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Attached to this Government Notice is the Overview document of the Draft Revised National Curriculum Statement Grades R-9 for schools.

This does not constitute the entire package listed as part of the Draft Revised National Curriculum Statement for Grades R-9 for schools.

The documents other than the Overview document are obtainable at the: DoE on request.

The contract details are listed in the Government Notice.

GOVERNMENT NOTICE

MINISTRY OF EDUCATION

No. 735

8 August 2001

CALL FOR COMMENTS ON THE DRAFT NATIONAL CURRICULUM STATEMENT GRADES FOR R-9 TO ENABLE THE MINISTER TO DECLARE POLICY IN TERMS OF SECTION 3(4) (1) OF THE NATIONAL EDUCATION POLICY ACT, 1996 (NO 27 OF 1996)

In February, 2000 the Minister of Education established a Review Committee to review Curriculum 2005. The Committee prepared an exhaustive review based on existing research reports and papers, interviews with teachers, principals, managers, trainers, publishers and departmental officials as well as interrogate public submissions made by a range of individuals, organisations and institutions. The Review Report was released on 31 May 2000 under the title A South African Curriculum for the Twenty First Century.

The Review Committee proposed that a revised and streamlined outcomes based curriculum be introduced within manageable time-frames to achieve the social and educational goals of a curriculum for the 21st Century. The initial recommendations fell into 2 major categories:

- ❑ **Structure and design** of the revised curriculum: This led to the proposal to revise and streamline C2005 through the production of a revised National Curriculum Statement.
- ❑ **Implementation** of the revised curriculum. This should entail a relaxation of the pace of implementation.
- ❑ **Pace and scope** of implementation.

On 26 July 2000 Cabinet agreed to the development of a revised National Curriculum Statement which had to deal in clear and simple language with what the curriculum requirements are at various levels and phases. Such a statement should address the concerns around curriculum overload and give a clear description of the kind of learner – in terms of knowledge, skills, values and attitudes – that is expected at the end of the General Education and Training (GET) Band.

The Department of Education called for nominations in the media as well as in the Government Gazette (No. 21762 of 15 November 2000) for members to serve on the following structures:

- ❑ Task Team
- ❑ Learning Area Working Groups
- ❑ Human Rights and Inclusivity Working Group
- ❑ Foundation Phase Working Group
- ❑ Qualifications Working Group
- ❑ Implementation Working Group and
- ❑ Reference Group

The above members assisted in the writing of the Draft Revised National Curriculum Statement. The Ministerial Project Committee commenced with their task on 11 November 2000, and completed the task on 30 July 2001 by issuing the Draft Revised National Curriculum Statement.

The Draft Revised National Curriculum Statement consists of the following:

Overview

Languages learning Area Statement

- 2.1 English version
- 2.2 Isizulu version
- 2.3 Isixhosa version
- 2.4 Tshivenda version
- 2.5 Setswana version
- 2.6 Sepedi version
- 2.7 Xitsonga version
- 2.8 Afrikaans version
- 2.9 Isiswati version
- 2.10 Isindebele version
- 2.11 Sesotho version

Learning Area Statements in English

- 3.1 Arts & Culture
- 3.2 Social Sciences
- 3.3 Technology
- 3.4 Economic and Management Sciences
- 3.5 Mathematics
- 3.6 Natural Sciences
- 3.7 Life Orientation

Qualification Framework

Now, therefore, the Minister of Education, hereby gives notice that he intends to declare the draft revised National Curriculum Statement for Grades R-9 as draft policy in terms of Section 3(4)(l) of the *National Education Policy Act, 1996 (No.27 of 1996)* and request any person, society or organisation to submit to the Department of Education, **before Tuesday 12 October 2001**, comments on the aforementioned draft documents.

Copies of this document may be obtained from **Ms G. Muleya** at Tel (012) 312 5123 or Fax (012) 325 4001 or e-mail to muleya.g@doe.gov.za

Comments should be forwarded to:

**The Director-General: Education
(For the attention of Ms G. Muleya)
Private Bag X895
PRETORIA
0001**

Prof Kader Asmal (MP)
Minister of Education



DEPARTMENT OF EDUCATION

Overview

DRAFT REVISED NATIONAL CURRICULUM STATEMENT FOR GRADES R-9 (SCHOOLS)

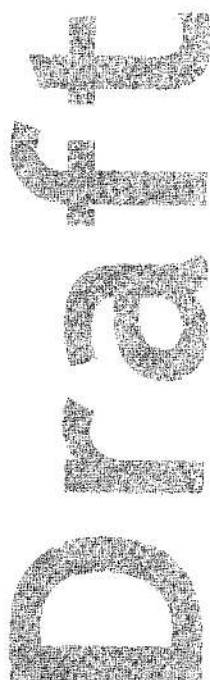


30 July 2001

This document must be read as part of the
Revised National Curriculum Statement for Grade R-9.

This Revised National Curriculum Statement includes:

1. An Overview
2. 8 Learning Area Statements
3. Qualification Framework for the GETC for Compulsory Schooling



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Structures and Participants

Summary

This draft Revised National Curriculum Statement for Grades R-9 is the result of a decision in mid-2000 by the Council of Education Ministers and Cabinet. The Council of Education Ministers and Cabinet required the Department of Education to develop a National Curriculum Statement for Grades R-9 (schools) which would deal in clear and simple language with what the curriculum requirements are at various levels and phases. This National Curriculum Statement would embody a vision of the kind of learner required by our society. It would also give consideration to how overload in the curriculum could be reduced and present a plan for its implementation. Special attention would be paid to history and environmental education.

The draft revised National Curriculum Statement consists of:

- An Overview of the background, principles, process, key elements of the eight Learning Area Statements, guidelines for the development of Learning Programmes, a related qualification framework and implementation plan.
- Learning Area Statements for: Languages, Mathematics, Natural Sciences, Social Sciences, Arts and Culture, Life Orientation, Economic and Management Sciences, Technology.
- A Qualification Framework for General Education and Training for schools.

It was produced over a period of six months by close to 150 people who were ministerially appointed. They were selected in an open process of nomination and were fully representative of race, gender and national organisations such as teacher unions and professional associations.

Summary

Learning Area Statements

The Learning Area Statements provide the substance of the revised curriculum. The curriculum for each learning area is structured in such a way as to:

- Realise the broader social goal of the creation of learners who, by the end of Grade 9, are confident and independent, literate, numerate and multi-skilled, compassionate, environmentally respectful and able to participate in society as critical and active citizens - these goals are embedded in the critical and developmental outcomes.
- Realise the achievement by learners of specific knowledge, skills and values that can be gained through the learning of languages, mathematics, natural and social sciences, arts and culture, life orientation, economic and management sciences and technology - these are the learning outcomes.
- Ensure that these goals are embedded in specific requirements of learning and teaching at each grade - these are the assessment standards.
- Ensure that the management of assessment, including the recording and reporting of learners' progress, is streamlined and simplified through a clear statement in each learning area of how assessment is linked to the curriculum.

Each Learning Area Statement consists of:

- An Introduction
- A section on learning outcomes and assessment standards: These express the requirements and expectations of learners by grade. The learning outcomes and assessment standards are the minimum knowledge, values and skills to be covered, but should not be all that is taught. They indicate what is essential for conceptual progress through the system and are designed down from the Grade 9 requirements.

Summary

A section on Assessment

Reference Lists

Appendices

The values which inform the revised National Curriculum Statement include those of:

Outcomes-based education as an activity-based and developmental process encompassing what learners learn and are able to do at the end of the learning process.

Social and environmental justice, human rights and inclusivity.

A high level of skills and knowledge for all.

A balance of integration and progression in what is expected at each level.

Clarity and accessibility.

The Revised National Curriculum Statement strengthens and consolidates Curriculum 2005 which was first introduced in 1998. It does so through simplifying and streamlining its main design elements while at the same time ensuring that learning expectations are clearly spelt out at each grade. The main design features of Curriculum 2005 are the critical outcomes, 66 specific outcomes, range statements, phase and programme organisers, assessment criteria, performance indicators and expected levels of performance.

This Revised National Curriculum Statement reduces these to three: critical and developmental outcomes, learning outcomes and assessment standards. Assessment standards, as indicated above, are pegged per grade and are linked to the learning outcomes of each learning area and the broader social vision of the kind of learner envisaged and that is expressed through the critical and developmental outcomes.

Time allocations based on national priorities are provided for each Learning Area and Programme.

Summary

Learning Programmes

Learning Area Statements present the curricular requirements at each grade. These are determined nationally. Learning Programmes structure the outcomes and assessment standards in a year-long programme. The draft revised National Curriculum Statement provides guidelines to schools for the development of Learning Programmes. It also shows how overload in the curriculum can be reduced through Learning Programmes which combine learning areas where there is overlap and/or a shortage of teachers and/or equipment.

Three Learning Programmes are proposed for the Foundation Phase, Grades R-3 (Literacy, Numeracy and Life Skills), six for the Intermediate Phase, Grades 4-6 (Languages; Mathematics; Science and Technology; Social Sciences; Arts and Culture; Life Skills, Economy and Society) and eight for the Senior Phase (Languages; Mathematics; Natural Sciences; Social Sciences; Arts and Culture; Life Orientation; Economic and Management Sciences and Technology). Time allocations based on national priorities are provided for each Learning Area and Programme.

Qualification Framework

A General Education and Training Certificate currently exists which is linked to Curriculum 2005 with its eight design features. The proposed qualification framework for the revised National Curriculum Statement will be:

- Linked to the design of this curriculum.
- A whole school qualification rather than unit standards based curriculum.
- Specifically for schools.
- Achieved at the end of Grade 9.
- Implemented for the first time in 2008 when the first cohort to have experienced this curriculum graduate from Grade 9.

Summary

Implications for Implementation

Critical to successful implementation are the timely provision of good learning support materials, effective professional development of teachers, principals and district-based personnel and feasible timeframes. In order to ensure that enough time is provided for a manageable implementation process, the following time frames are proposed:

2001: Public comment followed by revision and finalisation of the draft Revised National Curriculum Statement for implementation; development of Learning Programme guidelines.

2002: Pilot; preparation for teacher orientation; development of policy for learning support materials.

2003: Incorporation of pilot results into a detailed implementation strategy; teacher orientation and development; development of learning support materials; orientation of school and district-based management; development of Learning Programmes at school level.

2004: Implementation of Grades R-3; further teacher orientation and development; supply of learning support materials; development of Learning Programmes at school level.

2005: Implementation of Grades 4 to 6; further teacher orientation and development; supply of learning support materials; development of Learning Programmes at school level.

2006, 2007, 2008: Implementation of Grades 7, 8 and 9, and the first General Education and Training Certificate for the revised National Curriculum Statement in 2008.

This revised National Curriculum Statement is one step in an ongoing process of curriculum transformation and development. It signals the consolidation of the major curriculum gains made in South Africa since the achievement of democracy.

Preface

Preface

The development of a national curriculum is a major challenge for any nation. At its broadest level, our education system and its curriculum expresses our idea of ourselves as a society and our vision as to how we see the new form of society being realised through our children and learners. Through its selection of what is to be in the curriculum, it represents our priorities and assumptions of what constitutes a 'good education' at its deepest level.

This curriculum is written by South Africans and for South Africans who hold dear the principles and practices of democracy. It encapsulates our vision of teachers and learners who are knowledgeable and multi-faceted, sensitive to environmental issues and able to respond to and act upon the many challenges that will still confront South Africa in this twenty first century.

But we must also be realistic about what a curriculum can and cannot achieve. Inequality and poverty still plague the educational experience of too many families and their children. The curriculum is and will be differently interpreted and enacted in diverse contexts. We will improve and implement it to the best of our ability. We will also make the most strenuous efforts to enable the realisation of its vision through addressing all those issues which make up teaching and learning.

This requires the commitment and participation of all who work in education. We need the full cooperation of the Government, parents, teachers, learners and the community at large. I trust this revised National Curriculum Statement will embody the ideals which will promote such cooperation.



PROFESSOR KADER ASMAL, MP
MINISTER OF EDUCATION

30 JULY 2001

Foreword

Foreword

This draft Revised National Curriculum Statement has a history and precedents. At their special meeting of 12 September 1997, the Heads of Education Departments Committee recommended the adapted *Draft Statement of the National Curriculum for Grades R-9* for Ministerial approval. It was referred to and approved by the Council of Education Ministers at their meeting of 29 September 1997 as three separate policy documents for the Foundation Phase, the Intermediate Phase and the Senior Phase.

This proposed *Revised National Curriculum Statement for Grade R-9* for the schools sector overrides the above-mentioned documents. It is published as an Overview, eight Learning Area Statements with explicit learning outcomes and assessment standards per grade and a document on the associated qualification framework. The Overview will contain a framework for the development of Learning Programmes. All learning area outcomes will be operationalised in Learning Programmes to ensure the achievement of nationally agreed upon learning area outcomes and attached assessment standards.

The General Education and Training Certificate for school learners will be a whole school qualification whose quality will be assured in terms of the South African Qualifications Authority Act (no 58 of 1995). It will be monitored and evaluated in terms of both the National Education Policy Act (1996) as well as the SAQA Act (1995). Thus both portability and compliance with the National Education Policy Act (1996) will be ensured.

At its meeting in June 2000, the Council of Education Ministers agreed that the Revised National Curriculum Statement for Grades R-9 (Schools) will include three Learning Programmes for the Foundation Phase: Literacy, Numeracy and Life Skills.

The current Assessment Policy of 23 December 1998 (Government Gazette 19640) needs to be read in conjunction with the proposed Statement and the relevant section of each Learning Area Statement. The latter provides guidelines on assessment, recording, reporting and the application and allocation of the use of notional time and is proposed to be part of the National Policy on Assessment.

Foreword

The Learning Area Statements are designed to assist in the improvement of teaching and learning and use of the assessment standards per grade to provide a common language for reporting learner achievement. Validation in learning area outcomes at exit level and benchmarking proficiencies are envisaged through the Quality Assurance Framework.

The envisaged qualification for the General Education and Training Certificate is a whole school qualification with the Department of Education as a representative Standards Generating Body for public schooling. These processes will be formalised through negotiation between the Department of Education and South African Qualifications Authority once the Revised National Curriculum Statement for Grade R-9 (Schools) has been navigated through Parliament.

Internal departmental research as well as the Report of the Review Committee (May 2000) mentioned the difficulties teachers were experiencing in working successfully with C2005. In order to overcome such shortcomings for the implementation of the Revised National Curriculum Statement for Grade R-9 (Schools) a teacher development programme will be supported to assist teachers in implementation. The focus of this programme will be on the development of content knowledge and pedagogical practice.



DIRECTOR GENERAL
THAMI MSELEKI

30 JULY 2001

1. Introduction



1.

Introduction

1. Introduction

Background

South Africa's democratic government inherited a divided and unequal system of education. Under apartheid, South Africa had nineteen different educational departments separated by race, geography and ideology. This education system prepared children in different ways for the positions they were expected to occupy in social, economic and political life under apartheid. In each, the curriculum played a powerful role in reinforcing inequality. What, how and whether children were taught differed according to the expectations of their roles in the wider society.

Curriculum change in post-apartheid South Africa started immediately after the election in 1994 when the National Education and Training Forum began a process of syllabus revision and subject rationalisation. The purpose of this process was mainly to lay the foundations for a single national core syllabus. In addition to the rationalisation and consolidation of existing syllabi, the National Education and Training Forum curriculum developers removed overtly racist and other insensitive language from existing syllabi. For the first time curriculum decisions were made in a participatory and representative manner. But the National Education and Training Forum process was not, nor did it intend to be a curriculum development process.

Curriculum 2005 was the first major curriculum statement of a democratic South Africa. Deliberately intended to simultaneously overturn the legacy of apartheid education and catapult South Africa into the 21st Century, it was an innovation both bold and revolutionary in its magnitude and conception. It signaled a dramatic break from the past. No longer would curriculum shape and be shaped by narrow visions, concerns and identities. No longer would it reproduce the limited interests of any one particular grouping at the expense of another. It would bridge all, and encompass all. It introduced new skills, knowledge, values and attitudes for all South Africans and stands as the most significant educational reform in South African education of the last century.

Introduced into schools in 1998, Curriculum 2005 was reviewed in 2000 to assess its structure and design, accompanying teacher development processes, learning materials

1. Introduction

developed to support the curriculum, provincial support to teachers in schools and implementation timeframes. The Ministerial Review Committee presented its Report on 31st May 2000.

The Review Committee recommended that strengthening the curriculum required streamlining its design features and simplifying its language through the production of an amended National Curriculum Statement. In addition it recommended improving teacher orientation and training, learning support materials and provincial support. It also recommended relaxation of timeframes for implementation.

In June 2000, the Council of Education Ministers accepted the curriculum recommendations of the Review Committee. In July 2000, Cabinet resolved that:

The development of a National Curriculum Statement, which must deal in clear and simple language with what the curriculum requirements are at various levels and phases, must begin immediately. Such a statement must also address the concerns around curriculum overload and must give a clear description of the kind of learner in terms of knowledge, skills, values and attitudes that is expected at the end of the GET band.

The Constitution, Values and National Identity

The values of the Constitution of the Republic of South Africa, 1996 (Act 108 of 1996) provide the basis for curriculum transformation and development in contemporary South Africa. The preamble to the Constitution states that the aims of the Constitution are to:

- Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights.
- Improve the quality of life of all citizens and free the potential of each person.
- Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law.

1. Introduction

- Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

The Constitution expresses South Africa's social values and its expectations of the roles, rights and responsibilities of citizens in a democratic South Africa. The Bill of Rights places pre-eminent value on equality, human dignity, life, and freedom and security of person. These and other rights to freedom of religion and belief, expression and association, exist side-by-side with socio-economic rights. Each person has a right to freedom from poverty, homelessness, poor health and hunger.

The Constitution and national education policies are reflected in the Revised National Curriculum Statement. In this regard the approaches to religion in education and learners with special needs accord with national policy.

The Kind of Learner that is Envisaged

Post apartheid education is premised on these goals and values. They are a far cry from those values that shaped the expectations of children under apartheid. They are also opposed to values and practices which endorse continued social inequality and poverty. The call for a reassertion of values in education is often linked with efforts to restore traditional authoritarian values. By contrast, the challenge for the National Curriculum Statement is how the goals and values of social justice, equity and democracy can be infused across the curriculum.

The promotion of values is important not only for the sake of personal development, but also to ensure that a national South African identity is built on values very different from those that underpinned apartheid education. The kind of learner that is envisaged is one who will accordingly be imbued with the values and act in the interests of a society based on respect for democracy, equality, human dignity, life and social justice.

The eight Learning Area Statements in the General Education and Training band are the core of the National Curriculum Statement.

1. Introduction

The kind of learner envisaged in them will:

- Be equipped with the linguistic skills and the aesthetic and cultural awareness to function effectively and sensitively in a multi-lingual and multi-cultural society;
- Display a developed spirit of curiosity to enable creative and scientific discovery and display an awareness of health promotion;
- Adapt to an ever-changing environment, recognising that human understanding is constantly challenged and hence changes and grows;
- Use effectively a variety of problem-solving techniques that reflect different ways of thinking, recognising that problem-solving contexts do not exist in isolation;
- Use effectively a variety of ways to gather, analyse, organise and evaluate numerical and non numerical information, and then communicate it effectively to a variety of audiences and models;
- Make informed decisions and accept accountability as responsible citizens in an increasingly complex and technological society
- Display the skills necessary to work effectively with others and organise and manage oneself, one's own activities and one's leisure time responsibly and effectively;
- Understand and show respect for the basic principles of human rights, recognising the inter-dependence of members of society and the environment;
- Are equipped to deal with the spiritual, physical, emotional, material and intellectual demands in society;
- Have an understanding of and be equipped to deal with the social, political and economic demands made of a South African as a member of a democratic society, in the local and global context.

1. Introduction

The proposed Revised National Curriculum Statement attempts to embody and uphold this vision of the kind of citizen that should emerge from a school system in a democratic society.

A Curriculum for a Transforming Society

Curriculum 2005 was streamlined between January and July 2001 in order to ensure that these goals and vision are more easily realized in the classroom. The principles and structure which shaped the streamlined design of the curriculum are examined in Chapter 2. The process and manner of streamlining the curriculum are considered in Chapter 3. The building blocks of each Learning Area Statement are developed in Chapter 4. Related assessment standards at each grade are to be found in the eight Learning Area Statements. Chapter 5 considers the implications for implementation.

2. Principles and Structure of the Curriculum



2.

Principles and Structure of the Curriculum

2. Principles and Structure of the Curriculum

Introduction

The proposed Revised National Curriculum Statement consists of an Overview including a Learning Programme framework, eight Learning Area Statements, and a qualification framework. It provides a guideline of requirements and expectations from Grade R to 9 for schools in the General Education and Training band.

The National Curriculum Statement attempts to ensure a broad, high level of education for all. It strives to produce a life long learner who is confident and independent, literate, numerate and multi-skilled. Compassion, respect for the environment and ability to participate in the society as a critical and active citizen should characterise the learner produced by this curriculum at the end of the General and Education Training band. The National Curriculum Statement is based on the vision of a teacher who is socially and politically critical and responsible, professionally competent and in touch with contemporary developments.

Principles of the National Curriculum Statement

The proposed Revised National Curriculum Statement builds on the vision and values of the Constitution and Curriculum 2005. Education for social justice and citizenship are the hallmarks of this curriculum. Constitutional values are expressed in the twelve Critical and Developmental Outcomes. These guide the overall development of the National Curriculum Statement.

Critical and Developmental Outcomes

The critical and developmental outcomes are a list of outcomes that are derived from the Constitution. They describe the kind of citizen the education and training system should aim to produce.

2. Principles and Structure of the Curriculum

The critical outcomes are intended to enable school-goers to:

- Communicate effectively using visual, mathematical and language skills.
- Identify and solve problems by using creative and critical thinking.
- Organise and manage activities responsibly and effectively.
- Work effectively with others in a team, group, organisation and community.
- Collect, analyse, organise and critically evaluate information.
- Use science and technology effectively and critically, showing responsibility towards the environment and the health of others.
- Understand that the world is a set of related systems.

The developmental outcomes are intended to enable school-goers to:

- Reflect on and explore a variety of strategies to learn more effectively.
- Participate as responsible citizens in the life of local, national and global communities.
- Be culturally and aesthetically sensitive across a range of social contexts.
- Explore education and career opportunities.
- Develop entrepreneurial capacities.

The principles underlying the development of the Revised National Curriculum Statement include:

Outcomes-based Education

Outcomes-based education is aimed at activating the minds of young people so that they are better able to take part in economic and social life. Our outcomes-based education system is intended to ensure that all are able to achieve to their maximum ability and are equipped for lifelong learning.

2. Principles and Structure of the Curriculum

Outcomes-based education considers the process of learning as being as important as the content. Both the method and the content of education are emphasised by spelling out the outcomes to be achieved at the end of the teaching and learning process. In this instance, learning outcomes and assessment standards were designed down from the critical and developmental outcomes. Assessment standards were in turn derived from learning outcomes.

The Revised National Curriculum Statement identifies the goals, expectations and outcomes to be achieved through related assessment standards. It leaves considerable room for creativity and innovation on the part of teachers in interpreting what and how to teach. The Revised National Curriculum Statement specifies knowledge, skills and values to be achieved, but does not specify the facts to be learnt in a narrow syllabus format. Instead, it promotes activity-based methods of teaching and learning which will encourage active learning.

Social and Environmental Justice, Human Rights and Inclusivity

The intended curriculum can play a vital role in promoting human rights and social and environmental justice. In some countries this is done through subjects such as civics. The Revised National Curriculum Statement has tried to ensure that all Learning Area Statements are infused with the principles and practices of social and environmental justice and human rights as defined in the Constitution. In particular, the curriculum attempts to be sensitive to issues of poverty, inequality, race, gender, age, disability and sexual preference.

The Revised National Curriculum Statement adopts an inclusive approach by specifying minimum requirements for all learners. The special educational, social, emotional and physical needs of learners will be addressed through the design and development of appropriate Learning Programmes.

The Revised National Curriculum Statement also recognises the value of South Africa's rich, diverse religious heritage and identifies the distinctive contribution that schools can make in teaching and learning about religion and religious diversity in South Africa and the world. The Revised National Curriculum Statement will provide learners with

2. Principles and Structure of the Curriculum

educationally sound programmes in religion education. Religion in education is addressed in the Life Skills Learning Area Statement. Through it learners will gain a deeper and broader understanding of the life orientation, belief systems, worldviews, religious principles, practices and ethical resources of humanity.

A High Level of Skills and Knowledge for All

The Revised National Curriculum Statement aims at the development of a high level of knowledge and skills for all. This is part of the goal to achieve social justice, equity and development. Social justice requires that those sections of the population previously disempowered by the lack of knowledge and skills should now be empowered by it. If social justice and equity are to be achieved, then the curriculum needs to be structured and designed in such a way that all, and especially those with special needs and least resources and skills, are empowered by it. Lack of adequate specification of requirements can place those with minimal access to educational and other resources at a disadvantage.

The Revised National Curriculum Statement promotes social justice, equity and development by specifying the combination of minimum knowledge and skills that are to be achieved by learners in each grade. The values of the Revised National Curriculum Statement are embodied in the specific selections of content and skills. The learning outcomes and assessment standards in the Revised National Curriculum Statement therefore represent integrated skill, content and value statements of expectations.

Balance of Progression and Integration

The achievement of a balance between integration and progression is central to this curriculum. Integration is achieved within and across learning areas. Each learning area also demonstrates how conceptual progression is to occur through the assessment standards. The assessment standards specify more complex, deeper and broader knowledge, skills, values and understanding to be achieved in each grade as well as from grade to grade.

2. Principles and Structure of the Curriculum

Progression by grade is therefore central to the Revised National Curriculum Statement. The Revised National Curriculum Statement also advocates activities and tasks which require the use and application of values, skills and knowledge within and across learning areas.

Clarity and Accessibility

The Revised National Curriculum Statement aims at clarity and accessibility both in its design and language. Two design features - learning outcomes and assessment standards - clearly define for all learners the goals and outcomes necessary to proceed to each successive level of the system. The language used in the Revised National Curriculum Statement is simple and free of jargon.

Learning Areas

There are eight learning areas in the Revised National Curriculum Statement. A learning area is a field of knowledge, skills and values which has unique features as well as connections with other fields of knowledge and learning areas. In this Revised National Curriculum Statement, the learning areas are:

Languages

Mathematics

Natural Sciences

Technology

Social Sciences

Arts and Culture

Life Orientation

Economic and Management Sciences

2. Principles and Structure of the Curriculum

Structure and Concepts Used in the Learning Area Statements

Each Learning Area Statement consists of three sections:

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

A section on learning outcomes and assessment standards: These express the requirements and expectations of learners by grade at the Foundation (Grades R-3), Intermediate (Grades 4-6) and Senior (Grades 7-9) phases. The learning outcomes and assessment standards should be seen as minimum or essential knowledge, values and skills to be covered but should not be all that is taught. They indicate what is essential for progress through the system and are designed down from the Grade 9 requirements.

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

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

Appendices: This section includes sample progression schedules.

What is a Learning Outcome?

A learning outcome is derived from the critical and developmental outcomes. It is a description of what (knowledge, information, skills, attitudes and values) learners should know and be able to do at the end of a grade or more. There is no one-to-one match between a learning outcome and a grade. In other words, one learning outcome may cover more than one grade. A set of learning outcomes should also ensure integration and progression in the development of concepts, skills and values through the assessment standards. Learning outcomes do not prescribe content.

2. Principles and Structure of the Curriculum

What is an Assessment Standard?

Assessment standards describe the level at which learners should demonstrate achievement of the learning outcome(s) and ways (depth and breadth) of demonstrating the achievement. They are grade specific and show how conceptual progression will occur in the learning area. They embody the knowledge, skills and values required to achieve learning outcomes.

How different is an Assessment Standard from a Learning Outcome?

The learning outcomes describe what learners should know and be able to do while an assessment standard describes the minimum level and depth and breadth in which the knowledge and doing should be demonstrated. In practical terms this means that learning outcomes can and will, in most cases, remain the same from grade to grade while assessment standards change from grade to grade.

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

Learning outcomes tend to be general, while assessment standards tend to be more specific in nature. While specific, they can be either narrow or broad. A broader assessment standard is preferred in order to permit greater flexibility on the part of teachers in their interpretation during their teaching.

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

Assessment

Assessment standards can be used to demonstrate the depth and breadth of what should be taught and learnt at each grade. They can also be used for purposes of learner assessment. They indicate what has to be assessed and the extent to which learners are

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achieving the linked learning outcomes. Assessment standards can be used for continuous, formative assessment. They can also be used for summative and systemic assessment. Report cards can also be developed from assessment standards.

Continuous assessment means that teachers need to assess students not only through marking their work (summative assessment), but also assessing different kinds of written and oral work completed for exams or tests. The purpose of such assessment is to assess strengths and weaknesses. It is formative and developmental. Such work can be collected in a portfolio of the learner's work.

Teachers can use portfolios of work that have been conducted and assessed during the year on an ongoing basis to inform learner(s), teachers, parents and district support staff about the learners' progress. This form of continuous assessment will show whether learners are making progress towards achieving the learning outcomes or not. Learners' work will be assessed in terms of the assessment standards and whether they are making progress towards achieving the learning outcomes.

Assessment standards can also be used for summative purposes. Assessment standards indicate what has to be tested and so discover whether learners have achieved the standards or not. This will also give an indication of the extent to which the learning outcomes have been achieved.

There are departmental guidelines and provincial exemplars for the preparation of report cards. These are available to teachers and schools. In addition, Learning Area Statements give guidance on the management of assessment, including recording and reporting.

Qualification Framework

General Education and Training Certificate qualification frameworks exist for Adult Basic Education and Training (ABET) and the General Education and Training band for Curriculum 2005. The qualification framework for the Revised National Curriculum Statement is set out in the *Qualification Framework for GETC for Compulsory Schooling*.

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All General Education and Training Certificate qualifications must meet the South African Qualification Authority's National Qualifications Framework Level 1 requirements. ABET qualifications are unit standards based. By contrast, the General Education and Training Certificate for compulsory schooling is a whole qualification, based on exit-level outcomes.

A qualification's value resides in the public confidence that the qualification embodies. The General Education and Training Certificate for Compulsory Schooling aims to ensure that all learners completing the compulsory schooling years have the necessary skills, knowledge, values and attitudes contained in the Revised National Curriculum Statement.

Exit-Level Learning Outcomes

The learning outcomes and their associated assessment standards are the exit-level outcomes of the General Education and Training Certificate for Compulsory Schooling. They are a description of the minimum knowledge, skills, values and attitudes in which qualifying learners must be competent.

They:

- Are specific to the eight learning areas.
- Reflect the twelve critical outcomes.
- Reflect an integration of skills, knowledge, values and attitudes.
- Have associated assessment standards that describe the minimum level of competence.
- Are underpinned by the principles of fairness and access.

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- Allow articulation with other General Education and Training Certificate qualifications.
- Are minimum entry requirements for National Qualifications Framework Level 2.
- Provide an opportunity for learners to display understanding in an integrated way across Learning Programmes and within a learning area.

Grade 9 Assessment

The General Education and Training Certificate qualification will be awarded on the basis of a learner's demonstrated ability in the learning outcomes assessed in two processes: school-based continuous assessment throughout the final year and an external assessment activity.

School-based assessment

All the learning outcomes and all assessment standards at Grade 9 in all learning areas (including the Additional Official Language) must be assessed through the school-based continuous assessment.

External assessment

The external assessment activity is a written task (or set of tasks) that assesses a learner's demonstration of the critical and developmental outcomes. As the learning outcomes and assessment standards are based on the critical outcomes, it is possible to assess the level of learner achievement meaningfully in this way. The assessment activity is externally set at national level and administered and assessed at district or provincial level. All learners will complete the same assessment activity that will be assessed according to provincially agreed upon criteria. It will be administered once a year.

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Moderation

The credibility of the school-based results is dependent on trustworthy, reliable and accountable mechanisms for moderation. Provincial education departments are responsible for ensuring the appropriate moderation mechanisms at school, cluster/district and provincial level. The aim of these moderation procedures is to ensure that teachers make consistent assessment decisions in accordance with the assessment standards. Procedures for moderation are essential for the award of the qualification – and there will be greater confidence in the system as a whole if common systems are established.

Requirements for Awarding the Qualification

The General Education and Training Certificate (GETC) for Compulsory Schooling constitutes a general education and training which prepares learners at schools both for further learning and for the world of work. All the learning outcomes of the 8 learning areas of the Revised National Curriculum Statement contribute to the development of the learner or citizen envisaged by the Revised National Curriculum Statement. For this reason the General Education and Training Certificate must assess all learning outcomes in all learning areas. The General Education and Training Certificate will be awarded only when a learner has satisfied the assessment requirements of more than half of the Grade 9 learning outcomes of each learning area.

In this whole qualification it is not possible to accumulate credits towards the General Education and Training Certificate for Compulsory Schooling. Nor can credits be accumulated for a learning area. However, the General Education and Training Certificate for Compulsory Schooling is registered on the National Qualifications Framework. The National Qualifications Framework has allocated 120 credits to 'an average year of full-time study'. As a consequence the General Education and Training Certificate for Compulsory Schooling which is assessed at Grade 9 level consists of 120 credits which are based on Grade 9 outcomes.

The Qualifications Framework for the General Education and Training Certificate for Compulsory Schooling allocates the 120 credits across the eight learning areas (including the Additional Official Language). In this allocation it follows the National Standards Body regulations of the South African Qualifications Authority of a

2. Principles and Structure of the Curriculum

minimum of 20 credits for Communication and 16 credits for Mathematics which is compulsory for all qualifications at Levels 1 to 4 on the National Qualifications Framework.

The total number of credits applicable to a learning area will be awarded when a learner has satisfied the assessment requirements of more than half of the Grade 9 learning outcomes of the learning area. Credits are allocated per learning area as a whole and there is no part credit allocation. Provision is made to recognise exceptional performance in a learning area by the award of the General Education and Training Certificate with distinction in that learning area(s).

In order for the Education and Training Qualifications Assurance body to certify the results and for a learner to be awarded the qualification, the learner has to satisfy the requirements of both the school-based continuous assessment and the external assessment activity.

When a learner in Grade 9 does not satisfy the assessment requirements and is not awarded the qualification, a statement of the results of the learner's progress will be issued by the school. This statement may be used to negotiate entry into the workplace or other institutions. Should the learner decide to continue in school, he or she may spend another year in Grade 9 provided that he or she is not over-age.

Learning Programmes

Learning Programmes are year-long programmes which organise learning outcomes and assessment standards into teaching, learning and assessment activities. The Learning Programmes should take account of learners' needs including those of learners with special education needs.

Principles

The principles of the Revised National Curriculum Statement should inform the development of all Learning Programmes.

2. Principles and Structure of the Curriculum**Learning Programmes in the General Education and Training Phases**

All the learning outcomes and assessment standards of the eight learning areas must be covered in the Learning Programmes.

Roles and Responsibilities

The National and Provincial Departments of Education will collaboratively develop comprehensive policy guidelines on how to design different types of Learning Programmes.

Teachers will use these guidelines as well as this framework to develop Learning Programmes. As primary provider of learning opportunities in the classroom environment, teachers should ensure that they reflect learners' needs. Teachers should work collaboratively within and across grades to develop Learning Programmes.

The Learning Programmes for the Foundation Phase are:

- Literacy
- Numeracy and
- Life skills

The Learning Programmes for the Intermediate Phase are:

- Languages
- Mathematics
- Arts and Culture
- Social Sciences
- Science and Technology
- Life Skills, Economy and Society

The Learning Programmes for the Senior Phase are:

- Languages
- Mathematics
- Natural Sciences
- Technology

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- Social Sciences
- Arts and Culture
- Economic and Management Sciences
- Life Orientation

Features

The following are design features of Learning Programmes:

- Critical Outcomes
- Learning Outcomes
- Assessment Standards

In the Foundation Phase Learning Programmes combine learning outcomes and assessment standards from the eight learning areas. The focus of the Literacy Learning Programme is the Languages learning outcomes and the Numeracy Learning Programme focuses on the Mathematics learning outcomes. However, all three Foundation Phase Learning Programmes draw on all the learning areas.

In the Intermediate Phase the Learning Programmes for Languages, Mathematics, Social Science and Arts and Culture focus on the learning outcomes from their associated learning areas.

The Science and Technology Learning Programme is organised using as focus the learning outcomes of the Natural Sciences and Technology learning areas. The Life Skills, Economy and Society Learning Programme is organised around the learning outcomes from Economic and Management Sciences and Life Orientation.

In the Senior Phase eight Learning Programmes are developed to deliver each of the eight learning areas.

2. Principles and Structure of the Curriculum

Steps to be taken when Developing Learning Programmes

Step 1: Decide on the goal(s) of the Learning Programme

Step 2: Select and organise learning outcomes and associated assessment standards (i.e. knowledge, skills and values) as outlined in the Learning Area Statements into a series of activities that last the set period of time

Step 3: Identify and select appropriate resources

Step 4: Identify appropriate assessment strategies that make provision for different aspects of learners' needs and abilities.

Provincial departments of education and particularly district support services will support and monitor the development and delivery of relevant and appropriate Learning Programmes.

Implementing the Learning Programmes at School Level

In the General Education and Training phase contact and non-contact time will be used for the implementation of the Revised National Curriculum Statement (see Table 1). This will increase time and space for both learner/teacher interaction and learner participation. There will also be increased opportunities to develop learners physically, emotionally and socio-culturally through sport, music and the arts during the non-contact time.

2. Principles and Structure of the Curriculum

■ *Table 1: Time allocation for phases in the General Education Training band*

Phase	Breaks (hours time per week)	Contact time (hrs/week)	Non-contact (hrs per week)
Foundation & Intermediate	5	25.0	10.0
Senior (grade 7)	5	26.5	8.5
Senior (grade 8 & 9)	5	27.5	7.5

In the Foundation Phase, Learning Programmes have the following suggested time allocation (see Table 2). Suggested time allocation for Learning Programmes in the Intermediate and Senior Phases are set out in Tables 3 and 4. These allocations assume total use of the whole school time, including the five hours allocated to breaks per week.

2. Principles and Structure of the Curriculum

■ *Table 2: Time allocation for learning programmes in the Foundation Phase*

Learning programme	Time (%)	Time (hours per week)
Literacy	40%	14.00
Numeracy	35%	12.25
Life Skills	25%	8.75

■ *Table 3: Time allocation for Learning Programmes in the Intermediate Phase*

Learning Programme	Time (%)	Hours/week
Languages	30%	10.5
Sciences and Technology	20%	7.00
Mathematics	18%	6.25
Social Sciences	14%	5.00
Life Skills, Economy and Society	10%	3.50
Arts and Culture	8%	2.75

■ *Table 4: Time allocation for Learning Programmes in the Senior Phase*

Learning Programme	Time (%)	Hours/week
Languages	25%	9.00
Mathematics	18%	6.25
Natural Sciences	13%	4.55
Social Sciences	12%	4.20
Technology	8%	2.75
EMS	8%	2.75
Life Orientation	8%	2.75
Arts and Culture	8%	2.75

2. Principles and Structure of the Curriculum

Conclusion

This Chapter has identified the main principles underlying the Revised National Curriculum Statement as being:

- Outcomes-based education.
- Social and environmental justice, human rights and inclusivity.
- A high level of skills and knowledge for all.
- Balance of integration and progression.
- Clarity and Accessibility.

It has described the eight learning areas, the structure of each Learning Area Statement, and the concepts used in them. Assessment and the approach to qualifications and assessment are spelt out. The Chapter finally provides a framework for the development of guidelines to develop Learning Programmes by national and provincial departments of education and Learning Programmes by schools and teachers.

2. Principles and Structure of the Curriculum



3. The Process



3.

The Process

3. The Process

In October 2000 a Ministerial Project Committee was established to oversee the development of the Revised National Curriculum Statement. The Ministerial Project Committee immediately made a public call for nominations of participants in the curriculum development structures. Coordinators and participants were selected and approved by the end of January 2001. The Minister of Education, Professor Kader Asmal, then launched the project. Curriculum developers immediately set to work and revised the curriculum between February and June 2001.

The process of streamlining and strengthening the curriculum had three distinct aspects:

■ Structures

■ Process of work

■ Key elements of how the curriculum was streamlined and strengthened.

This Chapter addresses all three.

Structures

Work was conducted by a number of structures (see Appendix 1) established for the purpose.

The Ministerial Project Committee was comprised of eight people drawn from the national Department of Education, the Ministerial Review Committee on Curriculum 2005 and people from outside both of these. The Ministerial Project Committee gave direction to, planned and implemented the process. Each member also acted as mentor to a working group. The Ministerial Project Committee met once a week for the duration of the project.

3. The Process

The Task Team consisted of the eight coordinators of the learning area working groups and four coordinators from cross-cutting groups designated for qualifications, human rights and inclusivity, implementation and the Foundation Phase. The Task Team was responsible for the production of the Learning Area Statements. The Ministerial Project Committee and Task Team met once a month to review and assess progress.

Working Groups were constituted for the eight learning areas as well as for cross-cutting issues. Eighty four people were involved in the working groups. These were:

Learning Area Working Groups

Languages
Mathematics
Natural Sciences
Social Sciences
Arts and Culture
Life Orientation
Technology
Economic and Management Sciences

Cross-cutting Working Groups

Foundation Phase
Qualifications
Human Rights and Inclusivity
Implementation

Working groups met regularly to develop the qualifications framework, human rights and inclusivity guidelines, Learning Area Statements, Learning Programmes for the Foundation Phase and the implementation strategy. Several joint working group meetings were also held.

3. The Process

The Reference Group consisted of 32 national role players drawn from government departments, statutory bodies, professional associations, teacher unions and others. The Ministerial Project Committee, Task Team and Reference Group met at four key junctures to consider work in progress and provide guidance on key issues.

Close to 150 people were involved in the entire process. In accordance with a departmental decision, half of these were drawn from departments of education, and half from outside these structures. The process was representative in terms of gender and race (see Appendix 1).

Process of Work

The Ministerial Project Committee, the Human Rights and Inclusivity and Qualifications Working Groups all provided initial guidance to working groups. The Ministerial Project Committee gave guidance on the nature of the process and design features. The Human Rights and Inclusivity working group produced Guidelines for the Learning Area Statements. These showed how learning area working groups could take account of human rights and inclusivity issues in their areas. The Qualifications Working Group indicated how the curriculum outcomes would link with the General Education and Training Certificate requirements.

Working groups produced drafts of their work and interacted at specific points with the Ministerial Project Committee, the Reference Group and other working groups in order to improve the draft learning area statements.

These drafts were field-tested with a variety of people, but most importantly with teachers. Critical responses were debated, evaluated, considered and used to revise Learning Area Statements where appropriate. Editing and revision occurred at both a minor as well as at a substantial level.

In order to ensure consistency, clarity and accessibility, three steps were followed:

- Working groups were enjoined to strive for clarity and accessibility in their writing of learning outcomes and assessment standards.

3. The Process

- The Ministerial Project Committee edited the documents.
- A plain language editor was employed to work on clarity of the documents.

The process was structured, extensive, wide-ranging and as participatory as possible. The main focus was on producing the eight Learning Area Statements, the qualification framework, Learning Programmes in literacy, numeracy and life skills for the Foundation Phase and an implementation strategy. All activities were geared towards production of clear, accessible guidelines expressing the curriculum requirements at different phases and levels.

Elements of the Streamlined and Strengthened Curriculum 2005

The main features of the manner of streamlining and strengthening Curriculum 2005 can be characterized as follows:

- The design features of Curriculum 2005 were reduced from eight to three. These three design features are the (a) critical and developmental outcomes, (b) learning outcomes and (c) assessment standards. This represents a simplification of the original design features.

The learning outcomes are similar to but fewer than the 66 specific outcomes of C2005. The assessment standards replace the functions previously performed by range statements, phase and programme organisers, assessment criteria, performance indicators and expected levels of performance.

- The curriculum and qualification frameworks were developed simultaneously. The qualification framework that defines the kind of learner to be produced at the General Education and Training band is derived from the critical and developmental outcomes and linked to the learning outcomes and assessment standards. The assessment standards allow for benchmarking performance at Grades 3, 6 and 9.

3. The Process

- Assessment is aligned with curriculum. The final section of each Learning Area Statement assists teachers in the management of assessment up to recording and reporting.
- There is a balance between emphasis on integration and conceptual progression. Different learning areas deal with integration in the way best suited to the discipline. Some make links between the classroom and everyday life. Others make learning areas links. And yet others ensure theory/practice integration within the same learning area.
- The approach to integration has varied, but the achievement in the Revised National Curriculum Statement is the very clear progression now evident in learning areas from grade to grade. All learning areas require some degree of emphasis on the same issues from year to year, but all also show how conceptual progression should occur. This is the task of the assessment standards. Each Learning Area Statement follows a format which organises minimum concepts, skills and values and shows how integration and grades progression will be achieved from grades R-9.
- The Languages Learning Area Statement is developed in all official languages. All Learning Area Statements will be developed in all languages.

The first phase of the development of C2005 laid the foundation for a transformative curriculum. This second phase has given that vision additional substance. The streamlined and new features of the revised National Curriculum Statement strengthen the foundation laid by Curriculum 2005.

4. Learning areas and Outcomes



4.

Learning Areas and Outcomes

4. Learning areas and Outcomes

LANGUAGES**Definition**

The Languages Learning Area includes all eleven official languages (Xitsonga, Tshivenda, isiNdebele, Seswati, Sesotho, Sepedi, Setswana, isiXosa, isiZulu, Afrikaans, English). It also includes those languages approved by the Pan South African Language Board (PANSALB) and the South African Certification Council (SAFCERT), such as braille and sign language.

In a multilingual country like South Africa it is important that learners reach high levels of proficiency in at least two languages, and that they are able to communicate in other languages. The Languages Learning Area Statement follows an additive approach to multilingualism. All learners learn their home language and at least one additional official language. They become competent in their additional language while their home language is maintained and developed.

Learners will have different starting points in their home and first additional language, because they already have a good knowledge of their home language when they arrive at school. By the end of Grade 9 they should be able to use both languages to demonstrate the competences described in the critical outcomes.

Learners' home language should be used for the purposes of learning and teaching wherever possible. This is particularly important in the Foundation Phase where children learn to read and write.

Where learners enter a school where the language of learning and teaching is an additional language for the learner, teachers and the school should make provision for special assistance and supplementary learning of the additional language, until such time as the learner is able to learn effectively in the language of learning and teaching.

The Languages Learning Area Statement therefore covers all eleven official languages as home languages, first additional and second additional languages.

4. Learning areas and Outcomes

Purpose

Languages are central to our lives. We communicate and understand our world through language. Language thus constructs identity and knowledge. It serves a variety of purposes. These purposes are reflected in the Languages Learning Area Statement. They are:

- **Personal** – to develop and sustain identities; to sustain relationships in family and community; and for personal development and pleasure.
- **Communicative** – to communicate appropriately and effectively in various social contexts.
- **Educational** – to develop tools for thinking and reasoning, and to provide access to information.
- **Aesthetic** – to creatively and imaginatively engage with oral, visual and written literature.
- **Cultural** – to understand and appreciate languages and cultures and the heritage they carry.
- **Political** – to assert or challenge power; to persuade others of a particular point of view; to position others; to develop and sustain identities.
- **Critical** – to understand the relationships between language, power and identity and to challenge uses of these where necessary; to understand the dynamic nature of culture; to resist persuasion and positioning where necessary.

4. Learning areas and Outcomes

Unique Features And Scope

The Languages Learning Area contributes to the curriculum by:

- Developing reading and writing, the foundation for other important literacies.
- Providing the medium through which much other learning in the curriculum, such as in mathematics and the social sciences, takes place.
- Encouraging intercultural understanding, access to different world views and a critical understanding of the concept of culture.
- Stimulating imaginative and creative activity and thus promoting the goals of arts and culture.
- Providing a means of conveying information and promoting many of the goals of science, technology and environmental education.
- Developing the critical tools necessary to become responsible citizens in a democratic society.

There are five main learning outcomes, which are common to home, first and second additional languages. The first four outcomes relate to the different language skills. The fifth outcome relates to the use of languages for the purposes of learning and teaching. These outcomes have been written to give specific focus to particular kinds of knowledge and skills, and to make them clear and assessable. When we use language, however, knowledge, skills and values are integrated in order to make meaning. A central principle of the Languages Learning Area Statement is therefore the integration of these aspects of language through the creation and interpretation of texts.

4. Learning areas and Outcomes

Learning Outcomes

1. Listening: The learner is able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

2. Speaking: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

3. Reading and Viewing: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

4. Writing: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

5. Thinking and Reasoning: The learner is able to use language to think and reason, and access, process and use information for learning.

There is a sixth outcome for additional languages:

6. The learner knows and is able to use the sounds, vocabulary and grammar of the additional language.

Reading and writing, listening and speaking, and knowledge of grammar, are presented as separate outcomes. They should be integrated when taught and assessed. For instance, learners might read and analyse a particular kind of text, practice orally the present simple tense used in this kind of text, listen to a description of a process and take notes, and then write a description of another process.

In order to create and interpret texts, learners need knowledge about language, knowledge about texts and language skills and strategies. Texts can be oral, written, or multimedia. A speech, a letter and a television advertisement are all texts. Knowledge of language and texts includes knowledge about:

4. Learning areas and Outcomes

- Context i.e. the purpose, topic and audience.
- Text structure e.g. a poem or an advertisement.
- Language-related social practices and conventions e.g. how one greets people in different languages.
- Grammar, sound system and vocabulary of the language.
- Writing and spelling, in the case of a written text.
- Images and design, in the case of visual text .

Texts carry values and these can be an integral part of the purpose of many texts. For example, the purpose of advertisements is to persuade readers, listeners or viewers to consume a product. Learners will analyse and challenge how values are realised in oral, visual and written texts. They will learn, for example, how texts take a particular view of people and events. They will develop the critical skills to examine and, if necessary, resist these views and the values associated with them. At the same time, they will learn how to express positive values in the texts they create themselves. These can, for example, include tolerance, empathy, respect, pleasure, beauty, humour, and playfulness.

Language learning can also be integrated through themes. Using a theme allows the learner to build up the vocabulary related to the topic. Careful choice of themes, topics and texts not only provides integration, but also stimulates the interest of the learner. To this end, it is important to find a balance of topics and themes which interest boys and girls, rural and city learners, but which also unite learners across these divisions. Topics should be relevant to the learners' lives, and yet also move them beyond what they know already. For example, they can learn about other countries and cultures. Themes and topics should also be chosen with the critical outcomes in mind. For example, learners need to engage with important issues relating to human rights and the environment such as poverty, HIV/AIDS, rights to and the use of land and water.

4. Learning areas and Outcomes

MATHEMATICS**Definition**

Mathematics has its own specialised language that uses symbols and notations for describing numerical, geometric and graphical relations. Mathematical ideas and concepts build on one another toward creating a coherent whole. While sound Mathematical development remains paramount, this Learning Area Statement recognises that access to Mathematics is a human right in itself and is neither value nor culture free. Deliberate attempts must be made in the teaching and learning of Mathematics to incorporate contexts that can build awareness of human rights, social, economic and environmental issues relevant and appropriate to learners' realities.

The Mathematics Learning Area Statement is composed of interrelated knowledge and skills that include:

- Number, operation and relationships
- Patterns, functions and algebra
- Shape and space (geometry)
- Measurement
- Data handling

And

- Representation and interpretation
- Estimation and calculation
- Reasoning and communication
- Problem posing
- Problem solving and investigation
- Describing and analyzing.

4. Learning areas and Outcomes

Purpose

The teaching and learning of Mathematics aims to instill in learners:

- A critical awareness of how mathematical relationships are used in social, environmental, cultural and economic relations
- The necessary confidence to deal with any mathematical situation without being hindered by the fear of Mathematics
- An appreciation for the beauty and elegance of Mathematics
- A spirit of curiosity
- A love for the learning area.

In addition, the teaching and learning of Mathematics can enable learners to:

- Participate with confidence in the world of work and society by being Mathematically literate
- Develop an awareness of diverse historical, cultural and social practices of Mathematics
- Recognise that Mathematics is a creative part of human activity
- Develop deep conceptual understandings in order to make sense of Mathematics
- Apply Mathematics to physical, social and mathematical problems
- Study related subject matter (e.g. other learning areas)
- Study Mathematics further.

Unique Features And Scope

The unique features of learning and teaching Mathematics include:

- Working with numbers and data, space and shape (mentally, by using manipulatives and by using electronic and other technology) which involves: visualising, measuring, ordering, calculating, estimating, interpreting, making informed choices, comparing and contrasting, classifying and representing with confidence and accuracy.

4. Learning areas and Outcomes

- Problem solving, which involves making sense of the problem, analysing and synthesising, determining and executing solution strategies as well as validating and interpreting the solutions appropriate to the context.
- Investigating patterns and relationships which involves describing, conjecturing, inferring, deducing, reflecting, generalising, predicting, refuting, explaining, specialising, defining, modelling, justifying and representing.

The Mathematics Learning Area promotes:

- A critical awareness of how mathematical relationships can be responsibly used in addressing human rights issues including: social, political and economic relations and environmental problems and risks
- An appreciation for the diverse historical, cultural and social practices of Mathematics
- A spirit of curiosity
- An appreciation for the beauty and elegance of Mathematics
- Pleasure in Mathematical experiences
- An ability to engage in the process of inquiry and investigation
- An ability to use manipulatives as well as electronic and other technology effectively
- Working effectively as a member of a team and independently.

Mathematical concepts and skills will enable learners to:

- Participate equitably and meaningfully (with an awareness of their rights) in political, social, environmental and economic activities by being Mathematically literate
- Contribute responsibly to the reconstruction and development of society by using Mathematical tools to expose inequities and assess environmental problems and risks in society
- Display critical and insightful reasoning and interpretative and communication skills when dealing with Mathematical and contextualised problems
- Describe suitable situations using Mathematical notation and language
- Apply Mathematics in a variety of contexts
- Transfer Mathematical knowledge and skills between learning areas and within Mathematics

4. Learning areas and Outcomes

- Display mental, algorithmic and technological confidence and accuracy in working with:

Number, data, space and shape

Patterns and relationships

Problems.

Mathematics Learning Outcomes

The unique features and scope specific to Mathematics are consolidated into the following learning outcomes.

- 1. Numbers, operations and relationships:** The learner is able to recognise, describe and represent numbers and their relationships; and counts, estimates, calculates and checks with competence and confidence in solving problems.
- 2. Patterns, functions and algebra:** The learner is able to recognize, describe and represent patterns and relationships, and solves problems using algebraic language and skills.
- 3. Space and shape:** The learner is able to describe and represent characteristics and relationships between 2-D shapes and 3-D objects in a variety of orientations and positions.
- 4. Measurement:** The learner is able to use appropriate measuring units, instruments and formulae in a variety of contexts.

4. Learning areas and Outcomes

5. Data handling: The learner is able to collect, summarise, display and critically analyse data to draw conclusions and make predictions, and to interpret and determine chance variation.

NATURAL SCIENCES

Definition

What is today known as Science has roots in Greek, Chinese, Arabic and African cultures. It has been shaped by the search to understand the natural world through observation and testing, and has evolved to become part of the cultural heritage of all nations.

Purpose

The Natural Sciences Learning Area Statement, together with the Learning Area Statements for Mathematics and Technology, serve to promote scientific literacy. The Natural Sciences Learning Area Statement focuses on the development of science process skills, scientific knowledge and understanding, and understanding of science in relation to society.

The Natural Sciences Learning Area Statement promotes scientific literacy through attainment of three major goals. These are the:

- Development and use of science process skills in a variety of settings.
- Development and application of scientific knowledge and understanding.
- Appreciation of the relationships and responsibilities between science and society.

4. Learning areas and Outcomes

Development of Science Process Skills

The teaching and learning of science involves the acquisition of a range of process skills that may be used in everyday life, in the community and workplace. These skills are to be acquired in an environment that supports creativity, responsibility and growing confidence. Learners develop attitudes of objectivity and reason while they use the process skills of investigation, reflection, analysis, and communication.

Development of Scientific Knowledge and Understanding (the heritage and prospects of science)

Scientific knowledge and understanding is a cultural entitlement that answers questions about the nature of the world, prepares learners for economic activity and self-expression, lays the basis for further studies in science for those who elect to do so and prepares learners for active participation in a democratic society that values human rights and promotes environmental sustainability.

Science and society

Careful selection of scientific content, and use of a variety of ways of teaching and learning science should promote understanding of science as a human activity, its history, its relationships with other learning areas and its contribution to social justice, societal development and responsibility towards oneself, society and the environment. In acquiring these skills learners will reflect on the consequences of decisions that involve ethical considerations.

Learners' Understandings

In attempting to promote scientific literacy through the teaching and learning of the Natural Sciences we need to recognise that children and adults bring their own understandings of the world to the classroom. These 'alternative conceptions' are widespread across age, gender and community, and are highly durable. Our teaching strategies need to acknowledge their existence and work with them.

4. Learning areas and Outcomes

Gender

The gender dimension in science teaching and learning is also important. We need to challenge and change the subtle ways through which girls are discouraged from science studies. Girls should be encouraged to participate in all science activities. Positive role models should, for example, be identified.

Unique Features And Scope

The Natural Sciences offers us a particular way of understanding the world we live in. The way in which information is gathered and interpreted, the demand for verification of information before general acceptance, and an acknowledgement of the limitations of scientific inquiry, set the Natural Sciences apart from other learning areas.

The Nature of science

Science advances through investigative methods that collect, analyse and interpret information. Repeated investigations are undertaken and the methods used and results obtained are carefully examined and debated before they are presented to the public as valid.

Knowledge production in science is an ongoing process that usually happens gradually, but occasionally knowledge leaps forward as a new theory replaces the dominant view. Science and technology pull and push each other in a complex relationship that pushes back the knowledge frontier, and provides new processes and products.

While the major generalisations and principles of science have stood the test of time, there is openness to new theories and knowledge. While science can offer solutions to many of the problems of the world, there are some problems which cannot be solved by science. Sometimes, the solution of a problem in one area may create another problem for society or the environment.

4. Learning areas and Outcomes

Scientific Methods and Indigenous Knowledge

Some of the methods of scientific inquiry are common to all cultures - careful observation, the search for pattern, and cause and effect. These processes are found in many indigenous knowledge systems that have evolved as people have engaged with their environment and their place in the world. Indigenous knowledge covers learning systems, management of biodiversity, classification, health, agriculture and food production, forestry, pastoralism and animal production, management of soil and water, smelting, food preservation, brewing, shelter and the management of the environment.

Four Major strands

The knowledge aspect of the Learning Area has been organised around four major strands. These are:

■ **Life and Living**■ **The Earth and Beyond**■ **Matter and Materials**■ **Energy and Change**

Life and Living focuses on interactions within environments, life process and a healthy life style and biodiversity, change and continuity. Biological problems facing humans and respect for all forms of life fall within the bounds of this broad area of study.

In **Earth and Beyond**, the focus is on how the earth changes over time, special features of the earth which support life (the soil, water and air), environmental factors and their impact on living organisms.

4. Learning areas and Outcomes

Matter and Materials focuses on the properties and uses of materials, and the structure, reactions and changes that materials undergo.

Energy and Change focuses on how energy is transferred in biological and physical systems. It also examines the resultant changes in these systems, the decrease in energy available for useful work and the consequences that human needs and aspirations have on energy resources.

Natural Sciences Learning Outcomes

1. The learner is able to develop and use science process skills in a variety of settings
2. The learner is able to develop and apply scientific knowledge and understanding
3. The learner is able to gain an appreciation of the relationship and responsibilities between science and society.

SOCIAL SCIENCES

Definition

The Social Sciences Learning Area involves the study of relationships between people, and between people and the environment at various times and in various places. These relationships have social, political, economic and environmental dimensions. People's values, attitudes and beliefs influence and are shaped by these relationships.

In accordance with the national call for greater emphasis on history and environmental education, the Learning Area Statement provides distinct learning outcomes and assessment standards for history and geography. Although History and Geography are mapped separately, there are clear points of integration. These include concepts and knowledge such as the promotion of social justice and human rights, an emphasis on the experiences of ordinary people, an exploration of issues such as resources, land use, appropriate technology, population movements, migration and settlement, colonialism, and apartheid and land.

4. Learning areas and Outcomes

A focus on local studies provides an opportunity for integrating History, Geography, environmental education and democracy education. Here learners will be encouraged to explore issues such as land use in their local communities - both past and present, heritage sites, local personalities, resistance to past injustices, local governance and taking action to improve the local environment.

Purpose

This Learning Area aims to develop informed, critical and responsible citizens who are able to participate constructively in a culturally diverse and changing society. It also equips learners to contribute to the development of a just and democratic society at a local, a national and a global level. This is achieved through a concern with both what learners learn and how learners learn and construct knowledge. It encourages learners to ask and find answers to questions about society and the environment in which they live.

In history specific purposes are the development of:

- Historical consciousness of racial myths and stereotypes, economic and social inequality and universal human rights and democratic values and principles.
- A sense of identity and common memory of our deliberately divided histories and civic responsibility.
- Conceptual tools to interpret and analyse events and changes in society at different times, ask and respond to questions of a historical nature, engage in critical debate and make informed judgments by well reasoned arguments based on evidence.
- An appreciation of the special contribution of oral tradition and archaeology and the impact of the environment on historical developments.
- Awareness of how we can influence our future, confront and challenge economic and social inequality, including racism and sexism, in order to build a non-racial, democratic present and future.

4. Learning areas and Outcomes

In Geography, specific purposes are the development of:

- Understanding, skills and appropriate values related to human interaction with physical, natural, economic, social and political environments.
- A critical awareness and understanding of environmental and social issues such as power, gender and poverty in a regional, national, African and global context.
- The ability to ask and respond to geographical questions through skills such as reading, analysing and interpreting maps, pictures, diagrams, tables, charts, and graphs; and fieldwork skills such as observing, interviewing, measuring, recording, processing and mapping information, and developing and testing hypotheses.
- The ability to identify and recognise the significance of a range of environments on the Earth and to examine the ways in which people respond to and influence the environments over time and in different parts of the world.
- An understanding of social and environmental justice that can be brought about through the action of individuals and organisations.

Unique Features and Scope

The History component of the Learning Area Statement includes outcomes which promote historical knowledge and understanding, enquiry skills to investigate the past and present and historical interpretation. The assessment standards emphasise the historical skills to be taught by teachers. In order to give meaning to these skills, teachers are provided with the focus areas that will need to be explored to enable learners to achieve the learning outcomes. The intention is to provide a broad overview rather than a detailed examination of any particular topic. It is envisaged that some of these topics may be revisited in greater depth in the Further Education and Training band.

4. Learning areas and Outcomes

The skills and knowledge highlighted here provide the opportunity for the encouragement of values and approaches which promote social justice and human rights both at school and in the wider society. Overall, the History component provides an emphasis on the experiences of ordinary people, examination of human rights and inclusivity issues, the exploration of current events, a focus on local, South African, African and world history, local studies which integrate, history, geography, environmental education and democracy education, and inclusion of lost voices and processes in South African and world history.

In both History and Geography human rights issues should include prejudice, persecution, oppression, exploitation, sexism and racism, xenophobia, genocide and other forms of discrimination.

The Geography section includes outcomes which promote knowledge and understanding of the interrelationships between people and the environment, enquiry skills to investigate key concepts and processes in geography and social and environmental injustices. Learners critically explore development issues at a local, national and global level. As in the History component, the assessment standards focus on the skills to be assessed. Once again, the focus areas provide the context in which the assessment standards are to be achieved. Content areas include climatology, geomorphology, hazards, population dynamics, settlement, development and redress.

Learners explore issues of social inequality, exploitation, the decreasing availability of resources and the deteriorating quality of the environment. They consider strategies for change. To do this effectively, learners must have adequate knowledge and understanding of Physical Geography and its impact on people and the environment. The values and approach, which should inform the teaching of skills and knowledge in Social Sciences, are also made explicit.

Learning Outcomes

History

1. The learner is able to demonstrate historical knowledge and understanding.
2. The learner is able to use enquiry skills to investigate the past and present.

4. Learning areas and Outcomes

3. The learner is able to demonstrate an understanding of historical interpretation.

Geography

1. The learner is able to demonstrate knowledge and understanding of the interrelationships between people, resources and the environment.
2. The learner is able to use enquiry skills to investigate key concepts and processes used in Geography.
3. The learner is able to make critical and informed choices, and takes actions to deal with social and environmental issues.

ARTS AND CULTURE**Definition**

The Arts and Culture Learning Area embraces the spiritual, material, intellectual and emotional aspects of different South African indigenous arts and culture practices. Culture has to do with how societies structure themselves, and is also a reservoir of what a society holds in highest regard and deems most important in terms of knowledge and thought. The study of culture assists in defining the identity of individuals, groups and nations. It embodies not only expression through the arts, but life styles, behaviour patterns, heritage, knowledge and belief systems of South Africans.

Purpose

The main purpose of Arts and Culture is to develop creative individuals and responsible citizens in line with the values of democracy enshrined in the constitution of South Africa. The intention of the Learning Area Statement is to provide access to Arts and Culture education for all learners as part of redressing historical imbalances and nation building. The Arts and Culture Learning Area Statement foregrounds, develops and promotes the creativity of South Africans as a rich and productive resource. Learners have opportunities to develop usable skills, knowledge, attitudes and values in arts and culture geared towards building a shared national heritage and identity that will prepare them for life, living, and life-long-learning.

4. Learning areas and Outcomes

The Learning Area Statement covers a variety of classical/traditional arts and culture practices. These are addressed to ensure exposure to the integrity of existing traditions and conventions. Equal importance is given to innovative, emergent arts and culture practices so as to open avenues for developing inclusive, original, contemporary, South African cultural expression and for engagement with trends in the world at large. Arts and Culture contributes to a holistic education for all learners.

This is achieved through the creation of opportunities for learners to:

- Develop a healthy self-concept.
- Work as individuals and collaboratively.
- Develop understanding and acknowledgement of South Africa's rich and diverse cultures and heritage.
- Develop practical skills within the various art forms.
- Respect human value and dignity.
- Develop lifelong learning skills in preparation for further education and the world of work.

Unique Features and Scope

Arts and Culture in education have historically been made accessible to a privileged, select few. This Learning Area seeks to redress this disparity by bringing Arts and Culture education into the curriculum and for all learners in the General Education and Training band.

South Africa has a legacy of cultural intolerance. In order to redress the past imbalances and prepare youth for the future, it is essential that learners are exposed to, and

4. Learning areas and Outcomes

learn to understand and affirm, the diversity of cultures. Cultures are not static, they have histories and contexts and they change, especially when in contact with other cultures.

In addition, the past imbalances resulted in strengthening the influence of 'international' cultures and weakening development and support of local arts and culture. The learning area will attempt to address this imbalance.

Arts and Culture are concerned with expression and communication and therefore constitute forms of literacy – oral literacy, aural literacy, visual literacy, spatial literacy, kinaesthetic literacy and cultural literacy. These aspects of literacy will be developed from Grade R to Grade 9 at increasing levels of complexity.

Learners participate in a wide range of Arts and Culture activities, processes and practices, which include Drama, Dance, Music, Visual Arts and Design, Media and Communication, Arts Management, Arts Technology, Literature and Heritage. Discrete skills related to values, attitudes and knowledge would be developed within Arts and Culture in an interdisciplinary way. African art forms and cultural practices are interdisciplinary in nature. Song, dance, drama, poetry, and design are integral parts of some African genres like Kiba/Mmapadi, Mtshongolo, Indlamu, Tshikona, Malende, Domba, and children's games which include Masekitlana, Black Mampatile, Kgati, Diketo, Mampatile and equivalents in other cultures of the South African people.

Content in this Learning Area includes an exploration of what exists in society, what the differences and commonalities between different cultures are, and an investigation of other cultural possibilities for new ways of making meaning.

The core issues related to Culture that should be incorporated into the Arts are:

- How learners should move through the General Education and Training (GET) band from being a mere inheritor of culture to being an active participant in a culture of nation building

4. Learning areas and Outcomes

- The connections between individual art works and culture as a whole
- The geographical, economic, social and gendered contexts in which culture shows itself
- Relations between cultural practice, power and cultural dominance
- The effects of time upon cultures.

Learning Outcomes

1. The learner is able to create and present work in each of the art forms.

This outcome deals with the practical experience of the Arts and Culture, and the appropriate knowledge, skills, values and attitudes needed to present and pursue arts interests.

2. The learner is able to reflect critically on artistic and cultural processes and products in past and present contexts.

This outcome deals with knowledge and understanding of history of the arts, aesthetics, culture and heritage and aims to find a way to foster healing and nation-building.

3. The learner is able to demonstrate personal and interpersonal skills through individual and group participation in arts and culture activities.

This outcome deals with personal and social development – the ability to develop and work individually and with sensitivity in the culturally diverse South African cultures.

4. The learner is able to analyse and use multiple forms of communication and expression in arts and culture.

4. Learning areas and Outcomes

There is a balance in this Learning Area Statement between generic knowledge about arts and culture, and specific knowledge, values, attitudes and skills embodied in each of the discrete art forms. Learners will learn to engage in individual art forms and to integrate aspects of Arts and Culture in varying degrees and combinations. In African complex generic art forms, learners may engage in unpacking the whole into the study of how the constituent parts make a whole. Therefore the study of how individual disciplines form a new whole and how a whole may give rise to individual constituent parts is part of the knowledge and skills gained in the Learning Area.

LIFE ORIENTATION

Definition

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

Life Orientation is central to the all-round development of learners. It is concerned with the social, personal, intellectual, emotional, spiritual and physical growth of learners, as well as the way in which these facets are interrelated. The central focus is the development of self-in-society. The Learning Area's vision of individual growth is located within the quest for a democratic society, a productive economy and improved quality of life.

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

■ Health promotion.

■ Social development.

4. Learning areas and Outcomes

- Personal development.
- Physical development and movement.
- Orientation to the world of work.

These five focus areas of the Life Orientation curriculum address the human and environmental rights outlined in the South African Constitution.

Purpose

Life Orientation aims to empower learners to use their talents to achieve their full physical, spiritual, intellectual, personal, emotional and social potential. They will develop the skills to relate positively and make a contribution to family, community and society while practising the values of non-racism and non-sexism. They will learn to exercise their constitutional rights and responsibilities, to respect the rights of others and to appreciate cultural diversity and different belief systems. Life Orientation will further assist learners to make informed, morally responsible and accountable decisions regarding their health and the environment. These are all life skills that will assist learners to respond to and cope with challenges, while playing an active and productive role in the economy and society.

Unique Features And Scope

Focusing on the holistic development of learners, Life Orientation makes a unique contribution to the General Education and Training (GET) band as it:

- Enables learners to make informed decisions regarding personal, community and environmental health promotion.
- Enables learners to form positive social relationships, respect different world views and exercise their Constitutional rights and responsibilities.

4. Learning areas and Outcomes

- Empowers learners to achieve and extend their personal potential to contribute positively to society and cope with and respond to the challenges in their world.
- Promotes physical development as an integral part of social, cognitive and emotional development from early childhood through the General Education Training band.
- Develops a positive orientation to study and work, and the ability to make informed decisions regarding further study and careers.

The learning outcomes of Life Orientation equip learners to live productive and meaningful lives in a transforming society. The focus is the *development of self-in-society*. The features of contemporary South Africa and the nature of the personal challenges learners encounter within this society, guide the choice of the content of this learning area.

South African society is characterised by *socio-political change*. We have to develop ways of living together in an emerging democracy and to realise the civil and human rights and responsibilities which are not yet widely evident. Prejudice, often in the form of racism, is still present in post-Apartheid South Africa. In addition, the country faces the challenge of *socio-economic development*, which includes an increasingly global economy, unemployment and environmental degradation. Learners have to find a place for themselves in a world increasingly different from that in which their parents lived and worked.

Environmental issues are affecting communities' well being; yet an awareness of these issues and how to address them is largely absent. Despite political change, the world in which the learners live is often harshly challenging. *Crime and violence* affect virtually every school, community and individual learner. Within such contexts learners have to develop a sense of confidence and competence in order to live well and contribute productively to the shaping of a new society.

4. Learning areas and Outcomes

Five focus areas inform the learning outcomes that address the developmental needs of the learner in this society, in a holistic manner:

Health Promotion

Many social and personal problems can be associated with lifestyle choices and high-risk behaviours. Sound health practices and an understanding of the relationship between health and environment can improve the quality of life of learners. Aspects to be addressed include nutrition, environment health, diseases including HIV/AIDS and Sexually Transmitted Diseases, safety and abuse and violence.

Social Development

In a transforming, democratic society, personal development needs to be placed in a social context in order to develop tolerance, the acceptance of diversity and mutual respect, and active commitment to democratic values. Belief systems, religious and constitutional rights and responsibilities, relationships and cultural understanding will all be covered in the Life Orientation Learning Area.

Personal Development

Personal and emotional development is central to the achievement of other learning area outcomes and the individual's contributions to community and society, yet is often neglected in formal education. Learners will be given the opportunity to develop survival and coping skills, reflect on and understand their emotional development, spiritual awareness, self-knowledge, self-concept and self worth.

Physical Development and Movement

Physical and motor development is integral to social, cognitive and emotional development and achievement. The physique is an important aspect of communication and expression, and playing, games and sport are means for developing positive values and achieving critical outcomes. Therefore, fine and gross motor development, games and sport, physical growth and development and recreation and play will all be part of the curriculum.

4. Learning areas and Outcomes

Orientation to the World of Work

Work is an essential aspect of living a meaningful life. Whether learners enter employment or are self-employed, they require a general orientation to work as well as work and study skills, which are best developed in this Learning Area. The end of the General Education and Training band is a crossroads for learners who have to make career and study choices that will affect their future. Career information needs to be supplemented from other Learning Areas. The skills to conduct career information gathering, planning and personal evaluation of abilities, as well as a positive attitude to work and work ethics will be developed.

Learning Outcomes

1. The learner is able to make informed decisions about personal, community and environmental health.
2. The learner is able to demonstrate an active commitment to constitutional rights and social responsibilities and show sensitivity to diverse cultures and belief systems.
3. The learner is able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his/her world.
4. The learner is able to demonstrate an understanding of and participate in activities that promote movement and physical development.
5. The learner is able to make informed choices and decisions about further study and career choices.

ECONOMIC AND MANAGEMENT SCIENCES**Definition**

The Economic and Management Sciences Learning Area Statement is concerned with developing in learners the basic skills and knowledge required to manage their lives and their environments effectively, and to understand the basics of an economy and

4. Learning areas and Outcomes

how it works. It encompasses the study of the use of different types of resources efficiently and effectively in satisfying people's basic needs and wants, whilst reflecting critically on the impact of resource exploitation on the environment and people. The Learning Area seeks to further develop in learners the skills to operate effectively in terms of basic entrepreneurship, financial management and planning.

Purpose

The Economic and Management Sciences aims to equip learners with the knowledge, skills, values and attitudes that will enable them to adapt, participate and survive in an economically complex society.

This will be achieved by enabling learners to:

- Understand and apply economic and management principles and concepts in a responsible and accountable way.
- Understand and reflect on the wealth creation process critically.
- Develop the entrepreneurial skills required to play a vital role in transforming the gap between rich and poor.

Unique Features And Scope

The following economic and management features, unique to the Economic and Management Sciences Learning Area, will be covered:

The Economic Problem: This feature will deal with the concept of the distribution of resources to satisfy basic needs and wants in society. It will use as a starting point the Constitution and attempt to contextualise the economic problem within the environment.

4. Learning areas and Outcomes

The Economic Cycle: The flow of money, goods and services between households, business, government and the foreign sector is the basis of the economic cycle. The roles and responsibilities of the different role players will be explored.

Reconstruction, Growth and Development: A critical approach to growth and development through the reduction of poverty, the fair distribution of wealth and respect for the environment and human rights and responsibilities will be developed in this feature.

The Economic Environment: This is the context within which production, consumption and trade takes place. It will be contextualised within physical, social, technological, political and legal environments, thus attempting to enable learners to see the world as a set of related and interdependent systems.

Leadership and Management: This feature covers the basic aspects of leadership such as planning and directing, leading, negotiating, motivation, delegation and conflict management; and the basic aspects of management such as administration, finance, production, marketing, purchasing and human resource development. The rights and responsibilities of management and workers will also be explored here.

Entrepreneurship: The development of the skills related to taking initiative and calculated risks in conceptualising, starting and running a business are covered in this feature. Special attention will be paid to entrepreneurship within communities.

Financial and Consumer knowledge and skills: This feature will introduce accounting and personal finance as well as consumer knowledge and skills, whilst attempting to develop within learners the values and attitudes related to co-operative co-existence.

Learning Outcomes

The unique features and knowledge specific to Economic and Management Sciences are consolidated into the following four learning outcomes.

4. Learning areas and Outcomes

1. The learner is able to demonstrate knowledge and understanding of the flow of money in solving the economic problem.
2. The learner is able to demonstrate an understanding of reconstruction, growth and development and reflect critically on its related processes.
3. The learner is able to demonstrate knowledge and the ability to apply a range of managerial, consumer and financial skills.
4. The learner is able to develop entrepreneurial attitudes, knowledge and skills.

The Economic and Management Sciences learning outcomes and assessment standards promote economic literacy and empowerment, conceptual understanding and the application of concepts to develop appropriate skills, values and attitudes in applying Economic and Management Sciences to personal and societal issues.

The processes of collecting, observing, recording, problem solving, making enquiries, doing research, analysing, interpreting, evaluating and communicating these findings are promoted in the Economic and Management Sciences Learning Area.

The assessment standards will enable learners to achieve the learning outcomes. The approach to teaching and learning allows for a general understanding and integration, taking cognisance of human rights and environmental issues. In-depth exploration of the content is envisaged in the Further Education and Training Band.

TECHNOLOGY

Introduction

Technology is a human activity and involves developing solutions to people's needs by combining skills, values, knowledge and resources with sensitivity to social and environmental factors.

4. Learning areas and Outcomes

Purpose

The Technology Learning Area Statement will contribute towards learners' technological literacy by giving them opportunities to:

- Appreciate the interaction between technology, society and the environment.
- Develop and apply specific skills to solve technological problems.
- Understand the concepts used in technology and use them responsibly to solve technological problems.

Unique features and scope

The Technology Learning Area Statement gives learners the opportunity to gain knowledge and develop skills that enable them to solve problems for the purpose of producing products, processes and services that satisfy peoples' needs. These include the development of:

- Creative problem-solving skills.
- Knowledge of how technology interacts with the environment and human rights issues.
- Awareness of technological careers.

Technological capability combines thinking and doing by synthesising knowledge, understanding and practical skills. Learners develop skills such as needs identification, critical and creative thinking, and decision-making. These skills are integrated with manipulative skills when developing the best solution to the identified problem.

Three strands are used to organise content in the Technology Learning Area:

- Technology and society.
- Technological capability, knowledge and understanding.
- Information and communication technology.

4. Learning areas and Outcomes

Technology and society

All technological development takes place in an economic, political, social and environmental context. Values, beliefs and traditions shape the way people view, and accept and use technology and technological products. Awareness of the costs and benefits of particular technological choices is crucial. There is accordingly a need for learners to understand the interconnections between technology, society and the environment. As technological change is a driver of economic activity, all learners should have opportunities and access to learning in technology. There should be no discrimination against any learner, whether on grounds of gender or disability.

In this strand, learners are expected to be aware of:

- *Changes in technology over time* - the historical aspects of technology in different places and time, including indigenous technologies of many peoples.
- *Impact of technology* - how technology has benefited and been detrimental to society and the environment.
- *Biases created by technology* - the influences of technology on values, attitudes and behaviours (eg in relation to gender, race, ethics, religion and culture).

Technological capability, knowledge and understanding

Developing technological capability involves the overall ability to engage with and solve technological problems. The demonstration of technological capability includes:

- Selection of a task.
- Decisions on possible actions to deal with the task using a range of resources.
- Carrying out the task.

Technological action integrates values, practical and cognitive skills, knowledge and resources. The learning area encourages learners to engage in investigating, designing, making, evaluating and communicating solutions. These skills form part of the Design Process.

4. Learning areas and Outcomes

Practical solution-oriented learning: In technology, learners' knowledge and understanding is developed sufficiently to allow for the completion of tasks through applying practical skills that are part of the Design Process. Learners will gradually understand concepts with the aim of applying them to address specific problems in order to meet human needs. Solutions could be products or processes.

In the General Education Training band, the Design Process will be used to develop the content of the learning area.

Note:

- The Design Process skills do not always have to be used in the order as set out above during technological activities.
- All the skills do not have to be developed in every activity.

These are the 3 core focus areas in the General Education Training band:

Processing

This covers:

- Food.
- Textiles.
- Resistant materials.

Learners will understand how raw materials may be processed into new materials or refined materials, which in turn may be processed or manufactured into more useful products.

Structures

This area focuses on the forces that act on structures and how to counter them by employing various techniques to strengthen materials to build stable and strong structures. These issues should be examined within the contexts of housing, containerisation, packaging, transport, storage and shelter.

4. Learning areas and Outcomes

Systems and control

This is divided into:

- Mechanical systems (including hydraulic/pneumatic systems).
- Electrical systems.
- Service systems (eg providing electricity, water, sewerage, waste disposal, delivery and transport).

Information and communication technology

One of the features of a rapidly changing world is the accumulation of vast amounts of information and data. This has an impact on all aspects of modern life. Through this Learning Area, learners will be equipped with knowledge and skills to be competent and confident in accessing and working with various forms of information and data.

These skills include information gathering, storing, processing, management and communication skills. The approach to information and communication technology focuses on the use of learning support materials and equipment to access, process and use information.

Where possible, schools should develop these skills:

- Word processing (skill needed by all learning areas).
- Spread sheets (skill needed mostly by Mathematics and Economic and Management Sciences).
- Database (skill needed mostly by Social Sciences, and Economic and Management Sciences).
- Graphics (skill needed mostly by Arts and Culture, Technology and Social Sciences).
- CD-rom referencing (needed by all learning areas).
- Internet (needed by all learning areas).
- E-mail, chat forums and development of mailing lists (needed by all learning areas).

4. Learning areas and Outcomes

Learning Outcomes

1. The learner is able to demonstrate an understanding of the inter-relationships between technology, society and the environment.
2. The learner is able to apply technological processes and skills ethically and responsibly, using relevant knowledge concepts.
3. The learner is able to access, process and use information in a variety of contexts.

These learning outcomes will be achieved when learners develop and use:

- Knowledge of how technology, society and the environment interact with one another.
- Technological processes (eg Design Process, Manufacturing) to develop solutions to people's needs and wants.
- Knowledge and understanding of concepts used in Processing, Structures, and Systems and Control.
- Skills to access, process and use information.

4. Learning areas and Outcomes

5. Implications for Implementing the Revised NCS



5.

Implications for Implementing the Revised NCS

5. Implications for Implementing the Revised NCS

Introduction

The proposed model for implementation of this Revised National Curriculum Statement rests on certain key assumptions. First, it assumes an ongoing collaborative effort between national and provincial departments of education, teacher unions, school governing bodies, school principals and classroom-based teachers. Second, it assumes that key areas requiring attention are:

- Manageable timeframes.
- Provision of good learning support materials.
- Effective and ongoing professional development of teachers, principals and district-based personnel.
- Reduction of overload.
- Learning Programme development.
- Implementation in Grades 7, 8 and 9.

Here a broad outline of implications for implementation of the Revised National Curriculum Statement in these areas is provided. A detailed implementation plan and its related policy changes will be developed by the national and provincial departments of education.

Timeframes

The proposed timeframes for implementation of the revised National Curriculum Statement are intended to allow enough time for development of learning support materials to support the revised curriculum as well as for the orientation of teachers and other educators. They also aim to ensure that the momentum gained for curriculum change is not lost.

When the revised National Curriculum Statement becomes policy at the end of 2001, the following timeframes will apply:

2001: Public comment followed by revision and finalisation of the draft Revised National Curriculum Statement; development of Learning Programme guidelines.

5. Implications for Implementing the Revised NCS

2002: Piloting; preparation for teacher orientation; development of policy for learning support materials.

2003: Incorporation of pilot results into a detailed implementation strategy; teacher orientation and development; development of learning support materials; orientation of school and district-based management; development of Learning Programmes at school level.

2004: Implementation of Grades R-3; further teacher orientation and development; supply of learning support materials; development of Learning Programmes at school level.

2005: Implementation of Grades 4 to 6; further teacher orientation and development; supply of learning support materials; development of Learning Programmes at school level.

2006, 2007, 2008: Implementation of Grades 7, 8 and 9 respectively, and the first General Education and Training Certificate for the revised National Curriculum Statement in 2008.

Learning Support Materials

The adequate and timeous supply of quality learning support materials is critical to the successful implementation of the revised National Curriculum Statement. In order to improve the procurement, budgeting and quality of learning support materials, key areas of policy will focus on:

- The respective roles to be played by government and civil society in the development of learning support materials.
- The creation through an approved national structure of a National Quality Assurance list of learning support materials which should result in both better quality and more cost-effective learning support materials.

5. Implications for Implementing the Revised NCS

- Credible creation through an approved national structure budgeting and effective systems of delivery to schools. A dedicated budget line item will ensure regular supply of learning support materials to classrooms. Price bands or guidelines will also ensure cost control and more adequate budgeting forecasts.
- Guidelines for the development of learning support materials for publishers and other materials developers. These will assist in aligning learning support materials more directly with curriculum requirements.
- Ways in which to assess and use existing C2005 materials which may still be appropriate for use in the revised National Curriculum Statement.
- Minimum requirements for each learning area at each level.
- Training of teachers in the effective use of learning support materials.
- Improvement of management of learning support materials at the school level.

Teacher and Educator Orientation, Development and Support

There is a need on the one hand for immediate orientation to the Revised National Curriculum Statement and on the other for long-term professional development of teachers. Short-term orientation will not fulfill all the requirements that the National Curriculum Statement has of teachers. The Revised National Curriculum Statement sets up expectations of teachers and educators that require a new and prolonged emphasis on professional development, education and training at all levels.

The overall vision for the kind of teacher required for the National Curriculum Statement is a teacher who is socially and politically critical and responsible, professionally competent and in touch with current development in his/her area of expertise. Teachers should be open to views held by learners and other peers and should subscribe to the notion of being lifelong learners. In this regard, teachers are

5. Implications for Implementing the Revised NCS

also expected to assume a measure of responsibility for their own development and for the implementation of the curriculum.

The key elements of a strategy for professional orientation and development of teachers, school management and district-based personnel in relation to the Revised National Curriculum Statement include:

- The establishment of a cadre of trainers at national and provincial level who will use a training transfer model to orient teachers, principals and district-based personnel to the Revised National Curriculum Statement.
- Professional development of teachers which focuses amongst other things on: level and depth of knowledge, skills and values as well as resources and assessment strategies to be used in each learning area; learning area-specific training which focuses on the 'newer' learning areas; the development and use of learning support materials.
- Redirection or training of teachers in those learning areas where there is a shortage of teachers.
- Involvement of higher education institutions, teacher unions and non-governmental organisations in the required professional development of teachers, principals and educators.
- Training of district-based personnel in Learning Programme development and implementation, team building, management, monitoring and evaluation in order to ensure more effective school-based support.
- Accreditation of short and long-term professional development to support the curriculum.

5. Implications for Implementing the Revised NCS

- A review of the use of the 80 hours set aside for in-service training.

Reduction of Overload

Overload has been a major issue facing implementation of the curriculum. The Revised National Curriculum Statement has reduced overload in the General Education and Training band through:

- The development of a simplified design - this reduces complexity and 'conceptual overload'.
- The alignment of the qualification framework, curriculum and assessment - this reduces the workload of teachers and allows training focused on professional development.
- Allocation of more time to 'gateway' learning programmes - this lays the foundation for the development of these critical skills.
- Infusion of assessment standards for human rights and inclusivity issues and concepts.
- Anticipated use of all of the allocated school time to implement Learning Programmes. 'Extra-curricular' and 'co-curricular' activities are seen as part of one, integrated curriculum framework. This will provide more time for the implementation of Learning Programmes.
- Provision for the development of policy guidelines on Learning Programmes by departments of education at national and provincial level - this will assist and support teachers in developing appropriate Learning Programmes.

5. Implications for Implementing the Revised NCS

Learning Programmes

Implementation of the Revised National Curriculum Statement will be through the year-long organisation of outcomes and assessment standards into teaching, learning and assessment activities known as Learning Programmes. The framework and guidelines provided for the development of Learning Programmes will assist teachers with developing Learning Programmes. Time allocations for specific learning areas and combinations of learning areas into Learning Programmes are based on the national priority assigned to specific areas (see chapter 2). Fieldtesting of the Revised National Curriculum Statement will assess whether these are adequate or not.

Implementing in Grades 7, 8 and 9

Special attention shall be paid to the implementation of Grades 7, 8 and 9. In the design of the curriculum, these grades combine to make up the Senior Phase of the General Education and Training band.

However, at the school level these particular grades are not usually based within the same institution. In many cases Grade 7 is part of the primary school, while Grades 8 and 9 are based in the secondary school. This raises specific implementation issues which have implications for high schools they have a special responsibility to plan coherently. As part of the school-based planning for the implementation of the Revised National Curriculum Statement, high schools will be required to develop school-based implementation strategies that take into account:

- The availability of teacher specialists in primary schools for the eight learning areas for Grade 7.
- What Grade 7 learners have achieved.
- Grade 7 learner profiles and records and individual learners' needs, in both the primary school in the learners' last year in the secondary schools.

5. Implications for Implementing the Revised NCS

- The emotional and developmental needs of learners who will be faced with leaving the secure and familiar environment of the primary school for the unknown environment in the secondary school.

Further Education and Training

The process for developing the curriculum for the Further Education and Training band is a separate one. A curriculum framework document has been made available to facilitate that process.

Conclusion

This Revised National Curriculum Statement and its proposed implementation framework are not the end of the process, but form part of the long haul away from the principles and practices on which apartheid education was based. It is one step in an ongoing process of curriculum change and transformation initiated after the achievement of democracy.

The Revised National Curriculum Statement has been developed in relation to the vision and values of Curriculum 2005. It has sought to consolidate and strengthen that curriculum through an emphasis on the principles of outcomes-based education, social and environmental justice, human rights and inclusivity. It has aimed at the development of a high level of skills and knowledge for all. It has attended to the achievement of a balance of integration and progression in the knowledge, skills and values expected at different grades. And it has not compromised on a commitment to clarity and accessibility.

The Overview has provided a broad outline of the principles, process, structures and key elements of the eight Learning Area Statements which form the basis of this Revised National Curriculum Statement. These Learning Area Statements provide a statement of expectations of what is to be achieved at different phases and levels in the General Education and Training band. Its further development for implementation will take place through the production of guidelines for Learning Programmes, the development of learning support materials and professional development of teachers.

Appendix 1

Appendix 1

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