance provided for users and allows for multiple interpretations.

both the contention that the degree of specification is higher in the CAPS than in the NCS, and that there is poor alignment across the documents that support Document 1.1, as noted in an earlier section of this report.

Example 2 provides similar evidence of greater specificity and better alignment in the CAPS than in the NCS policy documents.

While the NCS's lack of specification allows teachers greater discretion in what to teach in each topic, this is not necessarily an advantage in all situations. It allows a very diverse interpretation of the curriculum in practice across the range of schools, which makes the transfer of learners from one school to another problematic. In addition, while well-resourced schools with well-qualified teachers are able to interpret and extend the curriculum to meet their learners' interests and needs, less advantaged learners are at risk of receiving considerably less content and skill development than is required for success in Grade 12 and beyond. Recognition of this potential discrepancy in the implementation of the NCS led to the development of the supporting documents already noted (Doc 1.3 and Doc 1.5 in particular).

The greater specification in the CAPS has remediated this situation. However, there was a concern among evaluation team members that the increased specification might lead to increased prescription of what is and is not in the curriculum by district officials, thus restricting the freedom of well-qualified and experienced teachers to extend their learners beyond the minimum specifications in the policy document (Doc 2.1). The team expressed the view that the CAPS specification should pertain to the minimum content to be covered, and not to all the work to be covered.

2.5.4 Comments on Content / Skill Coverage

The specified content and skills are very similar in both curricula, as has been noted in Section 2.5 above, and are generally considered appropriate for the grades in which they are specified in each. The evaluation team felt that the changes in coverage from the NCS to the CAPS are an improvement.

Both the CAPS and the NCS provide measureable statements of learning. In the NCS, these are provided by the ASs as well as by the content lists. However, as suggested in Section 2.3 of this report, the CAPS document (Doc 2.1) provides clearer statements of what is to be learnt than does the NCS (Doc 1.1) as the language in which this is expressed is simpler and likely to be more easily understood by teachers. In addition, there is greater specification of the content to be covered. This deficiency in the NCS is in part overcome by the greater clarity of what is to be learnt provided in the Subject Assessment Guidelines, and in the Examination Guidelines (Doc 1.3 and Doc 1.5 respectively), but the formulation of the CAPS has definitely been an improvement in this respect.

Both the NCS and the CAPS are definitely discipline-based curricula. The CAPS has strengthened this dimension by excluding the topics 'Ecosystems' and 'People and their organisations' which could arguably be said to be as well located in other disciplines, such as Life Sciences and Sociology, leaving those topics which traditionally form the core of the subject, although it must be noted that these, too, have strong links with other disciplines, such as geology, economics and meteorology.

The discipline itself has continued to maintain its concerns about interactions between human societies and the physical environment, and of late, has increasingly stressed the spatiality aspect of the geography of people and places and human decision-making. Geographers have responded to global interest in environmental concerns in which the human-nature interdependence has gradually become an even stronger focus in their work. It is this characteristic through which Geography demonstrates its identity and scientific status as well as recognition, especially as far as public and environmental matters are concerned. Although covering a range of diverse subjects, geographers are specialists who share concerns over places, spaces and environments with boundaries becoming less important. This stance has led to closing the divisive gap between Physical and Human Geography.

Both the NCS and the CAPS curricula reflect these trends, as is evident in the choice of topics that have been included (see Annexure A) and in the formulation of the outcomes and aims (see Table 3). While topics for study can be broadly classified as Physical Geography (such as '*Climate and weather*', or '*Plate tectonics*') or Human Geography (such as '*Population or Development studies'*) there are many examples where the connections between the two need to be considered. These include, for example, the formulation of outcomes 2 and 3 in the NCS (Doc 1.1, pp 15 - 16,) and aims 2 and 9 of the CAPS (Doc 2.1, p 8,) and several specific sub-topics. Several examples from Grade 10 alone illustrate this point. In the CAPS, these include '*The greenhouse effect – impact on people and the environment*' (in Doc 2.1, p 21); '*How earthquakes and tsunamis affect people and settlements*' (in Doc 2.1, p 23) and '*Managing flooding in urban, rural and informal settlement areas*' (Doc 2.1, p 26). In the NCS, examples from Grade 10 include '*Impact of weather systems on vegetation and human activities*' and '*Impact of humans on the atmosphere and weather*' (both in Doc 1.2, p 35), 'Impact of humans on weathering and erosion' and, in the context of earthquakes and volcanoes, '*Response of humans to these hazards and opportunities*' (both in Doc 1.2, p 36). In addition, the introductions to both curricula emphasise the fact that the study of Geography demands the integration of the physical and human components of the subject (Doc 1.1, p 11 for the NCS and Doc 2.1, p 8 for the CAPS). The fact that both curricula have stressed this connection between the physical and human environments is highly commendable.

Both curriculum policy documents (Docs 1.1 and 2.1) make clear that each curriculum is underpinned by principles of human rights, inclusivity, environmental and social justice; the value of indigenous knowledge systems and sensitivity to issues of diversity such as poverty, inequality, race, gender, language, age and disability (Doc 1.1, pp 1 - 2 and

4; Doc 2.1, p 5). However, these principles are more overtly integrated into the content of the NCS than of the CAPS. For example, the NCS topic '*Population*' has a sub-topic '*Key human environment interactions, including: population issues and dilemmas including poverty, racism, employment, conflicts, inequalities; HIV/AIDS and refugees; gender issues*' (Doc 1.1, p 27). In the CAPS, these ideas are less foregrounded, with one bullet '*Attitudes to migrants and refugees*' and another '*Social and economic effects of HIV and AIDS*' being the closest equivalents (Doc 2.1, p 25).

A second example comes from the development section of Grade 11. In the NCS, the need to examine the conflicts and opportunities created by the extraction of raw materials, land use competition in national parks and the impacts of values and attitudes of people affected in the use and management of resources is clearly expressed (Doc 1.1, pp 29 - 30). In the equivalent topic in the CAPS, there are no such specifications, the closest being: '*The role of women in development: gender issues related to power, access to resources and attitudes*' and '*The effect of development on the environment*' (Doc 2.1, p 34). A third example comes from the introduction to the topic '*People and their organisations*' in the NCS that highlights the opportunities provided by this topic for learners to, amongst other things, *'develop a critical understanding of unequal distribution patterns'; be introduced to 'processes of demographic dialogue and collaborative action for the attainment of shared values'; develop a 'common purpose in seeking viable solutions and appropriate strategies for addressing inequalities in society and the environment'* (Doc 1.1, p 27). In the light of examples such as these, the team felt that the NCS was more strongly influenced by post-apartheid political policy that stemmed from a neo-liberalist stance with a strong emphasis being placed on social justice. Evaluation team members noted this and discussed the point raised that while the CAPS appears to place less emphasis on social transformation and is more technicist, it nevertheless upholds support for current trends in the discipline.

Despite feeling that, overall, the content of both curricula is appropriate, the team had some issues with some details of the content and skills in each of them.

'*Climate*' is not dealt with in Grade 11 in the NCS but this is now rectified in the CAPS where it is included for all three grades (Doc 2.1, p 13). However, there are two serious omissions that affect effective presentation of the topic: adiabatic stability and instability are excluded and no specific mention is made of lapse rates associated with heating and cooling of the environment or rising and sinking moving parcels of air. These concepts are fundamental for understanding precipitation processes and processes associated with the dispersal of pollution, and learners need a fuller understanding of them than is at present provided for. Grade 10 would be the appropriate place for their inclusion.

Moreover, there is concern about the content and sequencing of the '*Climate*' subsections in Grade 11 in the CAPS. Firstly, while the impact of global patterns of convergence and divergence on Africa has to be studied (Doc 2.1, p 30), there is no indication that learners should also gain a global perspective. This topic should not be included in depth, but learners should be assisted to see the links between global patterns of convergence

and subsidence and world rainfall distribution. In addition, while the links between air pressure, air temperature and wind must be studied, there is no mention of the need to study the link between air pressure and vertical air movement (linked to patterns of convergence and divergence). These links are essential if learners are to understand the existence of the mid-latitude low pressure 'belt' and the subtropical high pressure 'belt', which are not thermally driven, and so they should be included. Secondly, it was noted that the list of bulleted sub-topics under the subheading 'Global air circulation' is not necessarily in the best sequence. For example, many teachers would want to derive the world pressure belts from a study of the tri-cellular circulation and the relationship between air pressure and temperature and convergence and divergence. Such an approach is not possible given the order prescribed in the curriculum (Doc 2.1, p 30). These points again illustrate the need for care to be taken with being over-prescriptive (as pointed out in Section 2.5.3 and elsewhere) and allowing teachers scope in deciding how best to present the material to their learners.

The wording of the first bullet under urban climate in Grade 12 (Doc 2.1, p 42) should be amended to read 'reasons for differences in climate between rural and urban areas' to make sense. Climatic differences in urban areas (the main heading is Urban Climates) are at micro level and the precincts of a city where climate differences are experienced are certainly not rural in character - the rural-urban divide and its spatial connotation is much broader.

There were also some concerns about spelling, and the incorrect use of certain terms. The spelling of 'cross-road' should be changed to read 'crossroad' (Doc 2.1, p 45). 'Map work' as separate words is preferred and used internationally, instead of 'mapwork' as it is in the CAPS (Doc 2.1 pp 13, 15, 17, 27, 29, 35, 38, 40, 44, 46, and 48 inter alia)). 'ostering' in the 8th bulleted aim on page 8 in Doc 2.1 should be 'fostering'.

Other incorrect uses of terminology include the use of *Geographical* Information systems instead of *Geographic* Information systems (Doc 2.1, on the following pages, amongst others: p 13; 16; 19; 22; 25; 26; 29; 31; 33; 37; 40; 44; 46 and 48) and topographical maps instead of topographic maps in various places (eg Doc 2.1, p 12; 13; 15).

Similarly, inconsistent use throughout the CAPS document of the correct description of the topographic map is unacceptable as a topographic map is interpreted topographically using the symbols that give information from the geographic data on the topographic map, which is then linked to geographic processes and patterns.

Another concern is the naming of the industrial region of Western Cape. In the CAPS it is called South-western Cape which means the province's name is not acknowledged correctly, and the exact location of the industrial zone is not correctly described - south-western Western Cape would be more accurate.

2.6 CURRICULUM WEIGHTING AND EMPHASIS

2.6.1 Curriculum emphasis within the phase (Subject time allocation)

In considering the curriculum emphasis on Geography within the phase, the number of hours allocated to this subject was considered as a percentage of the number of hours of instructional time altogether. This information is summarised in Table 8 below, while some discussion of the emphasis in the two curricula is given below.

Table 8: Subject time allocation

	NCS	CAPS
Total classroom time allocated for Geography in the phase	4.5 hours per week (Doc 1.5, p 21) or 4 hours per week (Doc 1.3, p 23)	4 hours per week (Doc 2.1, p 7)
% of total classroom time allocated for all subjects in the phase	4.5 hours in a 29.5 hour week (Doc 1.5) = 15.2%; 4 hours in a 27.5 hour week = 13.5%	4 hours in a 27.5 hours week (Doc 2.1, p 7)= 14.5%

The NCS documents are confusing with regard to time allocated to the subject. There is no mention of time allocation in the policy document (Doc 1.1). In the NCS overview document (Doc 1.5) the time allocated to Geography is stated as 4.5 hours per week, while the instructional time per week is given as 29.5 hours; in the Learning Programme guidelines (Doc 1.2, p 23) the time allocated to Geography is stated as 4 hours per week, and no mention is made of the instructional time per week. The two different allocations of hours per week in a 29.5 hour week lead to a different percentage of instructional time being allocated to Geography – 15.25% or 13.5%.

The CAPS states that 4 hours is allocated to Geography per week (Doc 2.1, p 7) and that there are 27.5 hours of instructional time (Doc 2.1, p 7). Geography therefore has 14.5% of this time, as shown in Table 8 above.

It is not known which of the percentages of time for Geography in the NCS is correct. However, the difference between either of them and the percentage in the CAPS is not more than 1%, suggesting that there has been very little change in relative weighting of Geography in the FET Phase with the change in the curriculum. If the 4 hours per week is correct, and the teaching time is in fact not 29.5 but the same 27.5 as for the CAPS, then there has been no change at all.

2.6.2 Curriculum emphasis within the subject (Topic Weighting)

In the CAPS (Doc 2.1), the approximate number of hours allocated to each topic is specified (e.g. +/- 36 hours). The hours for geographical skills and techniques are given for the

topic as a whole, on p 19 for Grade 10, p 29 for Grade 11 and p 40 for Grade 12, and how these hours should be distributed across the other topics is indicated for each topic. The totals for hours of integrated skills and techniques do not always balance with the total for the topic as a whole. For example, in Grade 10, 24 hours are allocated to the topic as a whole, but the sum of the hours specified across the other topics is 26. For the purposes of this evaluation, the hours specified for integration are used, and subtracted from those specified for each topic. The number of hours allocated as well as the percentages are shown in Table 9 below. The percentages are based on 132 hours of instruction time in Grades 10 and 11 and 123 hours in Grade 12, which has less instructional time because of the year-end examinations. (Note that the percentages have been rounded off, so do not always add up 100.)

There is no specification of the time allocated to each topic in the NCS policy document (Doc 1.1) The Learning Programme Guidelines (Doc 1.2, pp 35 - 46) and the Subject Assessment Guidelines (Doc 1.3, pp 10; 15) offer some suggestions as to how the weeks in each grade might be allocated to different topics, but it was not possible to extricate the actual number of hours allocated per topic from these different sources, and so there is no column showing percentages for the NCS in Table 9.

Table 9: Weighting per topic/emphasis within the subject

Central topics **(NOTE: This data not available in NCS)**	**CAPS** **Number of hours per topic**	**CAPS** **Percentage of time per topic**
Grade 10: Total hours = 132		
Geographical skills and techniques	26	20
Climate	30	23
Geomorphology	26	20
Population	32	24
Water resources	18	14
Grade 11: Total hours = 132		
Geographical skills and techniques	25	19
Climate	30	23
Geomorphology	26	20
Development	31	23
Resources and sustainability	20	15
Grade 12: Total hours = 123		
Geographical skills and techniques	22	18
Climate	17	14
Geomorphology	18	15
Settlement	34	28
Economic	32	26

The team felt that the weighting per topic in the CAPS was appropriate, and in accordance with the amount of content specified for each, and its depth. In each grade,

roughly 20% of the time is allocated to the development of geographical skills and techniques. A fair proportion of these are skills and techniques related to map work, and the proportion of time seems slightly low given that the NSC examination's second paper is a map work paper which carries 25% of the marks. However, as map work skills are built up over the three years of the FET, and before, the weighting seems adequate. In Grades 10 and 11, there is a close weighting between physical geography topics (43%), and human/resource management topics (38%). In Grade 12, the weighting for human geography (54%) is higher than for physical geography (28%). The evaluation team felt this to be an acceptable split given the need to include these two topics ('Economic' and 'Settlement') in the curriculum, and the fact that learners have studied various aspects of climate and geomorphology each year.

Note: It is not possible to comment meaningfully on the weighting of topics in the NCS, or how these compare with the weighting in the CAPS because of the lack of clarity in the curriculum documents about how the topics are weighted.

2.7 CURRICULUM PACING

The pacing of a curriculum is the rate at which content is expected to be covered, in given time frames, over the course of a grade or phase. This was considered for the NCS and the CAPS.

In Table 10 below the degree of **specification** of the pacing for each of the curricula is indicated, having being determined using a set of codes[3].

In addition, the **level of the pacing** itself as it would be experienced by learners at the FET Phase is also indicated in Table 10 using codes[4]:

Table 10: Pacing

	NCS	CAPS
Level of specification of pacing (High/moderate/low)	Moderate	High
Rationale/justification	In Doc 1.1, content is given per grade, not per term. In Doc 1.2 (pp 35 – 46) and Doc 1.3 (pp 10, 15) some suggestions are given about what content could be covered each term.	In Doc 2.1, content is given per topic and sub-topic, and the approximate numbers of hours for both topic and sub-topic are given.

[3] **High:** Very clear and explicit stipulation – pacing is made very explicit through clearly stipulating what topics are to be covered in what time frame over the course of the grade
Moderate: There is a moderate/some degree of specification of pacing, providing broad parameters as to what should be covered over the course of the grade
Low: Pacing is left open to the discretion of the teacher and little or no indication is given of the rate at which content should be covered over the course of the grade beyond a specification of content per phase

[4] **Fast:** the pace expected is too fast for learners at this level of development
Moderate: the pace is moderate, and is appropriate for learners at this level of development
Slow: the pace is too slow for learners at this level of development

Table 10: Pacing (continued)		
	NCS	**CAPS**
Level of pacing itself (Fast/moderate/slow)	Fast	Moderate
Rationale/justification	The pace is not specified and must be determined by the teacher, but in order to work though the content specified for each grade, the pace needed to be fast.	Time allocation has been carefully considered, and is generally realistic. There is less content in the CAPS than in the NCS, especially in Grade 12 – as was described in Section 2.5.1

In the NCS, even though the pacing is largely unspecified, the large amount of content to be covered in each grade implies that the pace would have to be fast. The CAPS clearly indicates what has to be covered in each term, and gives the number of hours allocated for each topic and sub-topic. There is less content to be covered in the CAPS than in the NCS, making the work per grade more manageable. This is particularly noticeable in Grade 12 where certain sections have been relocated to Grade 11 from which some other have been removed. (Some members of the evaluation team reported that many experienced teachers in fact begin teaching Grade 12 work in Grade 11 in order to cover the required content.) If the learning process is properly organised, the learners in all three FET grades should be able to cope with the syllabus each year, although there will not be much time for consolidation.

The group agreed that the actual pacing of the presentation of the course should lie in the hands of the teacher, who has to consider the level of development of the learners in the class and adapt the handling of the topics to suit their own specific teaching situation. This is possible in the NCS because of the lack of detailed specification of how much time is to be spent on each topic and sub-topic in each year. However, such lack of guidance might have been intimidating for inexperienced teachers, and lead to poor curriculum coverage. In contrast to the NCS, teachers working with the CAPS are given much greater support in allocating time and pacing the delivery of the content, which is especially helpful for inexperienced teachers, as well as for more experienced teachers during the initial implementation of the curriculum. However, the evaluation team were concerned that this might be interpreted too prescriptively, and expressed the hope that teachers would still use their discretion in allocating time and pacing, delivering the content in ways that best meets the needs of their learners. Sections may need to take a longer or shorter time to complete, depending on the ability of teachers and learners. This is particularly important at the Grade 10 level, where learners may previously have been taught by a non-geographer without the basic skills or knowledge required to prepare learners for the work to be done in the FET Phase.

2.8 CURRICULUM SEQUENCING AND PROGRESSION

2.8.1 Specification of sequence

The sequencing of a curriculum is the order in which topics are required to be taught. In Table 11 below, the degree of specification of the sequencing for each of the curricula is indicated, having been determined by a set of descriptors

Table 11: Specification of sequencing		
	NCS	**CAPS**
Level of specification (High/moderate/low)	Moderate	High
Rationale/justification	Content is listed under topics for each grade, and the sequence might be inferred from this – but there is no explicit specification of what must be done each term in Doc 1.1. Guidelines are given in Docs 1.2 and 1.3, but these are not prescriptive.	The sequence of topics and sub-topics for each term is clearly described in Doc 2.1

The level of specification of the sequence of content in the NCS (Doc 1.1) is considered to be moderate. This is because, while the content for each grade in the phase is specified, and it is recorded in a certain order (Doc 1.1, p 32), there is no prescription that teachers teach it in this sequence, although the expectation is that it will be taught in the grade specified. While exemplar learning programmes and suggestions for the order of presentation of the content are provided in the Learning Programme Guideline document (Doc 1.2, pp 35 - 43) and in the Subject Assessment Guidelines (Doc 1.3, p 10; 15), these are suggestions only, and teachers are at liberty to teach in a different sequence – although at district level a more prescriptive stance may be taken. The fact that these guidelines had to be developed suggests that the original document (Doc 1.1) was generally inadequate. In contrast, the level of specification in the CAPS is high, with topics and sub-topics under them being described in a fixed sequence, with the number of hours to be spent on each indicated clearly.

In both the CAPS (Doc 2.1) and the NCS (Docs 1.1; 1.2) the sequence of topics per grade is broadly: *Physical Geography* topics first ('*Climatology*' and '*Geomorphology*' in that order) and then the *Human Geography* topics (for example, '*Population*'; '*Development*'; '*Settlement*' depending on the grade). To a large extent, the sequencing of topics within the grade is arbitrary, and the topics could be sequenced differently. The evaluation team was of the opinion that ideally, teachers should be able to deal with the grade specific topics in a sequence that responded to current events where appropriate, and not have to follow the order in the curriculum. For example, it would make sense, in the event of a major earthquake or tropical cyclone, to deal with these topics at the time when they are current in the media. This approach was more feasible under the NCS than it is under the CAPS.

There is considerable similarity in the specified (or implied, in the case of the NCS) sequence of topics from grade to grade in both curricula. In both, the sequence generally is logical in that the content covered in one topic in a lower grade is generally useful as a foundation for the content in the next. In *Geomorphology*, for instance, it is logical to begin with (as both curricula do) with an introduction to rocks in Grade 10, before moving on to external and internal forces that shape the Earth, both in Grade 10 and in subsequent grades. In the *Human Geography* section, population geography, dealt with in Grade 10 in both curricula, is a useful foundation for development studies in Grade 11 in both, and both can be built on conceptually in *Settlement* and *Economic geography* in Grade 12, again in both curricula. However, the sequence in *Climatology* and *Geomorphology* was regarded by the team as problematic in the **NCS**. Firstly, no '*Climate*' is specified per se in Grade 11, other than a misplaced sub-topic on El Nino and la Nina in the topic, '*The Significance of Water Masses*'(Doc 1.1, p 28), leaving too long a gap between the work done in Grade 10 on '*Climate*' and that done in Grade 12. Also, learners have to study macro and meso weather systems of Africa in Grade 10 (Doc 1.1, p 26) before they have dealt with certain foundational concepts, notably pressure and wind (not specified in the NCS at all) and the global circulation which is only covered in Gr 12 (Doc 1.1, p 30).

The **CAPS** shows a marked improvement in this regard. Firstly, there is a '*Climatology*' topic in Grade 11 (Doc 2.1, p 30). In addition, there is a sub-topic on pressure and wind in Grade 11, and both the global circulation of the atmosphere and Africa's weather and climate appear in this Grade 11 Topic. The sub-topic on la Nina and El Nino (Doc 2.1, p 30) has also more appropriately been located there. Similarly, the CAPS is an improvement on the NCS in that the Grade 11 NCS Topic '*Ecosystems*' has been replaced by a '*Geomorphology*' topic in the Grade 11 CAPS, allowing this topic to be studied from Grade 10 through to Grade 12.

There are certain instances in both curricula, more so in the NCS than the CAPS, where the evaluation team had concerns about the order of sub-topics. In the NCS, the sub-topics in the '*Settlement*' section in Grade 12 appear to be isolated: '*Rural settlement*' is treated first followed by '*Urban settlements*' and '*Key sustainability strategies*' follow later (Doc 1.1, p 31); in Grade 11, the topic '*The Significance of Water Masses*' (Doc 1.1, p 28) has a collection of sub-topics that do not seem to have any logical connections between them, for example, the first 5 of the 10 sub-topics of the topic are: '*The hydrological cycle*'; '*Water masses of Africa*'; '*El Nino and La Nina, and their effect on Africa's weather and climate*'; '*Hazards' (flooding and drought) and the response of humans*' – with tenuous links to the previous sub-topics; and '*Oceans as a major source of moisture and oxygen for the ocean, protein food and energy supply*'. These, along with the other 5 sub-topics, have been more sensibly assigned to other topics in the CAPS – as noted in Section 2.5.1. Also, in the Grade 10 '*Geomorphology*' topic (Doc 1.1, p 38) the evaluation team noted that there should have been a sub-topic on the structure of the Earth along with those of rocks and their formation, and that these should precede the sub-topic on plate tectonics – as is the case in the CAPS Grade 10 '*Geomorphology'* topic (Doc 2.1, p 23).

With regard to the CAPS, there is concern about the sequencing of sub-topics of the Grade 11 '*Climate*' (Doc 2.1, p 30), already referred to in Section 2.5 of this report. In addition, the team noted that in Grade 12, magnetic declination has to be calculated but in Grade 10, learners must work out magnetic bearing which is impossible without the magnetic declination calculation, which is only covered in Grade 12.

There was also some discussion around the sequencing of the sub-topics in the Grade 11 '*Geomorphology*' topic. It may be better to begin with the sub-topic '*Slopes*' rather than leave it to be dealt with as it currently is (Doc 2.1, p 32). The influence of landscape types on human activity should be a sub-topic in its own right, and not dealt with in the context of sub-topics 1 and 2 specifically.

2.8.2 Indication of progression

Progression is evident when the content and skills in a course increase in cognitive demand within a given grade or level, and from one level to the next. The sequencing and pacing of material in the course therefore needs to be appropriately structured to allow for this development. The various curricula were considered in this light. Table 12 below describes the level of indication of progression in each curriculum within each grade and across grades in the FET Phase.

Table 12: Indication of progression – within and across grades

		NCS	CAPS
Within grades	**Level of indication (Strong/moderate/weak/ none)**	Moderate	Moderate
	Rationale / justification	Progression is not strong across topics in any grade, and is uneven within topics in each grade.	Progression is not strong across topics in any grade, but is strong within topics (Doc 2.1, p 12)
Across grades	**Level of indication (Strong/moderate/weak/ none)**	Weak/Moderate	Moderate
	Rationale / justification	Climate and geomorphology are not covered in each grade so there is a bridge missing from Grade 10 to Grade 11 prior to meeting these topics in Grade 12 again	Climate – concepts are pulled together and built on from Grade 10 right through Grade 11 to Grade 12 (Doc 2.1, p 13). Geographical skills and techniques – noticeably more complex from Grade 10 through Grade 11 to Grade 12

In both curricula, there is no progression from topic to topic within each grade. Each topic is relatively stand-alone, focussing on a different aspect of geographical enquiry – such as '*Climatology*', '*Settlement*' or '*Development*' Geography. It could not be said of any grade that less difficult topics are dealt with earlier in the year, and more difficult ones later. In fact the converse is generally true, with each year starting with climate, one of the more difficult sections of work. Because the topics are relatively self-standing, this lack of progression within any year is not problematic.

There is generally such progression within each topic, and within the sub-topics themselves when these are relatively discrete. Learners begin by learning fundamental concepts and terms, and move on to applying these to more complex concepts and to real world situations. Thus, for example, in the '*Settlement*' topic Grade 12 in the CAPS, (Doc 2.1, p 45) learners begin by learning about patterns and processes related to rural settlement, and then consider issues regarding these, the same progression is evident in the urban settlement subsection of this topic. In the '*Climatology*' topic, while there is not necessarily progression from sub-topic to sub-topic (the first sub-topic mid-latitude cyclones not being less complex than the latter subtropical anticyclones sub-topic, for instance), there is progression within these sub-topics themselves (Doc 2.1, p 41). There are many other examples in both curricula. One notable exception is the NCS Grade 11 topic '*The significance of water masses*' (Doc 1.1, p 37). In this topic, the sub-topics are relatively unrelated, as already noted, and show no obvious progression. It is for this reason that progression within the grade is rated as being less strong for the NCS than for the CAPS.

The level of progression from grade to grade varies in both curricula from topic to topic. In both curricula, while certain aspects of geographical skills and techniques (such a working with co-ordinates, or giving direction) recur from year to year, to be applied in different contexts, there is also a clear progression in certain sub-topics. GIS provides a good example of a sub-topic in which there is definitely progression from Grade 10 to Grade 12; for instance, in Grade 12 learners are required to make a paper GIS (Doc 2.1, p 40) – something not required in lower grades where skills that lead up to this are developed (such as capturing different types of data on tracing paper in Grade 11, Doc 2.1, p 37). Also, there is progression implicit in the map work interpretation from Grade 10 to 12, as, with increased content knowledge, learners should be able to interpret a greater variety of geographical phenomena on a map, and thus do more complex analyses of patterns presented there in later grades. The same is true of the interpretation and analysis of synoptic charts.

With regard to progression in other topics, the NCS was considered to have weaker progression than has the CAPS. This is largely because, in the NCS but not in the CAPS, '*Climate*' and '*Geomorphology*', are not done in Grade 11, so progression across grades in these topics is very fragmented. The NCS sections on ecosystems and water masses are also fragmented, which only appear in Grade 11 in the NCS, and are not present at all in the CAPS. In neither curriculum, however, is progression from grade to grade strong in most topics. The '*Human geography*' topics do not generally thread their way through

from Grade 10 to 12 – with '*Population*' in Grade 10, '*Development*' in Grade 11 and '*Economic geography*' in Grade 12. Similarly, the '*Geomorphology'* topics are largely 'stand alone' and not really more complex in Grade 12 than in Grade 10, though the sub-topic of fluvial processes is more complex than those in previous grades. In Climate, which develops conceptually from Grade 10 to 12, , there are sub-topics that are both more and less complex for the learners in each grade and no clear progression in terms of complexity across the grades.

Given this apparent lack of overt progression, it must be noted that it is important for teachers to see and present the content within the *Big Ideas* framework (as described in the Introduction of this report). Irrespective of the grade, it is human-environment interaction that should be understood in the context of place, spatial processes and patterns. Progression comes with increasing understanding of this.

It is important to recognise that learners are required to complete all three years of the prescribed work for Geography in the FET. A learner who has achieved all the outcomes and mastered the skills required across all the subsections of the total programme will indeed have an excellent base from which to work in further geographical studies as well as in many other tertiary fields.

2.9 SPECIFICATION OF PEDAGOGIC APPROACHES

The pedagogical approach is understood as how the teaching and learning is organised. In theory and in practice it is the pedagogy that informs the teacher's practice and understanding of why she or he should work in a particular way. For a geographer this is an enquiry-based approach adapted to the geographical perspective (see Table 13).

Table 13: Specified pedagogic approach

	NCS	CAPS
Subject-specific pedagogic approach (Description)	Enquiry-based approach	Enquiry-based approach
Level of indication of pedagogic approach (High/moderate/low/none)	Low/none	Low/none

Neither curriculum gives an explicit statement of the subject specific pedagogy envisaged for the teaching of Geography in the FET Phase, hence the low rating for this aspect of the curriculum in Table 13 above. It is, however, possible to infer from the curricula that an enquiry based approach should be adopted. In the **NCS**, for instance, the reader is told that, in dealing with issues pertaining to the natural, social and built environments, *'a well–developed geographical understanding of these issues can result only from a process of enquiry……. The enquiry method provides learners with ways of thinking critically and creatively about the problems or issues they study'* (Doc 1.1, p 11). The skills related to Outcome 1 *'the learner is able to demonstrate a range of geographical skills*

and techniques' are encapsulated as 'enquiry skills' (Doc 1.1, p 14) and in describing the key questions that geographers ask, the Learning Programme Guidelines note that these key questions *'form an enquiry route through which to study geography'* and '*help in developing progression in enquiry skills and techniques'* (Doc 1.2, p 26). In the **CAPS**, there are few references to underlying pedagogy, but the geographical skills on p 9 of Doc 2.1 clearly include those located in enquiry based pedagogy.

The NCS is an outcomes -based curriculum. The Geography curriculum statement (Doc 1.1) makes reference to this on p 2, and notes that this implies that a learner-centred and activity based approach to education is encouraged. Similarly, the CAPS document notes that one of the principles underpinning the curriculum is *'active and critical learning, rather than rote and uncritical learning of given truths'* (Doc 2.1, p 4). Constructivist principles underpin the South African version of, and so, by implication, the NCS for Geography as well. Although not an OBE curriculum, the CAPS principle noted here suggests that constructivist principles should underpin teaching and learning in the CAPS as well.

The evaluation team considered that all these implied broad approaches are appropriate to the teaching of Geography.

Neither curriculum provides guidance to teachers as to how to ensure that these broad pedagogical approaches are to be implemented in practice, though the CAPS does provide examples of the kinds of questions that should be asked in an enquiry based approach which teachers can adapt to different topics being studied (Doc 2.1, p 10).

The kind of teacher envisaged is more clearly described in the NCS than in the CAPS document. For the NCS, Doc 1.1 contains a paragraph describing the kind of teacher that is envisaged as '*one who is 'able to fulfil the various roles outlined in the Norms and Standards for educators – being mediators of learning, interpreters and designers of learning programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community member, citizens, pastors, assessors and subject specialists'* (Doc 1.1, p 5). No such description is given in the CAPS. However, given the highly specified nature of the curriculum as outlined earlier, it is likely that the role of the teacher will be narrower, including the roles of subject specialist and assessor, but not including that of the interpreter and designer of learning programmes, nor of materials, but rather implementer of the programme specified in the CAPS (Doc 2.1) using one of the textbooks approved by the Department of Basic Education because they comply with the specifications of the CAPS curriculum.

The kind of learner envisaged in the NCS is described in Doc 1.1, pp 4 – 5. Here it is noted that the learners must, among other things, demonstrate achievement of the outcomes, and an ability to think logically and analytically as well as holistically and laterally, and be able to transfer skills to unfamiliar situations. No actual description of the learner is given in the CAPS document. However, if the aims of the CAPS are met, the learners should develop similar competencies.

2.10 ASSESSMENT GUIDANCE

In Table 14, the number and types of assessment tasks specified in the NCS and the CAPS are indicated. Examples are provided of the dominant types of assessment specified for each. In addition, an indication is given of the degree of specificity and clarity of the assessment guidance provided in each curriculum. The specificity of guidance is rated as general, subject specific or both, with the degree of clarity being determined by a set of codes[6].

Table 14: Assessment		
	NCS	**CAPS**
Number of assessment tasks specified	Gr 10: 7 Gr 11: 7 Gr 12: 8	Gr 10: 7 Gr 11: 7 Gr 12: 8
Types of assessment specified	**Gr 10 & 11:** 3 assessment tasks 2 tests 2 exams	**Gr 10 & 11:** 3 assessment tasks 2 tests 2 exams
	Grade 12: 3 assessment tasks 2 tests 3 exams	**Grade 12:** 3 assessment tasks 2 tests 3 exams
Examples of dominant types of assessment specified	Test/exams	Test/exams
Specificity of assessment guidance (General / Subject-specific / Both)	Both	Both
Clarity of assessment guidance (High / Moderate / Low)	High	High

Assessment guidelines for the NCS are provided in 3 documents – Doc 1.1, 1.3 and 1.4, while for the CAPS they are provided in Section 4 of the single Doc 2.1, pp 49 - 60.

Table 14 indicates that the two curricula are similar with regard to specificity of assessment guidance, with both of them providing both general and subject specific information. They are both rated as having a high degree of clarity in regard to the guidance given, despite this clarity for the NCS having to be found across three documents.

Table 14 also indicates that the same number of assessment tasks are specified per grade in the two curricula - 7 in Grades 10 and 11, and 8 in Grade 12. Of these, tests and exams make up more than half of the tasks specified for each grade. In both curricula, all of the assessment is internal, apart from the final examination in Grade 12. In all years, the final examination (internal end of year in Grades 10 and 11, and the externally set national examination in Grade 12) count 75% of the total mark for the grade, while all the other tasks together count 25% (Doc 1.3, p 9 and15, Doc 2.1, p 53). Given that in each grade

[6] **High** - high degree of clarity - assessment information is detailed, specific, clear, and comprehensive, and is not likely to result in differing interpretations
Moderate - there is a moderate degree of information regarding assessment that is generally clear;
Low - there are broad statements about assessment that lack clarity and allow for multiple interpretations;
None - there is no guidance provided for assessment

there is also at least one other examination, and 2 tests, this form of controlled assessment is clearly dominant in both curricula.

Assessments which are not examinations or tests are referred to as assessment tasks. In the CAPS these include a data handling task, a map work task, and a research/essay writing task, which could encompass fieldwork (Doc 2.1, pp 53 - 54). In the NCS, there is less specification about these three assessment tasks, and these can take different forms, such as a research project (or assignment or fieldwork); a practical task (based on map skills and analysis) and a case study or creative response or data handling or contextual analysis) - with this broader range suggested but not prescribed (Doc 1.3, pp 9; 15). The same proportion of marks for each task/test/exam is specified in the CAPS and suggested in the NCS. In both curricula, the terms in which a task must be submitted, or test or examination written, is specified. Given that the range of possible tasks is more limited for the CAPS than the NCS, this specification becomes somewhat restrictive in the CAPS, with teachers on the evaluation team expressing frustration at having, for example, to do a data handling task in Term 1 when they might for good reason prefer to do the prescribed research task when that content is taught instead.

In both curricula, very clear and specific information is provided about the structure, type of questions to be set in various sections and the relative weighting of different cognitive levels of the examinations. In all examinations there are two papers - Paper 1, which is a theory paper, and Paper 2, which is a map work paper. The examination specifications are given for the NCS in Doc 1.3, pp 11 - 14 (Grades 10 and 11), pp 16 - 17 (Grade 12). In the CAPS, detailed specification of the examinations is given in Doc 2.1, pp 56 - 58.

From the descriptions provided thus far, it is clear that both curricula have a very high degree of specificity and clarity with regard to the required assessment practices in each.

Although very similar in many regards, there are several differences in the specified assessment practices between the CAPS and the NCS that need to be noted. Firstly, the six rating codes of the NCS (Doc 1.1, p 53) have become seven in the CAPS (Doc 2.3, p 21). In practice (especially in textbooks) the use of seven is preferred as Code 4 can be used as a median. In addition, the extra level has meant that level 5 of the NCS, which was 60 – 79 %, has been split into two levels, from 60 – 69%, and from 70 to 79, allowing for finer grading of learners' work. The evaluation team thus felt that the change is a sensible one.

While the marks and times allocated to the examination papers remain the same in Grade 10, the marks and times allocated to Paper 1(theory) and Paper 2 (map work) have changed in Grades 11 and 12 from the NCS to the CAPS (see Table 15) (Doc 1.3, p 12; Doc 2.1, pp 56 - 58). In these grades, the number of marks for Paper 1 has decreased from 300 to 225, and the number of marks for Paper 2 has decreased from 100 to 75. Thus, in both these papers, candidates will have more time proportionally in the examinations to earn the marks allocated to the papers.

Table 15: Time and mark allocations for Papers 1 and 2				
	NCS		CAPS	
	Paper 1	Paper 2	Paper 1	Paper 2
Gr 10 mid-year	2hrs; 140 mks	1.5 hrs; 60 mks	2hrs; 140 mks	1.5 hrs; 60 mks
Gr 10 end of year	2 hrs; 225 mks	1.5 hrs; 75 mks	3 hrs; 225 mks	Same as NCS
Gr 11 mid-year	2 hrs; 200 mks	1.5 hrs; 100 mks	3 hrs; 225mks	1.5 hrs; 75 mks
Gr 11 end of year	3 hrs; 300 mks	1.5 hrs; 100 mks	3 hrs; 225 mks	1.5 hrs; 75 mks
Gr 12 mid-year	2 hrs; 200 mks	1.5 hrs; 100 mks	3 hrs; 225 mks	1.5 hrs; 75 mks
Gr 12 trial	3 hrs; 300 mks	1.5 hrs; 100 mks	3 hrs; 225 mks	1.5 hrs; 75 mks
Gr 12 final/external	3 hrs; 300 mks	1.5 hrs; 100mks	3 hrs; 225 mks	1.5 hrs; 75 mks

The breakdown of marks for Paper 2 is allied to the changes in times and number of marks described above is. In the NCS, marks are allocated for 'map work skills' and the application of theory, in the proportions 40:60 in Grade 10, and 20:80 in Grades 11 and 12. In the CAPS, marks are allocated according to a different system to multiple choice questions (20% except for Grade 10 mid-year, when it is 16.6%); map calculations (26.6% except in the Grade 10 mid-year paper when it is 33.3%); analysis and interpretation of a topographic map and a photograph (33.3%) and to GIS (20%) except in the Grade 10 mid-year examination when it is 16.6%). This is a helpful breakdown, though teachers might well need more guidance as to what content is to be covered in the multiple choice questions, and where skills such as giving directions or reading symbols will now be located. The team also felt that it would be beneficial if the CAPS Grade 12 mid-year examination to be structured in the same way as the examination at the end of the year, in order to afford learners appropriate practice for the final examination.

A fourth change between the NCS and the CAPS lies in the way in which levels of cognitive demand are named, allocated to orders of high, middle and low cognitive demand, and the relative weightings given to these orders. In the NCS, the terms used are based on Bloom's taxonomy (Bloom et al, 1956) – knowledge, comprehension, applications, analysis, synthesis and evaluation, with knowledge in the lowest order, comprehension in the middle order and all the others in the highest order (Doc 1.3, p 11 and p 16). In the CAPS (Doc 2.1, p 52), the cognitive demand levels are named according to the revised Bloom's taxonomy (Anderson *et al*, 2001), and are classified as follows: Remembering (incorrectly equated with knowledge in the policy document) in the lowest order; understanding and applying in the middle order; and analysing, evaluating and creating in the highest order.

Essentially, while much of the classification remains the same, there are shifts from the highest order in the NCS to the middle order in the CAPS. In addition, as can be seen in Table 16, the relative weightings in each order remain the same for Grades 10 and 11. Given that applying is now in the middle order according to the revised taxonomy, there has in effect been a shift upward in the level of cognitive demand in the examinations in these grades in the CAPS. This upward shift is more noticeable in Grade 12 (see Table 16), where the percentage of marks in the lowest order has decreased by 5%, and,

though the same is true of the percentage in the highest order, this is again offset by the increased demand in the middle order of demand because of applying now being located there. This is highly commendable, making the merit of the qualification (the NSC) more significant, meaningful and dependable as a standard of accomplishment.

Table 16: Weighting of marks (percentage) across cognitive levels in the two curricula						
	Low order		Middle order		High order	
	NCS	CAPS	NCS	CAPS	NCS	CAPS
Grade 10	40	40	40	40	20	20
Grade 11	30	30	50	50	20	20
Grade 12	30	25	40	50	30	25

Finally, there is a difference in the degree to which each curriculum offers support to teachers in actually assessing the standard achieved by their learners. While in the NCS, the ASs and outcomes are not always described in accessible language, as noted earlier, nor are they well integrated with the lists of topics specified for each grade – also noted above, in Sections 2.3 and 2.4 they do give some indication of what constitutes achievement of the outcomes. In addition, the NCS provides broad descriptions of different levels of competence at each grade, noting especially additional competences that distinguish each level from the one below (Doc 1.1, pp 56 - 67). No comparable descriptions are given in the CAPS policy document (Doc 2.1). So, while there is a clearer statement of what is to be learnt, there is no indication of how this learning should be measured, or of what constitutes achievement of this learning at different levels.

2.11 CURRICULUM INTEGRATION

2.11.1 Integration between subjects

The extent of the integration between subjects in the NCS and the CAPS is indicated in Table 17 below, having been determined using a set of codes[7].

Table 17: Integration between subjects		
	NCS	CAPS
Level of integration (High/moderate/low)	Low	Low
Examples	No relevant examples	No relevant examples

There are many areas where there are possibilities for integration between Geography and other subjects in the curriculum, such as with Mathematical literacy (bearing), Physical Science (minerals, gradient, bearing/vectors), Business Studies and Economics (the structure of the economy and economic development), Tourism, Life Sciences (ecosys-

[7] **High** – frequent and explicit references are made to integration with other subjects in the curriculum
Moderate – in a few places reference is made to other subjects or connection to topics in other subjects is made
Low – the subject is very separate from other subjects in the curriculum and there is very little or no referencing of other subjects

tems and population evolution and continental drift) and with languages and visual arts though a host of communication skills that are embedded in the Geography curriculum. However, opportunities for integration are not made explicit in either the NCS or the CAPS, which is why the level is given as low for both in Table 17, and no examples have been provided. In the NCS, there is a paragraph which refers in general to the importance of the 'integration of knowledge and skills across subjects and terrains' (Doc 1.1, p 3), but these ideas are not contextualised for the Geography curriculum. There is not even such a generic reference in the CAPS. As a result, the onus is on the teacher to recognise and make the connections.

In both curricula, as noted above (in Section 2.5.3), there is an emphasis on bridging the divide between Physical and Human Geography, and several instances where both curricula specify the need to do this. No other integration between topics is suggested and neither curriculum has taken an integrated approach to the study of the content. The one exception could be the NCS Grade 10 topic 'The significance of water masses', (Doc 1.1, p 28) already discussed, but as already noted, the sub-topics here, though all on the same broad theme, are largely independent of each other, and thus the topic is not actually an example of integration.

2.11.2 Integration with the everyday world and knowledge of learners

Table 18 below indicates the level of integration between the formal subject knowledge in Geography in the NCS and the CAPS and the everyday (general) knowledge of learners at this stage of their development and in this context[8].

Table 18: Integration between subject and everyday knowledge

	NCS	CAPS
Level of integration (High/moderate/low)	Moderate	Moderate
Example 1	Grade 11: Water as a critical resource in South Africa	Grade 10: Climate
Example 2	Grade 10: People and organisations Grade 12: Climate	Grade 10: Population, HIV and AIDS Grade 11: Development

In the **NCS** integration of curriculum content and learners' everyday world is supported by LO 2 and 3, as these outcomes both refer to the need for learners to know about and have critical understanding of human and physical processes and patterns in their environments, and to apply their knowledge and skills to challenge and address socio-economic and environmental injustices (Doc 1.1, pp 15 - 16). There are many examples of

[8] **High** – Learners' everyday world and knowledge, the world of work and communities are constantly referenced and form part of the knowledge specified in the curriculum
Moderate – Learners' everyday world and knowledge, the world of work and of learners' communities are referenced in a few places in the curriculum
Low – The curriculum emphasises subject-specific knowledge, and there are no or almost no references to the everyday knowledge of learners and their communities or the world of work

places where the curriculum requires teachers to link content to the world beyond the classroom, such as in Grade 10 'Climate' where they are to study case studies of human impacts on climate in Africa (Doc 1.1, p 26); the study of civic, national, continental and global organisations (Doc 1.1, p 27), the impact of weather systems on South Africa's weather and climate in Grade 12 (Doc 1.1, p 37) and the distribution and supply of water to South African citizens, also in Grade 12 (Doc 1.1, p 45).

In the **CAPS** there are also overt expressions of the need to link content to the real world, and also to learners' personal lives. For instance, one of the listed attitudes and values and which geography is said to foster is *'the application of geographical knowledge and skills in learners' personal lives'* (Doc 2.1, p 9). Several of the aims implicitly require a link between school knowledge and the broader world beyond the school. The best example of this is: *'making and justifying informed decisions and judgement about social and environmental issues'* (Doc 2.1, p 8). Again, there are many examples where the content requires such integration, for instance, *'the impact of climate and climate change on Africa's environment and people'* (Doc 2.1, p 21); *'HIV infection rates in South Africa'* (Doc 2.1, p 25); '*factors affecting the availability of water in South Africa'* (Doc 2.1, p 26) and *'the role of state and business in development in South Africa'* (Doc 2.1, p 34).

In both the curricula, the emphasis is on global, continental and South African contexts, and little reference is made to the world of work, or community contexts, which is why the rating for both curricula in Table 18 is moderate rather than high. Explicit specific local examples are not mentioned in either curriculum, so the teacher would be responsible for bringing them to lessons and relating pertinent information gleaned from discussion of current affairs and news items to the curriculum, and for helping learners apply knowledge to their own contexts. Teaching using local examples will facilitate learners' understanding of more distant and broader abstract themes.

2.12 CURRICULUM OVERVIEW

2.12.1 Curriculum coherence

Curriculum coherence refers to the extent to which a curriculum reflects a logic (often inherent in the nature of the discipline itself) in the organisation of topics, where the key ideas of the subject and their development over time, is evident.

The NCS is coherent in its design according to the principles of OBE. The curriculum is structured around the LOs and ASs, and the organisation of the content is given in broad outline, allowing for teachers to interpret this in a way that best enhances the learning program that they design. Although this is unlikely to be realised in practice in South Africa, where some teachers lack a solid foundation in terms of subject knowledge and teaching expertise, there is still a clear coherence in the overall value-base, intention and structure of the curriculum.

Similar coherence is somewhat more difficult to trace through the CAPS. As noted earlier (in Section 2.9), there is no explicit statement of the underpinning educational approach, nor of the role of the teacher or learner. It can be inferred, though, that the Geography curriculum favours an enquiry-based pedagogy, with active and critical engagement with content. Many of the aims of the curriculum are in accord with these inferences. However, the extremely prescriptive way in which content is outlined is not consonant with these inferences, implying instead a reversion to a traditional teacher-centred, content-based syllabus. The CAPS claims to encourage '*an active and critical approach to learning, rather than rote and uncritical learning of given truths*' (Doc 2.1, p 4), but little in the articulation of the content serves to guide teachers about how to ensure that this aim is achieved.

As noted in Section 2.3, in terms of its structure, the CAPS is generally more coherent than the NCS in that it consists of one document with all the relevant information, as opposed to the several that exist for the NCS, all of which the teacher must consult to implement the curriculum. In addition, the information in these various sources is sometimes contradictory.

In both curricula, the content specified is coherent with the discipline of Geography and its role in education, as was discussed in the introductory section of this report, and in Section 2.5. The four big ideas of Geography are reflected in both the curricula; the content of both has topics from both human and physical Geography with an emphasis on the interrelationships between these two broad focuses; and the skills, attitudes and values in both the curricula accord well with both the discipline and current views on its potential role in the curriculum. The inclusion of GIS in both curricula, albeit at an elementary level, is seen as an important development in terms of keeping school geography abreast with technological developments of relevance to the discipline. Despite these similarities, the team felt that there is better coherence in the CAPS than in the NCS in terms of the selection and sequencing of topics across the three grades, particularly as topics in climate and geomorphology are included in all three grades in the CAPS, while there is a gap in the specification of these in Grade 11 in the NCS.

2.12.2 Implications for South African context

The content in each curriculum was seen to be very similar, and generally relevant for the South Africa contexts, requiring that learners consider global, regional and local contexts for the topics studied. This allows learners to develop a good knowledge of their own environments, as well as to develop sensitivity to global issues and the links between them. The emphasis in both curricula on learning about social and environmental issues, and engaging with strategies for addressing these, is important in preparing learners to participate in debates of significance to their lives beyond the school.

To some extent, the emphasis on social equality, which is strong in the NCS, has diminished in the CAPS. However, past issues have not been ignored. For example, population

density in former homelands and soil erosion in those areas and the physical disparity that is still evident should be addressed. However, there is little explicit reference to historical context and explanation of how and why the spatial patterns developed. Inclusion of this would strengthen understanding of the current South African context, and ultimately contribute to addressing its social, economic, political and environmental concerns as learners are educated to meet responsibilities of citizenship and live in a sustainable way.

In Section 2.3 of this report it was argued that the NCS is generally not a user friendly curriculum for a variety of reasons. To a large extent, the CAPS has addressed many of the concerns about the NCS, and is thus currently a more appropriate curriculum for South African schools. In particular, the structured outline of content in the CAPS is more likely to enable the development of geographic knowledge and skills than the open, non-prescriptive approach of the NCS. The more loose and open-ended structure of the NCS was intended to allow teachers a high degree of creativity and flexibility. However, this approach relies on a body of teachers who are confident in their subject knowledge, and are able to adapt to the varying needs of learners. In reality, the under-specification in the NCS led to a great deal of confusion and inconsistency in how the curriculum was implemented, and increased the divide between well-resourced and under-performing schools. The greater level of specification in the CAPS is helpful for guiding teachers who do not have a strong knowledge base or teaching expertise. Since most South African teachers are not confident in their subject knowledge (Taylor 2008), this is an important characteristic of the CAPS, and suggests that the CAPS is an appropriate curriculum for the present South African context.

2.12.3 Assumptions regarding teacher expertise

Both curricula (the NCS and the CAPS) specify content that is strongly subject based, and at times, quite complex. Both therefore require teachers with strong subject knowledge and understanding. A wide range of subject specific skills and techniques must be developed, such as map work and field work, and thus the teacher must be competent in these, too, as well as in more general literacy, information processing and numeracy skills. Through designing and planning, teachers should be able to provide learners with practical examples, demonstrations and fieldwork opportunities.

Because of the need to contextualise the work for learners in their own environment, teachers need a good knowledge of the South African context, a willingness to keep up to date with current socio-political debates and issues, and an ability to link theoretical work to the environments (natural, built and social) in which their learners are located. This means that they must be able to conduct research into and 'read' these contexts from their own observations. In addition, Geography teachers must be able to use the discipline to help learners develop the attitudes and values toward people and the environment described in both curricula. Teachers need the pedagogical expertise to implement an enquiry-based approach in their work, and to help learners develop

competence across a range of cognitive levels in the context of Geography. An ability to move beyond traditional transmission teaching toward more activity based and learner-centred methods is essential.

As topics such as GIS develop, teachers will increasingly need the relevant computer skills on which this work is based. More broadly, since the subject requires the inclusion of visual aids to illustrate examples of a range of features and settings, it is expected that all teachers have good information technology (IT) skills.

Both curricula include school-based assessment in each grade, with external assessment only introduced in Grade 12. There is thus an assumption that teachers will be able to set the prescribed tasks, and assess their learners' work effectively.

While preparation and planning are essential skills for teachers of either curriculum, the NCS definitely places more demand on teachers to design their own learning programmes and to plan the pace at which they must move through the content. In the CAPS, as mentioned in Sections 2.7 and 2.8 of this report, teachers are given far greater support in these areas of their work.

2.13 CONCLUDING REMARKS

The analysis of the two curricula provided above suggests the following:

- The CAPS is a streamlined development of the NCS, as was intended. Instead of several documents, there is one with all the required information about the curriculum aims, content and assessment. It is less complex, as there are no outcomes or ASs to integrate into practice along with delivering and assessing content; the language used is simpler. These features make the CAPS more user friendly than the NCS (Section 2.3 and Table 3).
- There is a noticeable similarity between the outcomes of the NCS and the aims of the CAPS. The latter are, however, expressed more simply. Similar skills, attitudes and values are intended to be developed through both curricula (Section 2.4 and Table 4). These are considered to be appropriate for the curriculum in terms of both the discipline itself, and its potential role in a South African learner's education.
- The CAPS has a stronger emphasis on subject knowledge than the NCS. Although much of the content is the same, the content to be covered has been better specified in the CAPS, with more detail provided than in the NCS. Without outcomes and ASs, there is more focus on the content as something to be learnt in its own right, not as a vehicle for achieving the outcomes (Section 2.5.1; 2.5.3 and Tables 5, 7 and Annexure A).
- The CAPS covers less content than does the NCS, as two topics have been removed entirely, and only shorter sub-topics added. Nonetheless, the CAPS contains sufficient appropriate content for a curriculum at this level, and it is hoped that less

breadth will allow greater depth of study. The decrease in breadth is most evident in Grade 12 (Section 2.5.1 and Table 5).

- The topics and skills included in the content to be taught/learnt in both curricula are considered to reflect a strong discipline base, with the CAPS being stronger. Current trends in the study of the subject are apparent, including some integration of the physical and human components of the discipline. There is an expressed emphasis on the inclusion of issues of social and environmental justice, human rights and the value of indigenous knowledge and diversity in both curricula. These aspects are perhaps more overtly linked to the content to be taught as specified in the NCS than in the CAPS (Section 2.5.4).
- About half of the topics in both curricula are rated at level 3 (out of 4, the highest level) with regard to depth, or degree of relative cognitive complexity. Level 2 is the next most heavily weighted in both, and level one the least weighted level. There was no noticeable increase in the percentage of topics at high levels from Grade 10 to Grade 12, with each grade in both curricula having a similar mix of topics at the four levels. Overall, the spread of depth weightings across levels was considered appropriate for learners in this phase (Section 2.5.2, and Table 6).
- The subject emphasis within the phase is very clear in the CAPS, but difficult to determine in the NCS, as there is contradictory information about the number of hours for the subject, and the number of hours of instructional time per week. However, it is probable that it is equivalent. The team felt that the weighting of the topics in the CAPS is appropriate for the amount of content to be covered in each, and the relative weighting on human and physical geography topics is appropriate. No comment was possible on topic weighting in the NCS because of the lack of specification of this in the curriculum (Sections 2.6.1 and 2.6.2, and Tables 8 and 9).
- Pacing is clearly specified in the CAPS, and was considered reasonable. This aspect is poorly specified in the NCS, but can be inferred from the topics specified for each grade, and appears fast. The CAPS pacing therefore seems an improvement on that of the NCS (Section 2.7; Table 10). The team agreed that the high degree of specification of pacing in the CAPS was useful as a guideline, but should not be so prescriptive that teachers are not able to adjust it to meet the needs of their learners.
- The sequence in which topics must be taught is highly specified in the CAPS, but not specified in the NCS, although it can be inferred from the order in which content is presented, and from illustrative learning programmes. The sequence of topics is very similar in both curricula, and was generally thought to be appropriate. However, there were concerns with some of the topic sequencing in the NCS which have been resolved in the CAPS. Some concerns about sequencing of some sub-topics in a few cases remain with regard to the CAPS. There was some concern expressed about the CAPS being over prescriptive, and teachers not being able to respond flexibly to opportunities to link their work to current events if compelled to stick rigidly to the specified sequence (Section 2.8; Table 11).
- The indication of progression was considered 'moderate' in both curricula. Neither

the NCS nor the CAPS contains obvious progression from topic to topic within a grade. For certain topics, such as map work, there was progression from Grade 10 to Grade 12. This lack of progression is partly attributable to the 'stand alone' nature of the topics. In both curricula, generally, there was more well-defined progression in the sub-topics within the topics (Section 2.8.2, and Table 12).

- Specification of pedagogical approach is weak in both curricula. However, in both, the inference can be made that an enquiry based approach, in which learners are actively engaged in learning is favoured. For the NCS, as it is an outcomes - based curriculum, constructivism seems to be an underpinning theoretical base. The evaluation team thought that an enquiry based approach was thought to be appropriate for both these curricula. Very little guidance is given in either curriculum as to how best to implement an enquiry based approach (Section 2.9; Table 13).
- Assessment is highly specified in both curricula. There is more flexibility in the choice of type of assessment tasks in each term in the NCS, which the team considered preferable to the inflexible specification in the CAPS. Learners would be under less time pressure in the CAPS examinations than in the NCS. The team were of the opinion that weighting of marks across the cognitive orders in the CAPS is appropriate (Section 2.10; Tables 14,15 and 16).
- In neither curriculum is there strong integration with other subjects. There is a stronger integration with everyday knowledge – to similar degrees in both curricula. However, teachers themselves will need to be able to identify opportunities to link curriculum knowledge to current events and the learners' specific local contexts and experiences (Section 2.11.1 and 2.11.2; Tables 17 and 18).
- Both curricula comprise a series of topics, which, to a large extent, are self-contained and do not necessarily link to each other. Where they do progress from grade to grade, there is stronger coherence in the CAPS than the NCS. Coherence is evident within each topic (Section 2.12.1).
- The content, skills and attitudes and values underpinning each curriculum are similar, and appropriate for the South African context. However, to some extent, the focus on social and environmental issues has decreased from the NCS to the CAPS. Given the greater clarity of the CAPS, and its more accessible language, it is more appropriate for the South African school context. However, the team felt that, while the greater clarity and specification of the CAPS supports teachers better than the NCS, there is a danger that, if teachers are constrained by having to implement the CAPS exactly as specified, it will be too restrictive, preventing teachers from making appropriate changes to meet the needs of learners in various contexts (Section 2.12.2).
- Both curricula assume that teachers with a strong subject knowledge, and competence in subject-related as well as more generic skills. They must be aware of current social and environmental issues and debates, and be able to link these to local contexts. In addition, it is assumed that they will be able to implement an enquiry based approach to teaching the subject, and to be competent in designing and marking assessment tasks. The NCS makes greater demands on teachers than does

the CAPS with regard to the design of learning programmes and decision making with regard to the sequence and pacing of content delivery (Section 2.12.3).

In short, the CAPS has streamlined and strengthened the NCS through restructuring and capturing the core ideas of Geography and reinforcing them appropriately. The sequencing of topics has been improved. Care must be taken that its greater specificity does not lead to inflexibility in its implementation, and that the low level of guidance with regard to pedagogy, and the strong emphasis on subject knowledge in its own right, do not by default favour a 'transmission' mode of delivery.

2.14 RECOMMENDATIONS

- Emphasis on social equality should be strengthened through the mention of explicit historical contexts and why the existing spatial patterns have developed and remained intact in the content statements.
- While the kinds of assessment tasks should be specified, teachers should have the option to do them in the context of the content they choose – i.e in whichever term they choose, or to do them as specified, but have the option to do additional tasks in other terms, and to use the best mark for the programme of assessment mark.
- Greater guidance in a 'teacher's guide' as to the pedagogical approach to adopt is required so that teachers do not lapse into dependence on rote learning.
- The four Big Ideas should be constantly referred to and explained and be standard practice for lesson and topic delivery.
- The demands made with regard to the use of GIS must respond to the practicality of available resources. As the provision of Information Communication Technology (ICT) resources develops, the curriculum should be adapted to include the use of these for GIS, not only paper GIS. An ICT-based GIS assessment task could be considered as an option for those schools with ICT capability.
- Paper 2 of the Grade 12 final examination specifications should be changed so that the 20 marks for calculations include map work skills as well. There should be 20 marks for calculations and map skills (eg CAPS Doc 2.1, pp 56-58).
- In order to meaningfully implement the curriculum properly, schools should have adequate and relevant resources for teachers to use (eg GIS programs and computers, thermometers, globes, atlases, textbooks).
- The terminology and editing changes noted in Section 2.5.4 should be addressed in revised versions of the document.

3 GEOGRAPHY: A COMPARISON OF NCS AND CAPS FOR THE FET Phase

The exit-level outcomes for Geography in the FET Phase can be inferred from various sections in the CAPS (DBE 2011): the specification of content and skills for Grade 12 in Doc 2.1, pp 40 - 48; the specification of geographic skills and techniques for all three grades, as Grade 12 encompasses them all (Doc 2.1, p 20); Section 2 which gives information about the nature of Geography and its role in education, and from the information about assessment (Doc 2.2, pp 49 – 59).

In Tables 19 and 20 below, the content topics and skills are treated separately. Table 19 contains the content topics that are covered in the final Grade 12 examination, clustered under the broad content areas.

Table 19: Content Topics Examined at Exit (Grade 12)	
Sub-Topic heading	**Broad details of content in Grade 12**
Topic 1: Climate and weather	
Mid – latitude cyclones	• General characteristics • Conditions necessary for their formation • Stages of development • Weather patterns associated with cold, warm and occluded fronts
Tropical cyclones	• General characteristics • Conditions necessary for their formation • Stages of development and related weather patterns • Reading and interpreting satellite images and synoptic weather maps • Impact of tropical cyclones on human activities and the environment • Strategies that help prepare for and manage effects of tropical cyclones
Subtropical anticyclones and associated weather conditions	• Location of subtropical high pressure cells that affect South Africa • General characteristics of these high-pressure cells • Anticyclonic air circulation around South Africa, and its influence on weather and climate • Travelling disturbances associated with anticyclonic circulation: moisture front, line thunderstorms, coastal low pressure systems and South African berg winds • Reading and interpreting satellite images and synoptic weather maps that illustrate weather associated with subtropical anticyclonic conditions.
Valley climates	• the micro-climate of valleys (the effect of the slope aspect); • Development of anabatic and katabatic winds, inversions, frost pockets and radiation fog; and • The influence of local climates on human activities such as settlement and farming.
Urban climates	• Reasons for differences between rural and urban climates; • Urban heat islands – causes and effects; • Concept of pollution domes – causes and effects; and • Strategies to reduce the heat island effect
Topic 2: Geomorphology	
Drainage systems in South Africa	• Important concepts: drainage basin; catchment area, river system, watershed, tributary, river mouth, source, confluence, water table, surface run-off, groundwater • Types of rivers -permanent, periodic, episodic and exotic • Drainage patterns: dendritic, trellis, rectangular, radial, centripetal, deranged and parallel • Stream order and density • Discharge of a river – laminar and turbulent flow

Table 19: Content Topics Examined at Exit (Grade 12) (continued)	
Sub-Topic heading	**Broad details of content in Grade 12**
Fluvial processes	• River profiles and relationships to stages of a river • Identification and description of fluvial landforms • River grading • Rejuvenation and resultant features • River capture • Superimposed and antecedent drainage
Catchment and river management	• Importance of managing drainage basins and catchment areas • Impact of people on drainage basins and catchment areas • Management strategy of a selected catchment area in South Africa
Topic 3: Settlement	
Study of settlements	• Concept of settlement • Site and situation • Rural and urban settlements • Settlement classification according to size, complexity, pattern, function
Rural settlements	• How site and situation affect the location of rural settlements • Classification of rural settlements according to pattern and function • Reasons for different shapes of settlements: round, linear, T-shaped, crossroad • Land use in rural settlements
Rural settlement issues	• Rural-urban migration • Causes and consequences of rural depopulation on people and the economy • Social justice issues in rural areas, such as access to resources and land reform
Urban settlements	• The origin and development of urban settlements – urbanisation of the world's population • How site and situation affect the location of urban settlements • Classification of urban settlements according to function, such as central places, trade and transport, break of bulk points, specialised cities, junction towns and gateway towns or gap towns
Urban hierarchies	• The concepts of urban hierarchy, central place, threshold population, sphere of influence and range of goods • Lower and higher order functions and services • Lower and higher order centres
Urban structure and patterns	• Internal structure and patterns of urban settlements • Land use zones • Concept of urban profile • Factors influencing the morphological structure of a city • Models of urban structure, such as multiple-nuclei model, the modern American-western city, the Third World city and the South African city • Changing urban patterns and land use in South African cities
Urban settlement issues	• Recent urbanisation patterns in South Africa • Urban issues related to rapid urbanisation: lack of planning, housing shortage, overcrowding, traffic congestion and problems with service provision • The growth of informal settlements and associated issues case studies from the world and South Africa • Case studies that show how selected urban areas in South Africa are managing urban challenges, handling environmental, economic, and social justice concerns

Table 19: Content Topics Examined at Exit (Grade 12) (continued)	
Sub-Topic heading	**Broad details of content in Grade 12**
Topic 4: Economic Geography of South Africa	
Structure of the economy	• Economic sectors (primary, secondary, tertiary and quaternary) • Economic sectors' contribution to the South African economy: value and employment
Agriculture	• Contribution of agriculture to the South African economy • The role of small-scale farmers and large-scale farmers • Main products produced: home market and export market • Factors that favour and hinder agriculture in South Africa, such as climate, soil, land ownership and trade • the importance of food security in South Africa – influencing factors • Case studies related to food security in South Africa
Mining	• Contribution of mining to the South African economy • Significance of mining to the development of South Africa • Factors that favour and hinder mining in South Africa
Secondary and tertiary sectors	• Contribution of secondary and tertiary sectors to the South African economy • Types of industries, such as heavy, light, raw material orientated, market orientated, footloose industries, ubiquitous industries and bridge (break of bulk point) industries • Factors influencing industrial development in South Africa, such as raw materials, labour supply, transport infrastructure, political intervention, competition and trade • South Africa's industrial regions - Gauteng (PWV), Durban-Pinetown, Port Elizabeth-Uitenhage, South-western Cape – factors influencing their location - main industrial activities (Case studies from South Africa to illustrate the above)
Strategies for industrial development	• Overview of apartheid and post-apartheid industrial development strategies • Concept and distribution of industrial Development Zones (IDZs) • Case studies of two Spatial Development initiatives (SDIs) • Issues associated with industrial centralisation and decentralisation
Informal sector	• Concept and characteristics of informal sector employment • Reasons for high informal sector employment in South Africa • Challenges facing South Africa's informal sector

Table 20 below summarises the skills that are both stated and implicit in the formulation of content statements, the introductory overview of the nature of Geography and of Geography in the FET curriculum and in assessment guidelines in the CAPS (Doc 2.1). They have been categorised into two broad categories, each with subcategories.

Table 20: Skills both stated and embedded in the CAPS for Geography	
Geographic skills and techniques	
General mapwork skills and techniques – atlas, 1; 50 000 topographic maps and other maps	• Measure straight and curved line distances on large and small scale maps, including 1;50 000 topographic maps • Convert map distance to ground distance using various scales • Determine direction using compass points and bearing • Calculate magnetic bearing • Give and find exact position of features and places using alphanumeric grids, and 4 and 6 digit figure co-ordinates; and relative position using direction and magnetic bearing • Read symbols • Draw sketch maps

Table 20: Skills both stated and embedded in the CAPS for Geography (continued)	
	• Cross reference from one map to others • Calculate area of regular and irregular shapes • Identify features and patterns in spatial distribution • Identify changes over time from maps of places at different dates • Apply theoretical knowledge to map information to describe, explain and predict events, patterns, and processes
Mapwork techniques related to 1:50 000 maps	• Draw accurately, sketch and interpret cross sections • Determine vertical exaggeration of a cross section • Determine intervisibility • Calculate gradient • Locate a map within the 1:50 000 referencing system
Techniques related to photographs	• Identify features • Orientate photos and maps • Compare information on photos with that on maps
Concepts and skills related to GIS	• Understand the concept of GIS and associated concepts: - Spatial and attribute data; vector and raster data - data standardization and data security; scales; - spatial and spectral resolution; - data manipulation: data integration, buffering, querying and statistical analysis - Capture different types of data from existing maps photographs, fieldwork or other records on tracing paper to make a paper GIS • Interpret satellite images in context of content areas studied
Synoptic weather maps	• Interpret pressure patterns shown by isobars • Interpolate wind flows • Interpret station models • Identify weather systems • Describe and explain present weather conditions, • Predict and explain likely future changes in weather systems and conditions.
Research and information processing skills	
Work with data	• Draw bar and line graphs • Interpret bar, line, pie and other graphs, including population pyramids • Tabulate data, and interpret information in tables • Use basic numerical skills: fractions, ratios, rates, proportions, percentages, mean, average • Use data in formulae • Categorise and classify
Work with diagrams	• Draw and label diagrams – illustrative, flow, cycle • Interpret information provided in diagrams
Fieldwork	• Collect and record data using a variety of techniques - Observation - Measuring (including using weather instruments) - Interviewing • Process, collate, interpret and present fieldwork findings
Note about fieldwork in Grade 12 No fieldwork is specified in the CAPS content for Grade 12; the content specified for fieldwork noted above has a proviso 'time permitting' next to it (Doc 2.1, p 16). It is included as one of the suggested tasks for assessment (Doc 2.1, p 54) and so some candidates might do some fieldwork in this grade. Fieldwork skills above are derived from information for all three grades, shown on page 16 of the CAPS (Doc 2.1).	
Language and cognitive skills	• Write short answers, paragraphs and essays (essay is an optional assessment task; Doc 2.1, p 53) • Present a research report – written/orally (optional assessment task, Doc 2.1, p 53)

Table 20: Skills both stated and embedded in the CAPS for Geography (continued)	
	• Express and support a point of view • Formulate questions • Analyse and synthesise information from different sources • Critically evaluate information(such as detect bias; identify points of view; accuracy) • Use and analyse case studies (implied: read for comprehension; apply general principles to specific cases; identify relevant and key information) • Categorise and classify information (implied) • Compare and contrast; differentiate (implied) • Identify issues, challenges, relationships and influencing factors • Suggest solutions to problems • Link cause and effect • Evaluate impacts and strategies • Define and explain concepts: Implied: use subject specific terminology correctly • Describe and explain relationships, patterns, processes, trends • Predict possible future events, tends, impacts • Identify relationships between the physical and human environments • Translate between symbolic and textual representation
Social skills	• Work collaboratively and independently • In reasoning and making judgements, demonstrate, where appropriate: - sensitivity to and concern for the environment and the need for sustainable development - an aesthetic appreciation of the earth, including its people, their activities, places, landscapes, natural processes and phenomena - an appreciation of the attitudes, values, beliefs and indigenous knowledge systems of others in cultural, economic, environmental, political and social issues that have a geographical dimension - an awareness of the contrasting opportunities and constraints of people living indifferent places and under different physical and human conditions - a willingness to review own attitudes in the light of knowledge and experiences • Apply geographical knowledge and skills in learners' personal lives

a) The **exit level outcomes** described in Tables 19 and 20 are considered adequate and appropriate. Learners are required to demonstrate competence at a range of cognitive levels, and to develop generic skills in literacy and numeracy, as well as key geographic skills and techniques. One gap that was noted is the lack of an ICT base to the GIS work, with only a paper GIS being required. This is understandable in the context of the country as a whole, but it is hoped that over time learners will increasingly have access to the technology required for this work. The content covers both physical and human Geography, and requires links to be made between these two dimensions of the subject. There are several large topics that are not examined in Grade 12 – such as population, development and various aspects of geomorphology and climate. However, the choice of topics for Grade 12 is appropriate, and in many cases they are the natural exit point for work done in previous years and allow for meaningful application of theory to map work interpretation.

b) Across the phase as a whole, there are 12 broad content areas. The **emphasis on the various content areas** is appropriate over the phase. There is a good balance

between physical and human geography topics (four of each), while two more integrated topics on the sustainable uses of resources are also included. Geographic skills and techniques are built up over the three years, and the requirement that these be integrated into the study of the other topics is sensible, as is the specification of time allocated to this work. Over the three years, the content is studied at different scales, giving learners appropriate perspectives on systems, processes and issues in local, regional and global contexts. In addition, there is an appropriate balance between theoretical work and its application in various contexts, though in the settlement section some work on land use competition might be included.

c) **The skills directly specified** are generally appropriate. However, the fact that essay writing is optional is problematic, and learners should be expected to apply skills of more sustained writing developed in languages to work in Geography, too. While there are logistical considerations associated with practical and fieldwork, opportunities should be created for learners to develop the skills associated with these in the phase. This is an area in which teachers might need support beyond that offered in the CAPS. While geographical skills and techniques are very clearly specified, it would be helpful to make more specific reference to some of the generic language skills implied in the CAPS, and encapsulated by aims such as 'practising essential transferrable skills – literacy, numeracy oracy and graphicacy' (Doc 2.1, p 8).

d) **The emphasis on cognitive skills** is appropriate as a wide range of skills, including high order skills, is included. These skills are noted in the introductory section where reference is made to the curriculum aiming to develop a range of subject specific skills – such as interpreting and evaluating data, making decisions and judgements, and suggesting solutions to problems (Doc 2.1, p 9), and also in the examples of assessment activities, which include analysing and synthesising information from different sources, evaluating arguments, expressing and /or supporting or disagreeing with a point of view. The geographic skills and techniques also refer to a wide range of cognitive skills, including higher order ones. However, as can be seen in Table 19, the statements of content to be covered do not by and large suggest the need to do more than remember and perhaps understand the concepts listed. There is, however, clear and appropriate weighting of cognitive levels in the assessment guidelines in the final section of the document (Doc 2.1, p 52), which must influence the teaching of the content.

4 HISTORY: A COMPARISON OF THE NCS AND CAPS FOR THE FET Phase

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4.1 INTRODUCTION

4.1.1 The features / characteristics of History

According to the CAPS FET for History (Doc 2.1, see Section 4.2 for references):

> History is the study of change and development in society over time. The study of History enables us to understand how past human action affects the present and influences the future, and it allows us to evaluate these effects. History is about learning how to think about the past, which affects the present, in a disciplined way. History is a process of enquiry. Therefore, it is about asking questions of the past and using evidence critically about the stories people tell us about the past. (Doc 2.1, p 8)

The CAPS goes on to state that '*The study of History also supports citizenship within a democracy by:*

- *upholding the values of the South African Constitution and helping people to understand those values;*
- *reflecting the perspectives of a broad social spectrum so that race, class, gender and the voices of ordinary people are represented;*
- *encouraging civic responsibility and responsible leadership, including raising current social and environmental concerns;*
- *promoting human rights and peace by challenging prejudices that involve race, class, gender, ethnicity and xenophobia; and*
- *preparing young people for local, regional, national, continental and global responsibility.*' (Doc 2.1, p 8)

Thus the History curriculum aims to both develop learners who can think systematically about the past, and who will understand the values of the South African Constitution, will promote human rights and will take up civic responsibility roles.

4.1.2 The role of the subject in the FET Phase

History can be selected from a range of Group B subjects offered in the NCS and the CAPS as an elective. The time allocation per week is 4 hours (Doc 2.1, p 7).

According to the NCS History curriculum, history learners are *'taught to think in a rigorous and critical manner about society... they will interpret and construct historical knowledge and understanding and be encouraged to communicate this in a variety of ways'* (Doc 1.1, p 10).

While the CAPS does not mention the role of History in the workplace, the NCS states that *'The study of History provides a sound vocational preparation for a wide range of jobs and careers, including those which call for analysing and seeking solutions to many present-day challenges. Training in History teaches one to analyse evidence, to organise ideas and to construct coherent arguments. History nurtures effective communication, which is an essential life and professional skill in the contemporary world. History qualifications can, therefore, lead to future careers in management and administration, marketing, public relations and the media. As result of these skills, qualifications in History are highly valued'* (Doc 1.1, pp 10 -11).

The role of History in the CAPS is also understood as promoting citizenship education.

4.2 LIST OF DOCUMENTS REFERENCED

The evaluation team consulted four documents relating to the NCS and four documents that define the CAPS. These are listed in Table 21. Each document is given a reference code which is used when referring to it throughout the rest of this report.

Table 21: Referenced documents	
1 National Curriculum Statement (NCS)	
Department of Education. 2003. *National Curriculum Statement for Grades 10-12 (General): History*	Doc 1.1
Department of Education. 2008. *National Curriculum Statement for Grades 10-12 (General): Learning Programme Guidelines - History*	Doc 1.2
Department of Education. 2008. *National Curriculum Statement for Grades 10-12 (General): Subject Assessment Guidelines - History*	Doc 1.3
Department of Education. 2009. History Grade 12 Examination Guidelines	Doc 1.4
2 Curriculum and Assessment Policy Statement (CAPS)	
Department of Basic Education. 2011. *National Curriculum Statement (NCS) Curriculum and Assessment Policy Statement (CAPS) Further Education and Training Phase Grades 10-12. History*	Doc 2.1
Department of Basic Education. (n.d.) *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement. Gr R – 12*	Doc 2.2
Department of Basic Education. (n.d.) *National Protocol for Assessment. Gr R – 12*	Doc 2.3
Department of Basic Education. 2011. *National Curriculum Statement (NCS) Curriculum and Assessment Policy Statement (CAPS) General Education and Training Phase Grades 7-9. History*	Doc 2.4

4.3 BROAD CURRICULUM DESIGN, FORMAT AND USER-FRIENDLINESS OF CURRICULUM DOCUMENTATION

Table 22 below indicates the number of subject-related documents for History for the NCS and the CAPS. The total number of pages in all the subject-related documents together is also indicated. The documents were assessed for their user-friendliness using a scale of good, moderate and poor[9].

The accessibility of the language used in the documentation was assessed using a scale of good, moderate, and poor[10].

The alignment between the various documents is assessed using a set of codes[11].

Finally, the central design principle of the curriculum is indicated in the last row of Table 22.

Table 22: Number and length of documents, broad design, format and user-friendliness

	NCS	CAPS
Number of documents (subject-related)	4	1
Total number of pages (in subject-related documents)	15 (Doc 1.4) 38 (Doc 1.3) 51 (Doc 1.2) 62 (Doc 1.1) **166 TOTAL**	52 (Doc 2.1) 52 TOTAL
User-friendliness (Good/moderate/poor)	Poor	Good
Accessibility of language (Good/moderate/poor)	Good	Good
Alignment (Good/moderate/poor)	Moderate	Good
Central design principle (the technical curriculum design aspect that organises the curriculum)	Outcomes-based	Skills based

Regarding the issue of **user-friendliness**, the fact that there are four NCS History-specific documents means that it is less user-friendly than the CAPS. The length of the documents and the repetition of information, such as LOs and ASs, did not make them easy to use, since teachers may not have had all four of the documents. There were some sections, such as Competence descriptors (Doc 1.1, pp 44 - 61) which did not serve a very clear

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9 **Good:** Very user-friendly – the function and the structuring of the documents is clear.
Moderate: Moderately user-friendly – the function and the structuring of the documents is sometimes clear and at other times the function is unclear or the structuring confusing
Poor: Not user-friendly – the function and the structuring of the documents is often unclear or the structuring is overly complex

10 **Good:** Very accessible language – the documents use plain, direct language
Moderate: Moderately accessible language – the documents sometimes use plain, direct language and at other times the language is complex or obscure or terms are ill-defined
Poor: Inaccessible language – the documents often use complex or obscure language and terms that are not defined

11 **Good:** Good alignment - it is clear how documents relate to one another and complement one another
Moderate: Moderate alignment – it is sometimes clear how documents relate to one another; there are some contradictions across documents or there are instances where it is not clear how documents complement or relate to one another
Poor: Poor alignment – it is not clear how documents relate to one another. There are contradictions across documents, or it is not clear at all how documents complement one another

purpose. This section comprises 18 pages of Doc 1.1, but the evaluation team did not regard these lists as very useful, or ever used by teachers.

The CAPS (Doc 2.1) is more user-friendly than the NCS. The section on History is clear, and uses bullet points to explain the nature, specific aims and the skills and concepts of History. The content lists are very specific, and include a lot of detail. Each topic section includes a '*Background and focus*' section which explains the topic. There are times when the guidance is not clear, for example, in Grade 12, Topic 2 (Independent Africa) there is a comparative case study about Tanzania and the Congo, where the basis of comparison is not made clear (Doc 2.1, p 27).

There are a number of typographical errors in the CAPS, which have subsequently been addressed by the DBE. There is a document of Errata on the DBE website.

In terms of **language accessibility**, the team judged the NCS as moderately accessible. There are some terms in the content that are not easy to understand, such as 're-imagining' Africa, 'social construct', as well as the technical terms such as 'reflexive competence', and 'competence descriptors'. The language used in the CAPS is more accessible than in the NCS. For example, the topic on Africa in Grade 12 is simply called 'Independent Africa' in the CAPS (Doc 2.1, p 27) rather than 'How was uhuru realised in Africa in the 1960s and 1970s?' (Doc 1.2, p 27).

In terms of **alignment** between the documents, the CAPS (Doc 2.1) contains both curriculum and assessment information. It refers to the necessary information from Doc 2.2 and Doc 2.3, so it is not really essential for a teacher to read these other policies. However, there is not always complete alignment within the document. For example, there is not sufficient detail about assessment in Grade 12 Topic 1 about the Cold War, as it is not clear if both Vietnam and China are required to be assessed (p 39), however this is clarified on p 45. Grade 12 Topic 5 (Doc 2.1, p 30) on negotiated settlement and Government of National Unity is poorly structured and the chronology is incorrect.

The NCS documents are moderately aligned. The Examination Guidelines (Doc 1.4) are more comprehensive than Doc 1.1 in terms of the details of the topics that are to be assessed in the NSC examination. The Learning Programme Guideline (Doc 1.3) is a detailed document with a huge amount of detail about how to design a learning programme, how to work with sources, how to set source-based questions etc. This document has a methodological focus, and the subject advisors feel that it contains useful information for teachers.

In terms of the **central design principle**, it is clear that the NCS is outcomes-based, as there are clearly stated LOs and ASs.

The CAPS document contains no stated outcomes and appears to have a content focus. There are 18 pages of the total of 52 pages that contain detail of the content. However, the assessment section of the CAPS makes it clear that *'in history, assessment*

is always based on content knowledge and skills (based on the specific aims)' (Doc 2.1, p 32) Thus the design principle is skills-based in that learners are assessed on their ability to engage with sources using a range of cognitive levels (from extracting evidence, to interpretation, analysis and evaluation) and to write an essay in which they demonstrate both understanding of the topic and the ability to write coherently and sustain an argument (Doc 2.1, p 40). There are clearly described skills that learners need to acquire (Doc 2.1, p 9), but these are not highly specified per grade. The assumption is that all these skills will be developed over the three years in the FET Phase.

4.4 CURRICULUM OBJECTIVES

The objectives of the NCS and the CAPS curricula were identified from the introductory section to the subject in each document. The objectives are indicated with a (Y) in Table 23 for the curriculum where they are mentioned.

Table 23: Subject-specific aims/objectives of the curricula

Objectives	NCS	CAPS
Support citizenship within a democracy by upholding Constitutional values, encouraging civic responsibility, promoting human rights and challenging prejudice	Y	Y
Create an interest in and enjoyment of the study of the past		Y
Create knowledge, understanding and appreciation of the past		Y
Develop the ability to undertake a process of historical enquiry based on skills	Y	Y
Develop an understanding of historical concepts, including historical sources and evidence.	Y	Y
Engender in learners an understanding of human agency	Y	
Be used as vehicle for human rights to promote non-discrimination and focus on the crucial role of memory, oral history and indigenous knowledge systems	Y	
Encourage constructive debate and understanding that historical truth consists of a multiplicity of voices.	Y	
Provide a sound vocational preparation for a wide range of jobs and careers	Y	

The broad subject-specific aims of developing citizenship and developing the skills of historical enquiry are similar across both curricula, hence there is coherence between them. The NCS has a strong focus on History as a vehicle for human rights (Doc 1.1, p 9). Although this aim is mentioned in the CAPS, it is not presented in much detail. The focus on historical enquiry is present in both the NCS and the CAPS. The CAPS has a more detailed description of historical concepts, such as multi-perspectivity (Doc 2.1, p 10) than is captured under Learning Outcome 2 in the NCS (Doc 1.1, pp 18 -19). The CAPS describes the following concepts as pertinent to the study of History: working with evidence; multi-perspectivity; cause and effect; change and continuity (which also relates to similarity and difference) and time and chronology.

The NCS mentions that History engenders an understanding of human agency, which is that learners have choices to change the world (Doc 1.1, p 9). This notion is not men-

tioned in the CAPS. Similarly, the emphasis on memory and oral history and understanding of indigenous knowledge systems in the NCS (Doc 1.1, p 9) is not mentioned in the CAPS. The aim of developing agency in learners is also not mentioned in the CAPS. The one broad aim mentioned by the CAPS which is not in the NCS is that of developing *'an interest and enjoyment of the study of the past'* (Doc 2.1, p 8).

Overall, the broad objectives of the subject, namely developing citizenship within a democracy and historical enquiry skills, remain similar in the NCS and the CAPS, but appear much less nuanced in the CAPS.

4.5 CONTENT / SKILL COVERAGE: BREADTH AND DEPTH

This section addresses curriculum coverage by comparing the content, concepts and skills that are covered in each curriculum. This is done by considering the **breadth** (the number of topics and/or sub-topics represented in the curricula) and the **depth** (the complexity and extent of cognitive challenge associated with the topics).

4.5.1 Coverage (Breadth)

In History, there is no 'universal' list of topics exists that must be covered, as there may be in Science or Mathematics. While there are some European content topics that are often covered (such as the '*Industrial Revolution'*, the '*Cold War'*, the ''), the national History emphasis in each curriculum will vary in different countries. It is thus not possible to indicate which content is 'left out' in any grades as such a list would be almost infinite, covering the national History of hundreds of countries.

The team started the process of engaging with content coverage by first listing the content topics listed in the NCS (using the numbering of the NCS topics), and then added new topics to this list, if new topics are listed in the CAPS. The NCS content topics for Grade 12 were supplemented and clarified by the DOE Exam Guidelines (2009) (Doc 1.4, pp 6 -11) where appropriate.

Annexure B is a table showing the content statements represented for the FET Phase for the NCS and the CAPS. Table 24 below presents a summary of the breadth of content for each grade, and for the whole FET Phase, for each curriculum.

Table 24 : Content coverage

	NCS			CAPS		
	Gr 10	**Gr 11**	**Gr 12**	**Gr 10**	**Gr 11**	**Gr 12**
Total number of main topics	8	8	8	6	5	6
Total number of topics in FET Phase	24			17		

Figure 5 below represents the comparison of the relative breadth of each grade for the NCS and the CAPS curricula.

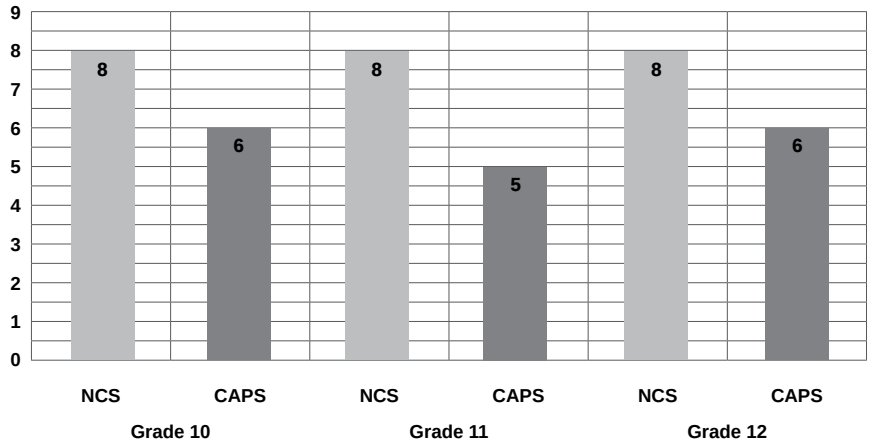

Figure 5: Total number of topics per grade

This graph indicates that the number of topics is reduced in the CAPS. However, the evaluation team is of the opinion that the content breadth is in fact very similar as some topics have been grouped together. For example, in the NCS, the impact of the collapse of the Union of Soviet Socialist Republics (USSR) and the topic on globalisation (Doc 1.1, p 27) have been grouped together in the CAPS to form one topic called '*The end of the Cold War and new world order1989 to the present*' (Doc 2.1, p 31).

Figure 6 below represents the comparison of the relative breadth of the specified content for the whole FET Phase.

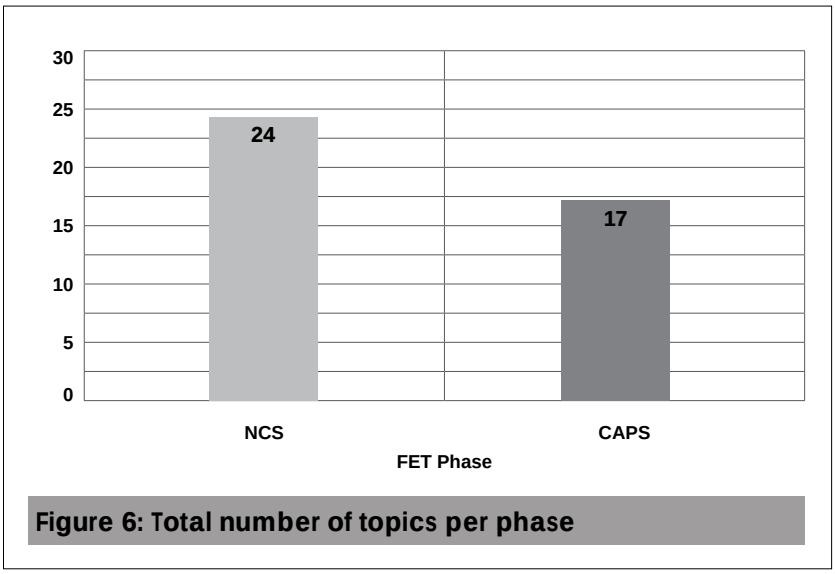

Figure 6: Total number of topics per phase

If the number of main topics in the NCS and the CAPS is counted, the NCS appears to cover more topics. The total number of topics in the NCS (Doc 1.1) is 24 and the total topics in the CAPS is 17 (Doc 2.1, p 22). The CAPS document in fact states that content overload has been addressed, *'by cutting down the number of topics in each grade, and streamlining some topics. In Grade 10 and 11, the content coverage is now approximately 70% of what learners were expected to cover according to the NCS'* (Doc 2.1, p 10).

However, a detailed analysis of the topics, through analysing the sub topics, shows that in fact the **Grade 10** CAPS appears to cover more content than the NCS. While it seems that the topic on '*Heritage*' has been removed, in fact it is still included as a '*Heritage*' assignment which is allocated two weeks of the year. '*The French Revolution and Napoleon*' is added as a separate topic in the CAPS (Doc 2.1, p 15), whereas the '*French Revolution*' used to form only a small subsection of a NCS topic called '*The quest for liberty*'. Thus in the CAPS, the French Revolution is afforded more prominence than in the NCS. Although it appears that a new topic '*Colonial expansion after 1750*' has been added in the CAPS Grade 10, this content existed under the much broader heading, '*Transformations 1750 to 1850*', in the NCS document. This topic is expanded in the CAPS quite substantially to include '*British control of the Cape, the Zulu kingdom and the Basotho kingdom*'. The CAPS adds a new topic which is not in the NCS, namely '*The South African War and Union*' which includes the impact of mining on the Rand as background to the war.

A few sub-topics have been removed from the main topic on '*Conquest warfare and early colonialism*', such as the colonial expansion of Britain and France in the 19th century. '*Slavery*' is now dealt with within this topic on European expansion, as it no longer has its own separate topic.

Thus on the basis of this assessment, it was concluded that the breadth of the content to be covered in the Grade 10 CAPS is slightly greater than the NCS, and has not been reduced as much as the CAPS document claims in Section 2.4 (Doc 2.1, p 10).

The **Grade 11** topics have been reduced from eight to five topics. The NCS topic on the '*Nature of Imperialism*' has been removed, and the number of case studies in the topic on 'Ideas of race in late 19th and 20th Century' has been reduced to include only Australia and Germany. New sub-topics include a case study of the Middle East and Ghana, and the positive and negative features of nationalism. In the theme on apartheid, the Rivonia Trial is now included. The focus on museums and monuments has moved to Grade 12.

In terms of the **Grade 12** topics, the CAPS document claims that the content has been reorganised more logically (Doc 2.1, p 10). In terms of the topic, the '*Cold War*', the Middle East has moved to Grade 11, Angola has moved to topic 2 ('*Independent Africa*') and China and Vietnam are now case studies. Topic 2 on '*Independent Africa*' has changed, with new case studies (Congo and Tanzania) now included, along with Angola as a case study of the Cold War in Africa. The dates of Topic 3 '*Civil Society protest*' have changed to the 50s to 70s rather than 60s to 90s. The sub-topics of '*Black Consciousness*' and the '*Crisis of apartheid*' have moved to topic 4 ('*Civil Resistance in South Africa*'). The topic

of '*Globalisation*' is still in the CAPS but has changed focus to a broader look at the new '*Global world order*'.

The '*Role of United Nations and Organisation of African Unity*' are no longer included in the curriculum. The NCS topic on construction of heritage has moved to topic 5 ('The coming of democracy') but has been narrowed to only focus on apartheid. The '*Heritage*' assignment has moved from Grade 12 to Grade 10.

The increased specification of content in the CAPS means that there is in fact more content to teach, although the number of topics has reduced. For example, the CAPS Grade 12 topic on Civil Society Protest now includes more specification such as a case study on school segregation, and the Black Panthers (Doc 2.1, p 30).

Appropriateness of the breadth for Grade 10 in the CAPS is particularly problematic. A lot of new content has been included, with detailed specification. The curriculum (Doc 2.1) states that there are six weeks allocated to each topic, but does not specify how those six weeks should be spent. The teachers are required to plan their work schedule for the year and ensure that they cover all the required topics. Grade 11 is also quite content heavy. Grade 12 content is appropriate for the level, particularly since the examination guidelines are very clear as to which topics are for source-based examination, and which are assessed by essay.

The breadth of the CAPS, particularly for Grade 10, is likely to be problematic for learners who are not English home language speakers. It also may to be problematic in terms of developing the eight skills listed in the CAPS (Doc 2.1, p 9). When there is a lot of content to cover, this reduces the time that can be spent on source-based work and developing writing competence.

Table 25 below lists the skills that are covered in each curriculum. Where a skill is not explicitly stated in any of the grades in the curriculum document, the relevant blocks are shaded. Thus the shaded blocks do not necessarily mean that these skills are excluded, but that they are not explicitly identified in the CAPS. For example, '*drawing conclusions from statistical data*' may be subsumed under the more generic skill of '*interpreting a variety of sources*'.

Table 25: Skills coverage

Skill (Covered in curriculum: Y: Yes)	NCS			CAPS		
	Gr 10	Gr 11	Gr 12	Gr 10	Gr 11	Gr 12
Formulate questions within a topic	Y		Y	Y	Y	Y
Identify issues within a topic and ask critical questions		Y	Y	Y	Y	Y
Identify and select sources of information	Y			Y	Y	Y
Extract relevant information and data from sources and organise it logically	Y			Y	Y	Y
Judge the usefulness of sources (for the task)	Y	Y	Y	Y	Y	Y

Table 25: Skills coverage (continued)						
Skill (Covered in curriculum: Y: Yes)	NCS			CAPS		
	Gr 10	Gr 11	Gr 12	Gr 10	Gr 11	Gr 12
Analyse the information		Y		Y	Y	Y
Interpret information			Y	Y	Y	Y
Evaluate information			Y	Y	Y	Y
Convert statistical information to graphical written information	Y					
Handle and draw conclusions from quantitative data		Y				
Plan and construct an argument based on evidence	Y	Y	Y	Y	Y	Y
Use evidence to reach a conclusion	Y	Y	Y	Y	Y	Y
Sustain a coherent and balanced argument			Y	Y	Y	Y
Communicate knowledge and understanding in a variety of appropriate ways	Y	Y	Y	Y	Y	Y
Analyse public representation and commemorations of the past		Y	Y			
Recognise that and explain why there is often more than one perspective of a historical event	Y	Y	Y	Y	Y	Y
Engage critically with issues of heritage and public representations of the past, and conservation		Y	Y	Y	Y	Y

The CAPS document has taken the LOs and ASs from the NCS (Doc 1.1) and summarised them into a table of skills (Doc 2.1, p 9). The skills that are stated in the NCS but do not appear explicitly in the CAPS are those related to identifying sources and formulating questions, of working with statistical information, and analysing public representations. However, this does not necessarily mean that they are not developed during the implementation of the CAPS.

There is an assumption in the CAPS that these eight skills are essentially all developed across all three FET grades. There is no progression for the development of these skills in each grade, and all need to be developed across the three grades. (The Senior Phase CAPS states that a Grade 9 learner should exit Grade 9 with most of these skills (Doc 2.4, p 11). The NCS does attempt to differentiate in terms of the ASs and the NCS Subject Assessment Guideline (Doc 1.3) does differentiate across the grades. The skills are assessed differently in the three grades in the NCS. For example, in terms of LO1 '*Historical enquiry*', the NCS states that Grade 10 learners should extract relevant information from sources, while Grade 11 learners should analyse the information, and Grade 12 learners should *interpret* and *evaluate* the data from sources (Doc 1.1, pp 16 - 17).

There are eight skills listed in the CAPS and the document states that *'a rigorous process of enquiry enables learners to acquire the eight skills'* (Doc 2.1, p 8) but since there is no specification of the progression and sequencing of when these will be acquired, it is assumed that all are to be acquired across the whole phase.

4.5.2 Depth

The History team devised a set of criteria to differentiate and describe depth of content[12].

These indicate the depth with which the topic can be engaged, within the time frames allocated, given the amount of content that is listed to be covered.

The question of cognitive complexity of each topic was not engaged with in this evaluation, as this generally is a function of the cognitive demand of the source-based tasks and the essay writing, rather than being inherent in a particular topic. Nevertheless, there are topics that learners often experience as more complex than others, for example, those that deal with more abstract concepts, like 'pseudo-scientific ideas of race' (Doc 2.1, p 21) as well as topics which have minimal information and resources in the public domain (such as independence in Africa, and racism in Australia).

It is not possible to make judgements about the depth with which topics should be covered according to the NCS, as the amount of time that teachers should spend on each topic is not given in the curriculum document, and the level of specification of the topics is not very detailed. This makes it difficult to make judgements about the depth of the content. Thus a comparison with the CAPS is not possible. Table 26 therefore only shows the depth of topics for the CAPS.

Table 26: Degree of depth of topics per grade, CAPS only

Skill (Covered in curriculum: Y: Yes)	CAPS		
	Gr 10	Gr 11	Gr 12
The world around 1600	2		
Expansion and conquest during the 15th – 18th Century	3		
The French Revolution	3		
Transformations in the Southern Africa after 1750	3		
Colonial expansion after 1750	3		
The South African war and Union	2		
Communism in Russia 1900 to 1940		3	
Capitalism and the USA 1900 to 1940		3	
Ideas of race in the 19th and 20th C		3	
Nationalisms: South Africa, the Middle East and Africa		4	
Apartheid in SA 1940s to 1960s		3	
The Cold War			3
Independent Africa			2
Civil Society protests 1950s to 1990s			3
Civil resistance 1970s to 1980s in SA			2

[9] 1: Far too much content to be covered in the time allocated, which likely leads to superficial engagement
2: A large amount of content to be covered in the time allocated, engagement would not be very deep
3: Appropriate amount of content to be covered in the time allocated, allows for good engagement at appropriate depth.
4: Amount of content in time allocated allows for very in-depth engagement.

Table 26: Degree of depth of topics per grade, CAPS only (continued)			
Skill (Covered in curriculum: Y: Yes)	**CAPS**		
	Gr 10	**Gr 11**	**Gr 12**
Coming of democracy to SA			3
End of the Cold War and a new global order 1989 to present.			2
SUMMARY			
Total topics at 1	**0**	**0**	**0**
Total topics at 2	**2**	**0**	**3**
Total topics at 3	**4**	**4**	**3**
Total topics at 4	**0**	**1**	**0**
Overall Depth Score (Average, maximum score of 4)	**2,67**	**3,2**	**2,5**

'The world around 1600' is set up as a brief introduction of a range of societies and how they were organised in 1600. Thus the purpose and the short time allocated to this topic indicates that it would not be covered in great depth. The evaluation team allocated a 2 to the Grade 10 topic of the 'South African War and Union' because it not only covers these topics, but also the mining revolution, the beginning of capitalism in South Africa, with the topic ending with the '*1914 Land Act*'. The only topic that the team judged could be covered in great depth is Nationalisms in Grade 11, since this topic is allocated 10 weeks of learning time. Since all the topics in Grade 12 are allocated four weeks, none of these could be covered in great detail.

Figures 7 and 8 below represent this information in graphical form.

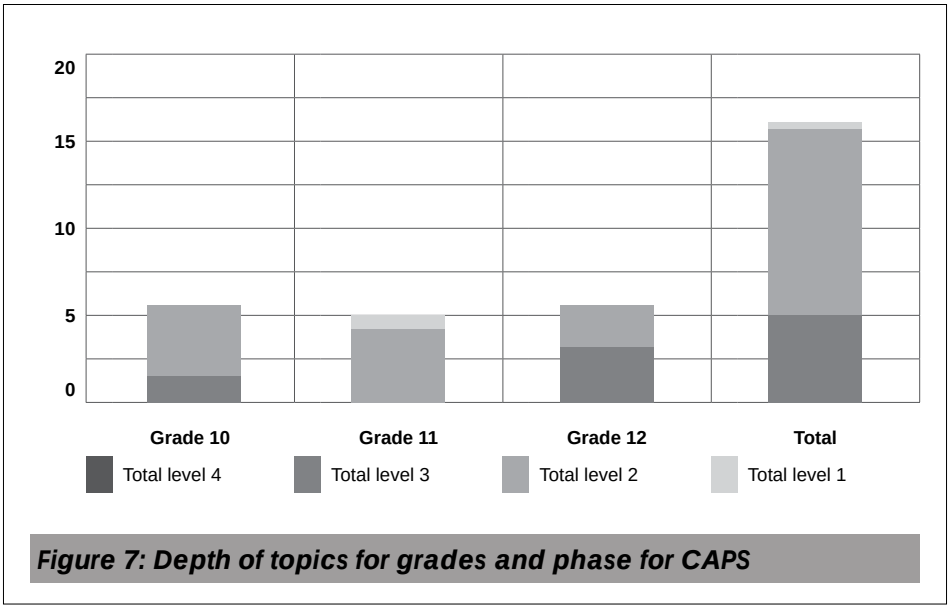

Figure 7: Depth of topics for grades and phase for CAPS

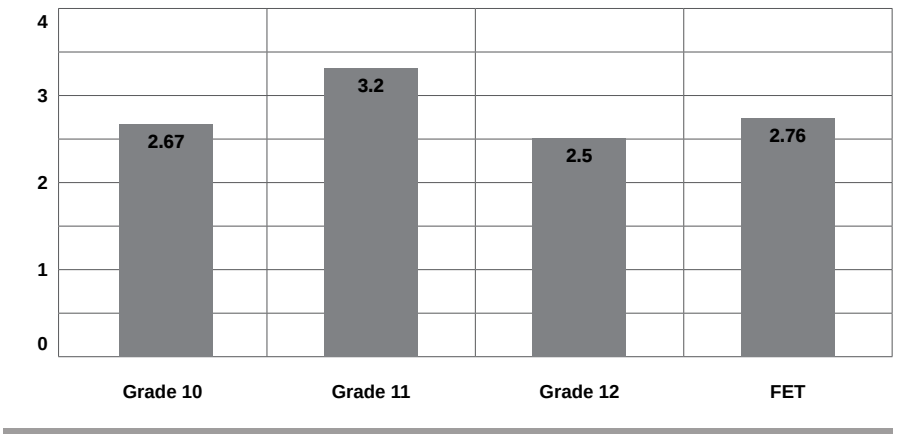

Figure 8: Depth score for CAPS

The CAPS scores on average 2.76 on the criterion of depth, where 3 indicates an '*Appropriate amount of content to be covered in the time allocated, allows for good engagement at appropriate depth*'. This is in line with the early observation that the curriculum covers a lot of breadth.

4.5.3 Specification of topics

The curriculum specification, or degree to which knowledge is broken down for stipulation, was considered for the NCS and the CAPS. A set of codes ranging from high to low[13] was used to make a judgement of each curriculum, and examples were provided as justification for this coding:

Table 27: Degree of specification of topics

	NCS	CAPS
Degree of specification (High/ medium/low)	Low	High
Example 1	**Gr 10** What transformations occurred in Southern Africa between 1750 and 1850? (Doc 1.1, p 25)	**Gr 10** Transformations in southern Africa after 1750 (Doc 2.1, p 16).
Example 2	**Gr 11** How did the world change between 1850 and 1950? (Doc 1.1, p 26)	**Gr 11** Apartheid South Africa 1940s to 1960s (Doc 2.1, p 24).

[13] **High:** High specification – extremely clear subject-specific specification: very little chance for multiple interpretations
Medium: Medium specification – moderately clear subject-specific specifications, some generic statements /skills or some topics underspecified
Low: Low specification – not clear subject-specific specification, minimal guidance provided for users and allows for multiple interpretations.

Table 27: Degree of specification of topics (continued)		
	NCS	**CAPS**
Example 3	**Gr 12** What was the impact of the Cold War in forming the world as it was in the 1960s? (Doc 1.1, p 26)	**Gr 12** The Cold War (Doc 2.1, p 25)

The topics as stipulated in the NCS do not give much detail in terms of topic specification and lack clarity in terms of depth with regard to both the content/ concepts and skills that are to be covered for specific content areas. Hence, as was reported by subject advisors, many teachers experienced difficulties interpreting the curriculum. As an extreme example in the NCS, the Grade 10 topic: *'What transformations occurred in Southern Africa between 1750 and 1850?'* does not give any clear guidelines on how this topic should be taught and assessed (Doc 1.1, p 25). Only the title of the topic is provided in the curriculum.

On the other hand, the CAPS specifies clearly what the teacher needs to teach and assess in this topic. The key question *'What transformations took place in Southern Africa after 1750?'* is amplified by *'Debates about the emergence of new states'*. Greater elaboration on the content focus areas (Doc 2.1, p 16) is shown in the excerpt below:

'What was South Africa like in 1750?

Political change from 1750-1820.

- *Interior: expansion of southern Tswana chiefdoms;*
- *And in the east: the rise of the Ndwandwe kingdom under Zwide.*

Political revolution between 1820 and 1835

- *In the east: break-up of the Ndwandwe kingdom and the rise of the Zulu state and its consolidation under Dingane;*
- *northern interior: rise of the Ndebele kingdom under Mzilikazi;*
- *southern interior: role of the Boer, Kora and Griqua raiders, the emergence of Sotho kingdom under Moshoeshoe and his relations with his neighbours; and*
- *Other states and paramountcies: Gaza, Swazi, Pedi, Mpondo, southern Tswana*

Legacies

- *How has Shaka been remembered?*
- *How Shaka has been portrayed – past and present representations of Shaka*
- *Source/evidence for our histories of Shaka; and*
- *Why was Shaka portrayed in this way?'*

The CAPS curriculum gives teachers some indication of depth with which each topic should be covered in the 'background and focus' part of each topic. For example,

for the Grade 10 Topic 1 'What was the world like around 1600?', the CAPS states that it *'consists of a broad comparative overview'* (Doc 2.1, p 13). The fact that only three weeks are allocated to the topic should also alert teachers that this topic should not be covered in depth. However, the evaluation team noted that the CAPS could provide more specifications on the depth and detail in which each topic should be covered.

4.5.4 Comments on Content / Skill Coverage

In terms of **appropriateness of the content** of the CAPS for the relevant age group, the team agreed that the nature of the content is appropriate for the age group, although discussion did take place around the fact that eugenics is unfamiliar for many teachers, but worthwhile to teach. The team were of the opinion that there is still has too much content in Grade 10.

Both curricula are informed by the overall question: 'How do we understand our world today?' The CAPS further clarifies this question by allocating a critical question to each grade for consideration:

Grade 10: How was the world transformed by the late 19th Century? (Doc 2.1, p 13)
Grade 11: How do the concepts of imperialism, capitalism, communism and racism and nationalism define the century 1850 – 1950? (Doc 2.1, p 19)
Grade 12: What is the nature of the post-Second World War world? (Doc 2.1, p 25)

The skills of historical enquiry are holistic and it is appropriate that all the skills (i.e. extraction of information from sources, interpretation, evaluation and drawing conclusions) are developed in all three grades.

The *NCS* has **statements of learning** in the form of the ASs linked to LOs. LO 1 about the acquisition and application of historical enquiry skills is generally clear. However, not all of the statements are easily measureable or unambiguous. For example: *'Categorise appropriate/relevant sources of information provided to answer the questions raised'* (Grade 11 Assessment Standard for LO 1 Doc 1.1, p 17). The meaning of this Assessment Standard is not clear, nor is the Grade 12 AS *'Analyse historical concepts...as social constructs'* (Doc 1.1, p 19).

The AS for LO 2 for all grades *'Examine and explain the dynamics of changing power relations within the societies studied'* (Doc 1.1, pp 18 -19) is not clear and is difficult to understand and measure.

So, in summary, the NCS did have statements of learning, but these were not always appropriate and unambiguous. The evaluation team also concurred that in practice, many teachers probably did not use these statements to measure learning.

In the CAPS, there are no ASs. The statements of learning are now contained in the list of eight skills which are described on p 9 (Doc 2.1). These are more realistic and simple for teachers to manage, as the table gives some description to teachers on how these skills can be achieved. The CAPS takes a discipline-based and a skills-based approach to the teaching of History.

Both curricula aim to induct learners into the procedural and the substantive discipline knowledge of History. A strong focus on History as enquiry encourages an approach where learners engage critically with sources and with the fact that there are many interpretations of particular events.

In the field of History Education in the United Kingdom (UK), the shift to enquiry-based History has strongly influenced the South African History curriculum. The Natal Education Department started this change in the 1980s and influenced the Western Cape to introduce a source-based approach and holistic essay assessment in the 1997 provincial examination. These developments in these two provinces had a major impact at a national conference in Pretoria in June 2002. These two provinces convinced the representatives of most of the other provinces, and eventually the national DoE, to move to an enquiry-based approach when the national examination for History was introduced in 2003. It can therefore be concluded that the way in which subject knowledge is presented is up-to-date in terms of the focus on an enquiry-based curriculum.

In terms of content, the Grade 10 Topic 4 '*Transformations in southern Africa after 1750*' (Doc 2.1, p 16) takes a current position on the *mfecane/difaqane*. This area requires teachers to be up-to-date with the latest historiography in the field. The content of the Grade 12 curriculum covers recent events in the world and thus is current (Doc 2.1, p 31).

Concerns about content: Overall, the content is well-selected, and FET learners will develop a good overview of the key events in the world over the past 400 years.

The belief that history teaching should demonstrate the current relevance of events informs the selection of content in the CAPS (Doc 2.1, p 10). Using relevance as a criterion for selection can lead to some topics being taught out of context, as an exemplar of a particular historical concept. For example, the Middle East is included as an example of nationalism, and thus is not presented within a detailed context of the history of the region. Kallaway (2012) wonders how learners will engage with the case studies of nationalism without having a thorough understanding of the rise of nationalism in nineteenth century Europe.

The evaluation team was concerned that the '*Industrial Revolution*' has been removed from Grade 10 and moved to Grade 8. The industrial revolution is central to understanding the rise of capitalism. The topic on independent Africa is problematic as it requires a comparative case study of Tanzania and Congo, when in fact there are no clear grounds to compare these two countries.

The CAPS has a greater emphasis on South African history than the NCS. This is particularly so in the Grade 10 curriculum. The mining revolution is omitted in the NCS, so its inclusion is an improvement, albeit a very small mention as one of the precursors to the South African War.

One way of lessening the content in Grade 10 would be to regionalise Topic 4 '*Colonial expansion after 1750*' (Doc 2.1, p 17). Thus a teacher could choose to either focus on the Cape expansion or the Zulu kingdom or the Basotho kingdom.

Under Topic 5 of Grade 11 '*Apartheid South Africa 1940s to 1960s*', the bullet point, '*Overcoming apartheid – the nature of internal resistance to apartheid before 1960*' is followed by 'From petitions to the Programme of Action – orientation towards mass mobilisation; strengthening of the ANC by forming alliances.' These points seem to overlap and are not very clear. A simpler approach is suggested, the first bullet point followed by sub-bullets clearly showing the topics to be covered.

Regarding the Grade12 topic 3 *'Civil society protests 1950s to 1970s'* (Doc 2.1, p 28), the focus on women's movements is included, but it is not examined formally. It is assessed only through a school-based assessment (SBA) which seems to minimise its importance. It is recommended that this topic should not only be for SBA, but also for examination purposes.

In Topic 2 for Grade 12 '*Independent Africa*' Cuito Cuanavale appears in the Angola case study, and it reappears in Topic 6 for Grade 12 'The end of the Cold War and a new world order'. No guidance is given as to how this repetition is to be handled.

Within the same topic, the points of comparison between Congo and Tanzania seem to be tenuous at best. It would have been better to choose two states that could be easily compared. The evaluation team strongly suggested leaving out the word 'comparison' and simply have case studies on the above two countries with some links. It would be helpful to have more explanation and some examples of the successes and challenges faced by Independent Africa. It is not clear what is required in this section.

Within Grade 12, Topic 5 'The coming of democracy in South Africa and coming to terms with the past', the '*Negotiated settlement and Government of National Unity*' lacks sequence and chronology (Doc 2.1, p 30).

There is some repetition of topics between the Senior Phase and the FET curriculum, for example, '*Nazi Germany*' is covered in Grade 9 and again in Grade 11. The Grade 8 curriculum also covers a number of turning points in South African history – 1948 and 1950s; 1960, 1976 and 1994 (Grade 8). However, the emphasis of these topics is usually different from the focus in the FET.

It is difficult to balance the breadth of coverage of world history, African history and national history, together with sufficient depth to achieve understanding. The CAPS man-

ages the tensions between breadth and depth as well as is possible, although there is probably still a greater emphasis on breadth than depth. Overall, the assessment of the team was there are no major omissions of content topics.

4.6 CURRICULUM WEIGHTING AND EMPHASIS

4.6.1 Curriculum emphasis within the phase (Subject time allocation)

The emphasis of the whole FET Phase was ascertained by considering the number of hours allocated to History as a percentage of the total teaching time.

Table 28 : Subject time allocation		
	NCS	**CAPS**
Total classroom time allocated for History in the phase	4.5 hours per week	4 hours per week
% of total classroom time allocated for all subjects in the phase	15.25%	14.50%

There is little significant difference between the two curricula in terms of the time allocated to History.

4.6.2 Curriculum emphasis within the subject (Topic Weighting)

The emphasis on each topic of History was ascertained by considering the number of hours allocated to each central topic as a percentage of the total time allocated to the subject, as shown in Table 29.

Table 29: Weighting per topic / emphasis within the subject		
Central topics (NOTE: This information is not available in the NCS)	**CAPS (number of weeks)**	**CAPS (% of time allocated)**
Grade 10		
The world around 1600	3	9
Expansion and conquest during the 15th – 18th C	6	17
The French Revolution	6	17
Transformations in the Southern Africa after 1750	6	17
Colonial expansion after 1750	6	17
The South African war and Union	6	17
Heritage assignment	2	6
TOTAL FOR GR 10	**35**	**100**
Grade 11		
Communism in Russia 1900 to 1940	6	17

Table 29: Weighting per topic / emphasis within the subject (continued)		
Central topics (NOTE: This information is not available in the NCS)	**CAPS (number of weeks)**	**CAPS (% of time allocated)**
Capitalism and the USA 1900 to 1940	6	17
Ideas of race in the 19th and 20th C	6	17
Nationalisms: South Africa, the Middle East and Africa	10	29
Apartheid in SA 1940s to 1960s	6	17
Research assignment	1	3
TOTAL FOR GR 11	**35**	**100**
Grade 12		
The Cold War	4	16.6
Independent Africa	4	16.6
Civil Society protests 1950s to 1990s	4	16.6
Civil resistance 1970s to 1980s in SA	4	16.6
Coming of democracy to SA	4	16.6
End of the Cold War and a new global war 1989 to present.	4	16.6
TOTAL FOR GR 12	**24**	**100**

The NCS does not allocate time weighting to the eight topics per year, so a comparison is not possible. It is not possible to calculate the weighting per topic or compare weightings with the CAPS. For the NCS, if each topic were weighted equally, they would have a weighting of 12.5%.

In the CAPS Grade 10, each topic is given equal emphasis except for the first topic on '*The world in 1600*' which is given less emphasis, as it is an introductory overview (Doc 2.1, p 11). In Grade 11, four topics are given equal weighting, and one topic, '*Nationalisms*', is given 10 weeks, as it has more content than the others. In Grade 12, all topics have equal weighting. In Grades 10 and 11, two weeks and one week respectively are allocated for the completion of the research assignment.

4.7 CURRICULUM PACING

The pacing of a curriculum is the rate at which content is expected to be covered, in given time frames, over the course of a grade or phase. This was assessed for the NCS and the CAPS curricula.

In Table 30 below, the degree of **specification** of the pacing for each of the curricula is indicated, having been determined using a set of codes[14].

[14] **High:** very clear and explicit stipulation – pacing is made very explicit through clearly stipulating what topics are to be covered in what time frame over the course of the grade
Moderate: there is a moderate/some degree of specification of pacing, providing broad parameters as to what should be covered over the course of the grade
Low: pacing is left open to the discretion of the teacher and little or no indication is given of the rate at which content should be covered over the course of the grade beyond a specification of content per phase

In addition, the **level of the pacing** itself as it would be experienced by learners at the FET Phase is indicated in Table 30, also determined from a set of codes .

Table 30: Pacing		
	NCS	**CAPS**
Level of specification of pacing (High/moderate/low)	Low	Moderate
Rationale/justification	No time specification given	Moderate, as the number of weeks per topic is specified, but not the number of hours/ lessons.
Level of pacing itself (Fast/ moderate/slow)	Not possible to judge.	Gr 10: Fast/moderate Gr 11: Moderate Gr 12: Moderate
Rationale/justification	No time specification given	Greater depth is specified for Gr 10 in the content areas, but teachers will be confronted with time constraints to complete the syllabus in the time allocated.

The CAPS provides moderate specification of pacing, as the document allocates the number of weeks per topic. However the specification is not very detailed, for example, there is no allocation of the number of lessons per topic. The evaluation team noted that the pacing is appropriate, as a highly prescriptive approach may not be helpful for all teachers. The team did note that some teachers would prefer more prescription of what should be taught in each lesson.

The NCS provides no pacing guidelines for teachers.

4.8 CURRICULUM SEQUENCING AND PROGRESSION

4.8.1 Specification of sequence

The sequencing of a curriculum is the order in which topics are required to be taught. In Table 31 below, the degree of specification of the sequencing for each of the curricula is indicated having been determined using a set of descriptors[16].

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[15] **Fast:** the pace expected is too fast for learners at this level of development
Moderate: the pace is moderate, and is appropriate for learners at this level of development
Slow: the pace is too slow for learners at this level of development

[16] **High** – Highly specified sequence – the order in which topics are to be taught is clearly specified and prescribed within and across grades
Moderate – Moderately specified sequence – there is a general suggested order in which topics are expected to be taught within and across grades, but allowance is made for some discretion on the part of the teacher
Low – Topics are presented to be taught in no particular order within and across grades, and sequence is at the discretion of the teacher

Table 31: Specification of sequencing		
	NCS	**CAPS**
Level of specification (High/moderate/low)	Moderate	High
Rationale/justification	Chronology is the ordering principle, but no specification required.	Chronology is the ordering principle. The school terms in which each topic is taught is specified.

The NCS shows moderate specification of sequencing. The teaching of topics is not completely random, as the topics are organised chronologically. However, the document does not allocate topics to particular school terms. The CAPS specifies sequencing in more detail, in that topics are allocated to specific terms.

This specification of sequencing is appropriate for History as it follows a broad chronological sequence, which is a principle for the content organisation (Doc 2.1, p 10).

4.8.2 Indication of progression

Progression is evident when the content and skills in a course increase in cognitive complexity within a given grade or level, and from one level to the next. Table 32 below describes the level of indication of progression in each curriculum within each grade and across grades in the FET Phase, using a set of codes[17].

Table 32 : Indication of progression – within and across grades			
		NCS	**CAPS**
Within grades	**Level of indication (Strong/moderate/weak/ none)**	None	None
	Rationale justification	NA	NA
Across grades	**Level of indication (Strong/moderate/weak/ none)**	Moderate	Weak
	Rationale/justification	This was indicated in the ASs	In the assessment of source-based questions, there is some progression in terms of weighting of cognitive levels (Doc 2.1 p 33)

[17] **Strong** – Strong indication of progression - there is clear movement from one type of content / concept / skill to another, or the progression is clear in terms of increasing complexity / difficulty from one level to the next;
Moderate – Moderate indication of progression – there is some indication of a flow through the different content / concept / skill, or some increase in the complexity or difficulty at which topics are addressed at different levels;
Weak – Weak indication of progression – there is very little indication of progression in terms of a shift between content / concept / skill from one level to the next, or in increasing complexity / difficulty across levels.
None – No indication of progression – there is no flow in the shift between the content / concept / skill or indicated change in complexity / difficulty from one level to the next

It is difficult in History to assess the **complexity and difficulty** of content topics, as this depends entirely on the depth of engagement. A topic like the French Revolution, for example, may be taught by just focusing on the causes and the events, which is not difficult for learners to understand, or it may be taught with a stronger focus on the abstract philosophical ideas which underpinned the Revolution, which would be more conceptually demanding.

Generally topics that engage with different interpretations of events (historiography) are more difficult as they deal with abstract ideas (for example the debates around the transformations in Southern African society). The level of difficulty increases when teachers are unfamiliar with topics as they have not taught them before (for example, '*Eugenics*'). Grade 12 learners may find some difficulty in engaging with the economic history in the topic, '*A New World Order*', because of the recency of the topic, and teachers' unfamiliarity with it.

The principle of progression is seen in the chronology of the topics, which begins in 1600 in Grade 10 and ends at the current era in Grade 12. The team noted that there is no obvious progression in terms of the complexity and difficulty of the topics.

Skills are described in the CAPS, but no progression is described, either within the grade or across the grades. The assumption is that all the skills of enquiry-based History will be developed across all three years of the FET Phase (Doc 2.1, p 9). The NCS does attempt to show how skills could be developed across the grades, but it is not clear to what extent teachers are able to assess these levels in the different grades. For example, according to the NCS in Grade 10, learners should be able to *'**identify** the socio-economic and political power relations operating in societies'* (Doc 1.1, p 18, LO 2), in Grade 11 they should be able to **analyse** these power relations, and then in Grade 12, they should be able to **examine and explain** these (Doc 1.1, p 19). These cognitive levels do not appear to be hierarchical as generally 'analyse' is understood as a higher cognitive skill than 'examine' and 'explain'.

4.9 SPECIFICATION OF PEDAGOGIC APPROACHES

The pedagogic approach of a curriculum is the way in which teaching and learning is intended to happen in the classroom. Table 33 below describes the pedagogic approach, where this is able to be inferred from the curriculum documents.

The table also indicates the degree to which the curriculum in question offers subject-specific guidance regarding the preferred pedagogic approach to be adopted using a set of descriptors[18].

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[18] **High** – High specification – detailed guidance is given in the curriculum regarding the preferred subject-specific pedagogic approach
Moderate – Moderate specification – some guidance is given in the curriculum regarding the preferred subject-specific pedagogic approach
Low – Low specification – the preferred subject-specific pedagogic approach is mentioned in a few places but no details are provided
None – No specification - the curriculum provides no information or guidance regarding the subject-specific pedagogic approach

Table 33: Specified pedagogic approach		
	NCS	**CAPS**
Subject-specific pedagogic approach (Description)	'Doing History' Enquiry approach	Enquiry approach
Level of indication (High/moderate/low/ none)	Moderate	None

Both curricula are underpinned by an enquiry-based approach to History. Basically this means that learners must read and engage with sources (both primary and secondary).

The NCS Learning Programme Guidelines (Doc 1.2) does give some guidance for teachers regarding the specification of pedagogy. Annexure 1A of Doc 1.2, p 29 gives an example of how teachers should organise and practice a historical enquiry approach. There is a moderate amount of specification, but which is not very clear about all the pedagogical approaches. On p 37 (Doc 1.2), a table labelled 'Teaching strategies' is not helpful in directing teachers about how to teach History in particular.

The CAPS describes History as a process of enquiry, but gives no explicit specification with regard to pedagogy.

In the NCS, the **role of the teacher** was to develop a Subject Framework for Grades 10 -12, a work schedule for each grade and lesson plans (Doc 1.2, p 4). Teachers were regarded as programme developers, and they were also expected to develop their own source-based material. Teachers were viewed as having the professional judgement to select their own sources and set a range of appropriate questions on the source (Doc 1.2, p 33).

In the CAPS, **the role of the teacher** is to encourage an active and critical approach to learning (Doc 2.1, p 4). There is no other mention of the teacher's role, however it can be inferred that the teacher needs to have an in-depth knowledge of all the topics in the curriculum, as well as the competence to do historical research, and to support learners in doing their own history research projects.

A key difference in the role of the teacher is that the CAPS teacher is no longer understood as a materials developer.

The **ideal learner** in the NCS is *'imbued with the values and acts in the interests of a society based on respect for democracy, equality, human dignity and social justice'* (Doc 1.1, p 5). The Learning Programme Guidelines (Doc 1.2, p 11) describes a learner who comes from Grade 9 as being able to demonstrate historical enquiry by asking questions about the past, identifying sources, organising, interpreting sources, asking questions about omissions in the evidence/sources, understanding why there are different interpretations of historical events. These are the same skills that are developed in the FET Phase. Learners in the NCS *'should have the insights and skills of historians'* (Doc 1.2, p 8).

The CAPS suggests that the **learner** must have a critical and active approach to learning (Doc 2.1, p 4). They also need to develop a range of enquiry-based skills, the ability to write a coherent argument that is substantiated with evidence, an ability to engage critically with public representations of the past and to do their own historical research projects (Doc 2.1, p 9).

The two curricula do not have different criteria in terms of the ideal learner, who is a person able to engage with an enquiry approach to History. In addition, the CAPS learner should be able to write an *'original, coherent and balanced piece of historical writing'* (Doc 2.1, p 9). This may not be a practical goal for second language English speakers.

4.10 ASSESSMENT GUIDANCE

In Table 34, the number and types of assessment tasks specified in the curriculum are indicated. Examples are provided of the dominant types of assessment specified for the different curricula.

The table further indicates whether the assessment guidance given is general, subject-specific, both or neither. The degree of clarity of guidance regarding assessment was determined using a set of codes[19].

Table 34: Assessment

	NCS	CAPS
Number of assessment tasks specified	22	22
Types of assessment specified	Source-based; extended writing; heritage investigation; oral history, research or enrichment assignment; test under controlled conditions; exams	Source-based; essays; research projects; tests (including source-based and essay); exams
Examples of dominant types of assessment specified	Source-based and extended writing	Source-based and essay.
Specificity of assessment guidance (General/subject-specific/both)	Both	Both
Clarity of assessment guidance (High/ moderate/low)	Low	High

In the NCS, learners are required to do a '*Heritage*' investigation as well as an oral history assignment (i.e. two assignments) in Grade 12. However, this was never implemented, and Grade 12 learners only ever did one assignment. This has now been clarified in the CAPS where students only have to do one research assignment.

[19] **High** - high degree of clarity - assessment information is detailed, specific, clear, and comprehensive, and is not likely to result in differing interpretations
Moderate - there is a moderate degree of information regarding assessment that is generally clear;
Low - there are broad statements about assessment that lack clarity and allow for multiple interpretations;
None - there is no guidance provided for assessment

In Grade 12, the make-up of the Continuous Assessment mark has shifted. Under NCS, the research assignment and heritage added up to 50 marks, whereas the research assignment is now weighted only at 20 in the CAPS (Doc 2.1, pp 36 - 37). The 30 marks that were allocated to the heritage assignment is now located within midyear and trial exams. So in Grade 12, 30 marks fewer are allocated for school-based assessment (SBA) and 30 marks more allocated to examinations (Doc 2.1, pp 36 - 37).

The NCS (Doc 1.1) gives no clarity on the examinations, and thus the NCS Exam Guidelines (Doc 1.4) were developed to give clarity to the NCS. These were made policy by Circular E2 of 2008. The CAPS gives clear guidelines for the Grade 12 examinations in terms of which topics will be examined in each paper; which topics will be source based and which will be examined through essay topics (Doc 2.1, p 42 - 50).

The structure of tests/examinations in the CAPS has shifted. The NCS allocates 45 marks to source-based and 30 for essays (75 mark question). The CAPS allocates 50 marks to source-based questions and 50 marks to essay questions. Learners must choose one source-based question and one essay, then choose either another essay or another source-based question for their third question. Thus there are three questions for a total of 150 marks. The questions in the tests/examinations are no longer integrated between source-based and extended writing, as they were in the NCS.

In the NCS, each question is guided by a key question, and the sources and the extended writing had to link to these key questions. The CAPS takes a less integrated approach, where the essays are no longer source-based. Essentially, the structure of the test/essay is reverting to was done under the NATED (which was the national curriculum in place in South Africa prior to 2008). This CAPS structure will make it easier for examiners to set papers, and will probably be easier for learners and teachers as well.

In terms of the type of essay, the CAPS states that there is only one level of essay. All Grade 12 learners must be able to write an essay which develops an argument (Doc 2.1, p 40). In terms of setting essay questions, all questions require an argument to be made, and if learners write a narrative essay instead, they will be able to score a maximum of 46% (according to the rubric).

The NCS SAG (Doc 1.3, pp 30-31), on the other hand, differentiates between two levels of extended writing. Level 1 requires learners to discuss or describe according to a given line of argument, and Level 2 i requires learners to *'sustain and defend a coherent and balanced argument with evidence'.*

The descriptors in the rubric for extended writing have changed in minor ways (Doc 2.1, p 41). However, the rubric has errors, showing that the curriculum was never proof read closely. The errors were noted by the DBE, and the marks allocated to the cells in the rubric were changed in teacher training workshops. The errata have been addressed on the DBE website.

The criterion for Level 7 in the NCS Grade 12 Guidelines (Doc 1.4, p 12) is described as: *'Very well planned and structured essay'*. In the CAPS (Doc 2.1, p 41) this description for Level 7 has changed to *'Well planned and structured essay'*, which is the same for Level 6 and Level 5. These there is not enough discrimination between the three levels.

4.11 CURRICULUM INTEGRATION

4.11.1 Integration between subjects

The extent of the integration between History and other subjects in the NCS and the CAPS is indicated in Table 35 below, using a set of codes[20].

Table 35: Integration between subjects

	NCS	CAPS
Level of integration (High/moderate/low)	Moderate	Low
Example 1	Learning Outcome 4 for Grade 12 where learners will 'investigate the links between knowledge systems, palaeontology and archaeology' (Doc 1.1 p 14)	Gr 12 topic 6 A new world order has a focus on current economic issues.
Example 2	Gr 12 Content topic 'what are the ideologies and debates around the constructed heritage icons from the period?' (Doc 1.1 p 27)	

The NCS states in the definition that history also *'draws on archaeology, palaeontology, genetics and oral history to interrogate the past'* (Doc 1.1, p 9). These connections are also stated in LO 4 for Grade 12 where learners will *'investigate the links between knowledge systems, palaeontology and archaeology'* (Doc 1.1, p 14). These are reiterated in the Grade 12 topic on 'Heritage', but this topic was never for examination purposes, and thus was seldom taught. So the integration was probably more in the intended curriculum than in the enacted curriculum.

In the CAPS, no mention is made of explicit integration with other subjects, nor is integration mentioned in the definition of the subject. There are obviously some incidental integration examples, such as the studying of globalisation in Grade 12, which deals with economics, and the Great Depression in the USA cannot be taught without linking to economics.

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[18] **High** – frequent and explicit references are made to integration with other subjects in the curriculum
Moderate – in a few places reference is made to other subjects or connection to topics in other subjects is made
Low – the subject is very separate from other subjects in the curriculum and there is very little or no referencing of other subjects

4.11.2 Integration with the everyday world and knowledge of learners

Table 36 below indicates the level of integration between the formal subject knowledge in History in the NCS and the CAPS and the everyday (general) knowledge of learners using a set of codes[21].

Table 36: Integration between subject and everyday knowledge		
	NCS	**CAPS**
Level of integration (High/moderate/low)	Low	Low
Example 1	Heritage topics (Doc 1.1, p 25, 27)	Heritage assignment (Doc 2.1, p 35)
Example 2	Teachers should be aware of local contexts and learners' experiences (Doc 1.1, p 24)	

In neither the NCS nor the CAPS does the curriculum content make much explicit reference to the learners' everyday world and experience. However, the NCS does make reference to the idea that teachers should make use of local contexts which could be more suited to the experiences of the learner (Doc 1.1, p 24). The only opportunity where there is an explicit possibility of engaging with one's own experience is in the research assignment in the CAPS. In the assignment, learners may do an oral history assignment where they interview family members, and investigate family and local history, for example (Doc 2.1, p 35).

4.12 CURRICULUM OVERVIEW

4.12.1 Curriculum coherence

Curriculum coherence refers to the extent to which a curriculum reflects a logic (often inherent in the nature of the discipline itself) in the organisation of topics, where the key ideas of the subject and their development over time, is evident.

The coherence of both the NCS and the CAPS is developed through the chronological sequencing of the topics. The CAPS states that *'a broad chronology of events is applied from the 17th century to the present'* (Doc 2.1, p 10). Both curricula make connections between the topics, but this is more explicit in the CAPS. For example, the background and focus section of Topic 2, 'How did European expansion change the world?' in Grade 10, states *'This topic follows on from the previous one. Having looked at a period when it was not clear that Europe would dominate the world, this topic now explores how and why, in less than two centuries, Europe was able to colonise large parts of the world'* (Doc 2.1, p 14).

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[21] **High** – Learners' everyday world and knowledge, the world of work and communities are constantly referenced and form part of the knowledge specified in the curriculum
Moderate – Learners' everyday world and knowledge, the world of work and of learners' communities are referenced in a few places in the curriculum
Low – The curriculum emphasises subject-specific knowledge, and there are no or almost no references to the everyday knowledge of learners and their communities or the world of work

The evaluation team noted that a Grade 12 learner who has completed the History curriculum would have developed a broad overview of the key historical concepts and events in Europe, the USA, USSR, China (or Vietnam), in Africa and in South Africa. There are attempts to engage with concepts in a range of contexts, for example, eugenics is discussed within both Australia and the context of Nazi Germany. In these instances, coherence is thus created through the historical concept of nationalism, for example, and not through a chronological engagement with one country or region. The unintended consequence of this may be that the concept is understood superficially because there is not sufficient time to get an in-depth understanding of the context.

4.12.2 Implications for the South African context

The evaluation team noted that the selected content was generally appropriate for learners in South Africa, as it gives them a broad overview of South African, African and world history. However there were some concerns that not all South African children and teachers would be able to relate to this History curriculum. One reason for this is that only Afrikaner and African nationalisms are included in the CAPS. Tin contrast, the NCS mentions the roots of South African nationalisms and includes English, Coloured and Indian nationalism, which have now been excluded from the CAPS.

The evaluation team had some concerns about the practical implications of the 'Heritage' assignment. Having this assignment is critical so that learners 'do history' and develop their enquiry skills. However, large discrepancies may exist in the quality of assignments that learners put together. The rubrics developed by teachers to assess these assignments are mostly inappropriate and do not assess what is specified in the CAPS on p 35 (Doc 2.1). These differences in standards are due to teachers' varying experience and competence in History research, as well as the lack of libraries and the internet at many schools.

Language and levels of literacy is an important issue in History learning, as is the issue of resources. Often schools do not have enough textbooks for each learner to have one. An enquiry, source-based history requires that teachers have access to a range of sources, (often only to be found on the Internet) and photocopying facilities. This approach also requires learners to have good levels of both visual and textual literacy.

Given that History is often taken by a small number of learners, many schools have only one History teacher. This means that the Head of Department often does not have the expertise to supervise the assessment and marking of the History teacher.

4.12.3 Assumptions regarding teacher expertise

The NCS assumes very high levels of teacher expertise, in terms of knowledge expertise and the ability to teach source-based History and to create their own learning materials and source-based tasks. The NCS introduces new topics such as '*Pseudo-scientific racism*'; '*Social Darwinism*'; '*South Africa post-1994*' and '*Globalisation and a new world order*'. Many of these topics are also covered in the CAPS.

The CAPS teacher needs to have a deep understanding of the underpinning principles which inform the study of History, such as interpreting evidence from sources, multi-perspectivity, seeing connections through cause and effect and change and continuity, and working with chronology (Doc 2.1, p 10). The CAPS covers a wide range of topics that requires teachers to have an in-depth knowledge of topics beyond the 'traditional' ones of the French Revolution, the Cold War etc. Not all South African teachers have the specialised History knowledge and education that is expected. For example, teachers may put different value judgements (good/ bad) on '*Afrikaner nationalism*' and '*African nationalism*'. Similar differences may apply to 'Nationalism in the Middle East', depending on the background of the teacher or learner. This is a misunderstanding of the concept, as any nationalism can have positive and negative aspects.

The CAPS document makes fewer assumptions than the NCS about teachers' ability to select knowledge, as it specifies the content in greater detail. However it does assume that teachers are able to plan their year schedule using the broad allocation of weeks per topic as given by the CAPS (Doc 2.1, p 11)

By taking an enquiry-based approach to History, both curricula assume that teachers have a good understanding of History as a discipline which requires an understanding of different interpretations of events. Teachers who were schooled with an understanding that History is a set of objective facts may find this shift to multi-perspectivity a difficult one to make. The CAPS makes an assumption that teachers have a deep knowledge not just of the History 'content' but also of the key historiography debates around issues such as the mfecane/difaqane, about the role of nationalisms and the role of globalisation in our current world. The ideal History teacher is a person who reads very widely, has an understanding of how different events are connected, and is able to show learners how events are understood in different ways, and given varying significance at different times.

The ideal History teacher should have high levels of literacy needed to engage critically with a range of different textual and visual sources, and have the ability to teach these reading and interpreting skills to learners. Thus although the CAPS does not expect teachers to develop their own materials, it nevertheless still requires high levels of expertise in disciplinary knowledge (both substantive and procedural) and generic literacy skills.

4.13 CONCLUDING REMARKS

In terms of the broad **aims** of the curriculum, and the underpinning focus on History as enquiry, the NCS and the CAPS are very similar. Thus a new approach to History as a school subject has not been taken.

In terms of historical **skills** to be developed, the CAPS is a repackaging of NCS, as most of the skills are the same.

In terms of the **content areas**, there has been some re-writing in Grade 10. Some new topics have been introduced in Grade 10, namely a deeper focus on the French revolution and a new topic on '*Napoleon*'; the '*South African war and Union*' are also new. In Grade 11 and 12, content has generally been removed or shifted around, rather than any big new topics added. So in terms of content, it was concluded that the curriculum has not been rewritten, but there have been changes made to the content that amount to more than simply a repackaging (that is, content is only re-organised, and that new content is not introduced).

The team was of the opinion that there was not much of a difference in the **depth and breadth** of the two curricula. In CAPS Grades 11 and 12, the content has been reduced, allowing greater depth in the engagement with the topics.

Although in Grade 10, some topics have been removed (such as '*Slavery*', '*The Industrial Revolution*' and parts of '*The quest for liberty*') there is a similar amount of content to cover in the CAPS. Thus for the CAPS Grade 10, we would say that there has not been a significant reduction in breadth, which would mean less depth than could be achieved at Grades 11 and 12.

The CAPS has taken a stronger case study approach than the NCS. This approach should support a greater depth of engagement. For example, Grade 11 Topic 4 '*Nationalisms*' gives three cases: South Africa; Middle East and Ghana. However, the fact that these examples are not taught within a coherent focus on that region, means that a lot of time will be spent understanding the context.

The **assessment guidelines** of the CAPS do not give any indication that one topic would be assessed in more detail, or more depth. Each topic is allocated the same weighting in the examinations.

The most significant shift in the **design** of the curriculum is that the CAPS no longer has LOs, ASs and Competence Descriptors. So the CAPS shifts away from an outcomes-based design, to a more explicitly skills-based design, where eight skills are described that learners need to acquire. The content is better organised in the CAPS. In both curricula, coherence of content is created through chronology.

The CAPS **specifies** the content in greater detail, and also specifies the pacing of the curriculum in more detail. While the NCS never indicates time frames for each topic, the

CAPS clearly shows how many weeks should be spent on each topic. The sequencing of topics is slightly more specified in the CAPS, as topics are allocated to particular terms.

The NCS provides greater detail on **how to teach** the curriculum (in the Learning Programme Guidelines) and the guidance on the assessment is quite complicated. The CAPS provides very little guidance on teaching the subject, but the assessment guidelines are much clearer than the NCS.

4.14 RECOMMENDATIONS

Given all the issues that the team has discussed in this report, the recommendations are as follows:

- Clarify the heading 'Concepts' (Doc 2.1, 2.3.2 p 10) to explain that this list refers to the *organising concepts of the discipline of History* which give an indication of how to focus the learners in the presentation and assessment of a specific topic. This is different from substantive historical concepts such as '*revolution*', '*communism*' etc.

Recommendations about content (Section 3)

- Provide more detail on the Grade 10 topic of the 'Union' and '1913 Land Act' (Doc 2.1, p 18). It is covered in a cursory way for such a key issue in South Africa.
- The suggestion is made that for Grade 10 Topic 1 '*The world around 1600*', only two of the cases are covered.
- Provide greater guidance in terms of the depth that is required for Grade 10 Topic 4 'Transformations in southern Africa', and note whether choices can be made within the topic. If all the chiefdoms mentioned are taught in detail, this leads to too much content that must be covered. It may be useful if some sub-topics were optional.
- Allow a choice so that teachers can focus in depth on two and not three cases of expansion in Grade 10 Topic 5 '*Colonial expansion after 1750*' (Doc 2.1, p 17). A regional choice may be a good idea, where teachers in the western and eastern Cape could focus on that region, while teachers in KwaZulu-Natal focus more in depth on that region (for example, the 'Anglo-Zulu war').
- Include a wider range of *South African nationalisms* in the NCS Grade 11 topic about South African 'Nationalisms and identities' (Doc 1.1, p 26). The CAPS currently excludes English, coloured and Indian nationalism.
- Avoid emotive language to describe topics in the curriculum, for example the 'destructive face of nationalism' (Doc 2.1 p 22).

Recommendations about Assessment (Section 4)

- Review allocation of 40% (in Grade 10) to Level 1 questions which is only to 'extract evidence from sources' (p 33). The team is of the opinion that 40% is too high. The bullet point '*explain historical concepts*' from Level 2 could be moved up to cognitive Level 1, or alternatively, the Level 1 allocation could be reduced to 30%.

- Provide examples of how to phrase a question that will assess cognitive level in the table on p 33 (Doc 2.1).

- Provide more support and guidelines for the heritage and research/oral assignments. Subject advisors reported that many teachers are unclear about the nature of these projects and use very varied assessment criteria. There is a full page of guidelines on '*setting up a heritage assignment*' which is the Grade 10 requirement (Doc 2.1, p 35). Similar detail is needed on the '*research or oral history task*' for Grade 11.

- Include an exemplar assessment rubric which could be used to assess the heritage and research/ oral assignment. Currently, teachers are all drawing up their own rubrics, with varying degree of success.

- Clarify the terms '*Heritage assignment*', '*oral history*' and '*research assignment*'. These terms seem to be used in different ways.

- Include a detailed exemplar of a possible research project so teachers can see the depth of engagement required by learners.

- Provide a link to the National DBE, which has a lead project in the Race and Values Directorate called the Chief Albert Luthuli Oral History competition.

- Provide guidance for teachers about how to teach writing skills needed for the study of History.

- In the case of Grade 10 and 11 provincial examinations, provide details regarding which topics in Grade 10 and 11 could be assessed as source-based questions, and which topics could be assessed as essay topics. This is done for the Grade 12 exam (Doc 2.1, p 39) and it was noted this would also be helpful for Grade 10 and 11, if provincial exams are set at these levels.

- Review the assessment rubric *'Global assessment of essays'* (Doc 2.1, p 41) to clarify the criteria allocated to each level. There are a number of errors in the figures in this table, which have been rectified on the DBE website, However the mark, 14, is still missing in the lower right hand cells of the rubric.

- Change the weighting of Grade 12 (Doc 2.1, p 36) Term 2 mid-year exam from 2 papers of 2 ½ hours to **two papers of 2 hours** each.

5 HISTORY: EXIT-LEVEL OUTCOMES FOR THE FET Phase

Exit-Level Requirements for content in the FET CAPS

The final Grade 12 exam assesses only the topics that are covered in Grade 12. The following topics are assessed in the two examination papers (History CAPS, pp 45 -50):

Table 37: Exit-Level Requirements for content in the FET CAPS
Paper 1
The Cold War (Origins, Cold War in Europe and Cuban crisis as source-based questions, and case study of either China or Vietnam as essay question)
Independent Africa (Africa in the Cold War as source-based questions, and comparative case studies(-Congo and Tanzania) as essay question)
Civil society protests 1950s to 1970s (US Civil rights and Black Power movements as source-based questions and essay question)
Paper 2
Civil resistance in SA 1970s to 1980s (The challenge of Black Consciousness as source-based questions and the Crisis of apartheid in the 1980s as essay question)
Coming of democracy in SA and TRC (Negotiated settlement and Government of National Unity as essay question, and TRC as source-based questions)
End of the Cold War and new world order (End of the Cold War and events of 1989 as essay question, and A new world order as source-based questions)

Discussion

Table 37 provides an overview of the content that Grade 12 learners should understand when they exit the school system. They should have an understanding of some key historical events that impacted Europe, USA, USSR, China (or Vietnam), Cuba, selected countries in Africa and South Africa from the mid-1940s until the present.

However, it is possible for learners to learn only two topics in each exam, as they have a choice of questions, so they may choose to only focus on two thirds of the content topics.

Exit-level requirements for skills in the FET CAPS

In evaluating the exit level skills for the FET Phase, the History team listed the entry level skills that a learner would be expected to have on entering the FET Phase, and then pegged the exit level skills against these. These are reflected in Table 38 below. The aim was to describe how progression within each skill might be described.

There are three key areas of skills that exit level students should demonstrate:

1. Source-based enquiry skills
2. Discursive essay writing skills
3. An ability to undertake research and research writing skills

All of these are expanded in the table of skills below.

Table 38: Exit-level requirements for skills in the FET CAPS		
	Entry-level skills required	**Exit level required**
1. Understand the range of sources available for studying the past. *(This is also an organising concept – see Table 1b)*	Understand that sources provide evidence to construct historical knowledge. History is the accounts written by historians using a range of sources.	Understand the contested nature of different histories that are constructed by historians.
	Ability to interrogate different types of sources appropriately e.g. visual, textual, oral, statistical, primary and secondary.	Ability to interrogate more complex, longer, in-depth sources.
2. Extract and interpret information from a number of sources	Basic comprehension of a source (what does it say?) Ability to select appropriate information from a source and organise it coherently (possibly in a different form). Basic interpretation of a source (what does it mean?) Ability to distinguish between fact and opinion. Ability to ask questions about sources and not to take them at face-value.	Deeper comprehension and ability to 'read between the lines', Display an understanding of tone, register, genre. Deeper interpretation of a source, drawing on a broader and deeper set of conceptual knowledge. Ability to distinguish between fact and opinion in complex texts. Ability to ask questions about sources and not to take them at face-value. Ability to interpret a source from its own historical context, and not from our present understanding of the world.
3. Evaluate the usefulness of sources, including reliability, stereotyping and subjectivity.	An ability to make a basic evaluation as to whether a source can be trusted, by asking the questions of who wrote it, why was it written, for whom was it written, when it was written etc.	An ability to make a nuanced evaluation as to whether a source can be trusted, by asking the questions of who wrote it, why was it written, for whom was it written, when it was written etc. An ability to substantiate your judgement with reasoned evidence.
4. Recognise that there is often more than one perspective of a historical event. *(This is also an organising historical concept of multi-perspectivity).*	Have an understanding that history depends on who wrote it and why they wrote it. The ability to be able to imagine what it was like to live in the past, using one's knowledge of the past.	Show a deeper and more nuanced understanding of how history depends on who wrote it and why they wrote it. The ability to be able to imagine what it was like to live in the past, using one's broader and deeper conceptual knowledge of the past.

Table 38: Exit-level requirements for skills in the FET CAPS (continued)		
	Entry-level skills required	**Exit level required**
5. Explain why there are different interpretations of historical events and peoples' actions.	An ability to explain why two primary sources may give different versions of the same event. [Note: The team felt that the ability to evaluate the interpretations of historians and producers of history and to explain the reasons for these different interpretations, is an exit level skill that will be developed through the FET Phase, and is not an entry-level skill.]	The ability to evaluate the interpretations of historians and producers of history and to explain the reasons for these different interpretations. A basic understanding of the concept of historiography.
6. Participate in constructive and focused debate through the careful evaluation of historical evidence	Ability to discuss and debate various aspects of History, based on evidence (possibly only from one or two sources).	Sustain and defend a synthesised and logical argument, based on a wide range of evidence.
7. Organise evidence to substantiate an argument in order to create an original, coherent and balanced piece of historical writing	Ability to structure a coherent narrative paragraph. Select appropriate information and organise it logically. A basic ability to draw conclusions. [Note: The team felt that the skill of writing an argumentative essay will be developed through the FET Phase].	Ability to construct a coherent and logical argumentative essay, taking an independent line of argument. Select appropriate information form a wide range of sources and organise it logically. A competent ability to draw independent and logical conclusions.
8. Engage critically with issues of heritage and public representations of the past, and conservation	Ability to explain how the past is remembered and why particular people and events are represented. Ability to engage with a historical question, by collecting evidence from at least one source (for example, interviewing one person) Ability to take notes and record information	Ability to explain how the past is remembered and why particular people and events are represented and others are not. Understanding the debates about how public representations of the past represent different perspectives. Ability to engage with a historical question, by collecting evidence from various sources. Interpret and compare the various data provided by the sources. Write a coherent account of the data collected in an independent manner.
9. Generic academic skills	Ability to take notes from the teachers' lectures and explanations, and to make notes and summaries from a range of textbooks.	Ability to take notes from the teachers' lectures and explanations, and to make notes and summaries from a range of textbooks and reference books.
	Basic visual literacy	Competent visual literacy
	Have a sufficient vocabulary which is essential for both reading and writing.	Have a broad vocabulary which is essential for both reading and writing.

Table 38: Exit-level requirements for skills in the FET CAPS (continued)		
	Entry-level skills required	**Exit level required**
	Ability to write a coherent and structured paragraph	Ability to write a coherent and structured discursive essay, and a research assignment.
	Ability to read and comprehend secondary texts, such as textbooks or reference books.	Ability to read and comprehend secondary texts of increasing complexity, such as textbooks or reference books.

Discussion:

These exit-level skills would describe the 'ideal' learner who has engaged with a wide range of source-based tasks during the FET Phase, has been explicitly taught how to construct an academic essay and has had the opportunity to engage with research projects in a supported and scaffolded classroom environment. However, not all learners who pass the NSC exam will necessarily achieve the exit- level outcomes to this level.

When the CAPS Section 4 on Assessment is examined, it is clear that learners may pass the NSC without achieving what the team has described as the exit-level outcomes.

The CAPS (Doc 2.1, p 33) describes the weighting of cognitive levels and abilities to be covered during formal assessment of source based tasks as follows:

Table 39: Weighting of cognitive levels			
	CAPS		
	Gr 10	**Gr 11**	**Gr 12**
Level 1 Extract evidence from sources	40%	30%	30%
Level 2 Explain historical concepts Straightforward interpretation of sources Compare information in sources	40%	50%	40%
Level 3 Interpret and evaluate information in sources Engage with questions of bias, reliability and usefulness of sources Compare and contrast interpretations and perspectives within sources and by authors of sources.	20%	20%	30%

From Table 39 above, it will be noted that learners can pass the source-based section of the Grade 12 History exam by only answering Level 1 and Level 2 source-based questions. Thus learners who pass with between 40% and 50% will not have achieved all the exit-level outcomes as described in Table 38.

According to the CAPS, the essays that learners write in the final Grade 12 exam must show that they are able to '*develop and sustain an independent and well-balanced*

argument' and can *'use evidence to support an argument'* (p 40). However the *'Global assessment of essay'* rubric (p 41) shows that a learner can still achieve 40% (20 -23 out of 50 marks) for an essay even if the essay is *'largely descriptive'* and they have only *'made some attempt at developing an argument'* (Level 2 for presentation) and that the *'content does relates to the question, but does not answer it and has omissions in coverage'* (Level 3 for Content on the 'Global assessment of essays' rubric). Thus an achievement of 40% for an essay in Grade 12 does not indicate that the learner has met what the team has described as the exit-level outcomes in Table 38.

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ANNEXURE A: GEOGRAPHY

TOPICS AND SUB-TOPICS COVERED IN THE NCS AND CAPS PER GRADE, AND THE DEPTH AT WHICH THEY ARE COVERED

The table below indicates the content topics and sub-topics covered per grade in each curriculum, and the degree of cognitive complexity (depth) at which each topic is dealt with in the NCS and the CAPS. The following codes were used to categorise the cognitive complexity:

1. Introductory level content; superficial; mainly definitions and descriptions
2. Definitions and descriptions plus some detail provided; involving simple relationships between concepts, and simple numerical calculations
3. Detailed indications of concepts/topics; requires understanding of relationships between concepts; involving complex computations and interpretations
4. High level of abstraction; topic required to be dealt with in a conceptually challenging way; requires complex understanding of relationships between concepts; requiring very demanding mathematical computations and problem solving

Where a topic is not covered at all in a curriculum, the relevant blocks are shaded. Where a similar topic is described in each curriculum, but named differently, the two names are given in the table, separated by a forward slash. The table thus provides a good overview of the breadth of each curriculum, and their similarities and differences with regard to content coverage.

Topics and sub-topics covered in the NCS and CAPS per grade, and the depth at which they are covered						
Topic (content/skill)	**Degree of Complexity**					
	NCS			**CAPS**		
	Gr 10	**Gr 11**	**Gr 12**	**Gr 10**	**Gr 11**	**Gr 12**
PHYSICAL GEOGRAPHY						
Climate						
Gr 10: The atmosphere Composition and structure of the atmosphere	3			3		
Heating of the atmosphere	3			3		
Moisture in the atmosphere	4			4		
Reading and interpreting synoptic weather maps				2	3	3
Macro/meso weather systems over Africa /Africa's weather and climate	4				4	
Impact of weather systems on vegetation & human activities	3					
Impact of humans on atmosphere & weather	3			3		
Deserts – landforms	2					
Gr 11: The atmosphere The Earth's energy balance			4		4	
Global air circulation			4		4	
Drought and desertification	3				3	

Topics and sub-topics covered in the NCS and CAPS per grade, and the depth at which they are covered (continued)						
Topic (content/skill)	**Degree of Complexity**					
	NCS			**CAPS**		
	Gr 10	**Gr 11**	**Gr 12**	**Gr 10**	**Gr 11**	**Gr 12**
Climate change – effects of El Nino & La Nina in Africa		4			4	
Gr 12: Climate and weather Mid-latitude cyclones			4			4
Tropical cyclones			4			4
Subtropical anticyclones			4			4
Valley climates			3			3
Urban climates			3			3
Climate Hazards & human responses			3			
GEOMORPHOLOGY						
Gr 10: Geomorphology The structure of the Earth				3		
Plate tectonics	4			4		
Folding and faulting	3			3		
Earthquakes	3			3		
Volcanoes	3			3		
Gain an understanding of the time perspective within the geomorphological context	3					
External forces: weathering & erosion	2					
Gr 11: Geomorphology Topography associated with horizontally layered rocks			3		3	
Topography associated with inclined/tilted rock strata			3		3	
Topography associated with						
massive igneous rocks			3		3	
Slopes			3		3	
Mass movements and human responses			3		3	
Gr 11: Significance of water Masses Hydrological cycle		1		1		
Water masses of Africa		1				
Coastal Environments		4				
Gr 12: Geomorphology Drainage systems in South Africa			3			3
Fluvial processes			4			4
Catchment and river Management			3			3
Gr 10: Water resources Water in the world				2		
The world's oceans		3		3		
Water management in South Africa		3	3	3		
Floods		3		4		
Gr 11: Ecosystems Concepts						

Topics and sub-topics covered in the NCS and CAPS per grade, and the depth at which they are covered (continued)						
Topic (content/skill)	**Degree of Complexity**					
	NCS			**CAPS**		
	Gr 10	**Gr 11**	**Gr 12**	**Gr 10**	**Gr 11**	**Gr 12**
Ecological processes		4				
Human impact on ecosystems		3				
Vegetation regions		3				
Environmental relationships		3				
HUMAN GEOGRAPHY						
Population						
Gr 10: Population Population distribution and Density	2			2		
Population structure	4			4		
Population growth	4			4		
Population movements	3			3		
HIV and AIDS	3			3		
Gr 10 People & Organisations Civic organisations	4					
National organisation	4					
Continental organisations	4					
Global organisations	4					
Development						
Gr 11: Development Geography The concept of development		3			3	
Frameworks for development		4			4	
Trade and development		4	3		4	
Development issues and						
Challenges		4			4	
Role of development aid		4			4	
Settlement						
Gr 12: Rural settlement Study of settlements			2			2
Rural settlements			2			2
Rural settlement issues			3			3
Urban settlement Urban settlements			2			2
Urban hierarchies			3			3
Urban structure and patterns			3			3
Urban settlement issues			3			3
Resources and sustainability						
Gr 11: Resources and sustainability Using resources						
Soil and soil erosion		3			3	

Topics and sub-topics covered in the NCS and CAPS per grade, and the depth at which they are covered (continued)						
Topic (content/skill)	**Degree of Complexity**					
	NCS			**CAPS**		
	Gr 10	**Gr 11**	**Gr 12**	**Gr 10**	**Gr 11**	**Gr 12**
Conventional energy sources and their impact on the environment		3			3	
Non-conventional energy Sources		3			3	
Energy management in South Africa		3			3	
Economic Geography						
Gr 12: Economic Geography of SA Structure of the economy			2			2
Agriculture			3			3
Mining						3
Secondary and tertiary sectors			3			3
Strategies for industrial						
Development			4			4
Informal sector			3			3
GEOGRAPHIC SKILLS & TECHNIQUES						
Map work skills						
Locating exact position: degrees, minutes and seconds	3	3	2	3	3	2
Map orientation						
Scale: word, ratio, line scale	3	3	2	3	3	2
Direction	2	1	1	2	1	1
True Bearing	2	2	1	2	2	1
Magnetic Bearing & Declination	3	3	3	3	3	3
Distance (straight & curved)	2	3	2	2	3	
Calculating area (regular & irregular)	3	3	2		3	
Topographic maps (5 hours)						
South African 1:50 000 map referencing system	3	3	2	3		
Conventional signs/symbols	1	1	1	1		
Contours, Landforms & Cross sections on 1:50000 maps	3	3	3	3	3	3
Vertical exaggeration	4	3	3		3	3
Intervisibility	3	2	2		2	2
Gradient	3	3	3		3	3
Aerial Photos and orthophoto maps						
Gr 10: Photographs of landscapes Oblique and vertical aerial photos	4	3	3	3		
Gr 11: Aerial photographs and orthophoto maps Oblique and vertical aerial photographs: identifying landforms and features	3	3	3		3	2
Use of tone, texture and shadow in the interpretation of photos	3	3	2		3	
Orthophoto maps: identifying features	3	3	2			

Topics and sub-topics covered in the NCS and CAPS per grade, and the depth at which they are covered (continued)						
Topic (content/skill)	**Degree of Complexity**					
	NCS			**CAPS**		
	Gr 10	**Gr 11**	**Gr 12**	**Gr 10**	**Gr 11**	**Gr 12**
Gr 12: Aerial photographs and orthophoto maps Comparing orthophoto map with a topographic map Orthophoto maps to be used in conjunction with 1:50 000 maps and aerial photos	3	3	3	3	3	3
Geographical Information Systems (GIS) Concept of GIS	2	2	1	2		
Reasons for the development of GIS				2		
Concept of remote sensing	2	2	2	2		
How remote sensing works	2	2	2	2		
GIS concepts: spatial objects, lines, points, nodes and scales	2		2	2		2
Gr 11: Spatially referenced data		2	2		2	2
Spatial and spectral resolution	2	2	2		2	2
Different types of data: line, point, area and attribute	1		1		1	
Raster and vector data		2	2		2	2
Application of GIS to all relevant topics in the grade			3	3	3	3
Capturing different types of data from existing maps, photographs, fieldwork or other records, on tracing paper		3	3		3	3
Gr 12: Data standardisation, data sharing and data security			3			3
Data manipulation: data integration, buffering, querying and statistical analysis			4			4
Application of GIS by government and the private sector			4			4
Using atlases Map reading: comparing information from different maps	2	2	2	2		
Atlas index: locating physical and constructed features	2	1	1	2	1	
Concept of map projections: equal area and true direction projections – examples, limitations and values	2	2	2	3		
Four-digit grid reference (latitude and longitude, degrees and minutes) for identifying and locating features on maps	3	3	2	3	3	2
Fieldwork						
Observing	2	2	2	2	2	2
Collecting data by using instruments and from media & field – questionnaires etc.	3	3	3	3	3	3
Recording data	2	2	2	2	2	2
Processing & collating data		2	3	3	3	3
Presenting findings using graphs, maps, diagrams	3	3	4	3	3	3
Interpreting	4	4	4	4	4	4
Identify issues & formulate questions	3					
Plan & structure an enquiry process		4	4			

Topics and sub-topics covered in the NCS and CAPS per grade, and the depth at which they are covered (continued)						
Topic (content/skill)	Degree of Complexity					
	NCS			CAPS		
	Gr 10	Gr 11	Gr 12	Gr 10	Gr 11	Gr 12
Total topics at 1	2	5	6	2	3	2
Total topics at 2	16	14	23	15	8	15
Total topics at 3	26	30	31	24	29	24
Total topics at 4	12	9	12	6	9	8

ANNEXURE B: HISTORY

TABLE OF DETAILED CONTENT COVERAGE FOR HISTORY IN THE NCS AND THE CAPS

In the table below, the main topics are in bold, with sub topics beneath them. Where a topic or sub-topic is not covered in any of the grades in a curriculum, the relevant blocks are shaded in blue.

Content coverage						
Topic (content/skill)	NCS			CAPS		
	Gr 10	Gr 11	Gr 12	Gr 10	Gr 11	Gr 12
1. What was the world like in the mid-fifteenth century?	Y			Y		
Africa (Songhay)	y			Y		
China (Ming)	y			Y		
India (Mogul)	Y			Y		
Ottoman Empire	Y					
the Americas	Y					
Organisation of European societies	Y			Y		
Southern African societies	Y					
2. Conquest, warfare and early colonialism 18th century	Y			Y		
Americas (Spain),	Y			Y		
Africa (Portugal, Holland)	Y			Y		
India (France, Britain)	Y					
Attitudes to race (eg Sarah Baartman)	Y					
3. Slavery.	Y			Y		
Atlantic slave trade and racism	Y			Y		
4. The quest for liberty	Y					
American War of Independence;	Y					
French Revolution;	Y			Y		
Napoleon				Y		
Ending of slavery in British colonies;	Y					
American society after the Civil War	Y					
5. Industrial Revolution	Y					
6. Transformations in southern Africa between 1750 and 1850	Y			Y		
Mfecane	Y			Y		
Colonial expansion after 1750 in SA	Y			Y		
British control of the Cape	Y			Y		
Zulu Kingdom and Natal colony	Y			Y		
Boers republics and Basotho kingdom				Y		
7. How did the world change between 1450 and 1850?	Y					

Content coverage						
Topic (content/skill)	NCS			CAPS		
	Gr 10	Gr 11	Gr 12	Gr 10	Gr 11	Gr 12
E.g. Great Zimbabwe, Sarah Baartman	Y					
Background to SA War: mining capitalism				Y		
South African War 1899 - 1902				Y		
Union of South Africa				Y		
Natives Land Act 1913				Y		
1. What was the world like by 1850?		Y				
African state formations		Y				
the Americas		Y				
Europe		Y				
Asia		Y				
2. What was the nature of imperialism in the nineteenth and early twentieth centuries?		Y				
3. What were the range of responses to colonialism in Africa and Asia?		Y				
4. Communism in Russia 1900- 1940		Y			Y	
The Russian Revolution		Y			Y	
The establishment of the communist state		Y			Y	
5. Crisis of capitalism		Y			Y	
Great Depression		Y			Y	
Emergence of fascist economies (eg. Nazi Germany and Japan)		Y			Y	
6. Pseudo-scientific racism and Social Darwinism on the nineteenth and twentieth centuries		Y			Y	
USA		Y				
Africa		Y				
Australia		Y			Y	
Nazi Germany		Y			Y	
7. Competing nationalisms and identities in Africa		Y			Y	
Roots of Pan Africanism to 1945		Y			Y	
SA nationalisms and identities		Y			Y	
Impact of WW2		Y				
Case study: Middle East,					Y	
Case study: Ghana					Y	
Negative and positive features of nationalisms					Y	
8. Apartheid South Africa 1948-1960.		Y			Y	
Segregation		Y			Y	
Apartheid 1948-1960		Y			Y	
Nature of resistance to apartheid		Y			Y	

Content coverage						
Topic (content/skill)	NCS			CAPS		
	Gr 10	Gr 11	Gr 12	Gr 10	Gr 11	Gr 12
10. How has the South African past been publicly represented?		Y				
1. Cold War in the 1960s.			Y			Y
USSR/USA spheres of interest			Y			Y
Role of China			Y			Y
Forms of conflict: Vietnam			Y			Y
Cuba			Y			Y
Angola			Y			
Middle East			Y			
Role of UN, OAU and NAM			Y			
2. How was uhuru realised in Africa in the 1960s and 1970s?			Y			Y
Congo and Tanzania (Doc 1.4)			Y			Y
Ghana and Kenya (Doc 1.4)			Y			
Cold War in Africa: Angola (Doc 1.4)			Y			Y
3. What forms of civil society protest emerged from the 1960s up to the 1970s?			Y			Y
1950s civil rights						Y
1960s civil rights, Black power movement, students movements, women's' movement			Y			Y
1970s Black Consciousness in SA			Y			Moved to Topic 4
Apartheid SA and Eastern Europe in 1980s			Y			Moved to Topic 4
4. What was the impact of the collapse of the USSR in 1989?			Y			y
Impact on SA			Y			Moved to Topic 6
Impact on Africa in the 1990s			Y			
Impact on the dominance of the USA			Y			
5. How did South Africa emerge as a democracy from the crises of the 1990s?			Y			Y
Crisis of apartheid in the 1980s			Y			Y
Collapse of apartheid: internal and external pressures			Y			Y
GNU and making of the constitution			Y			Y
Dealing with the past: TRC, memorials			Y			Y

Content coverage						
Topic (content/skill)	NCS			CAPS		
	Gr 10	Gr 11	Gr 12	Gr 10	Gr 11	Gr 12
Global economy, new forms of capital, information age			Y			Y
Position of Africa in the global world			Y			
Responses to globalisation			Y			
The end of the Cold War and a new world order						Y
Impact on SA of end of the Cold War			Y			Y
The end of the Cold War: The events of 1989			Y			Y
A new world order : globalisation						Y
7. What are the ideologies and debates around the constructed heritage icons from the period?			Y			
Total number of main topics	**8**	**8**	**8**	**6**	**5**	**6**
Total number of topics per phase	**25**			**17**		

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