Every child is a National Asset

# 2021 RECOVERY ATP

# GRADE: 8

# SUBJECT: NATURAL SCIENCES

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead

# Presentation Outline

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# Introduction

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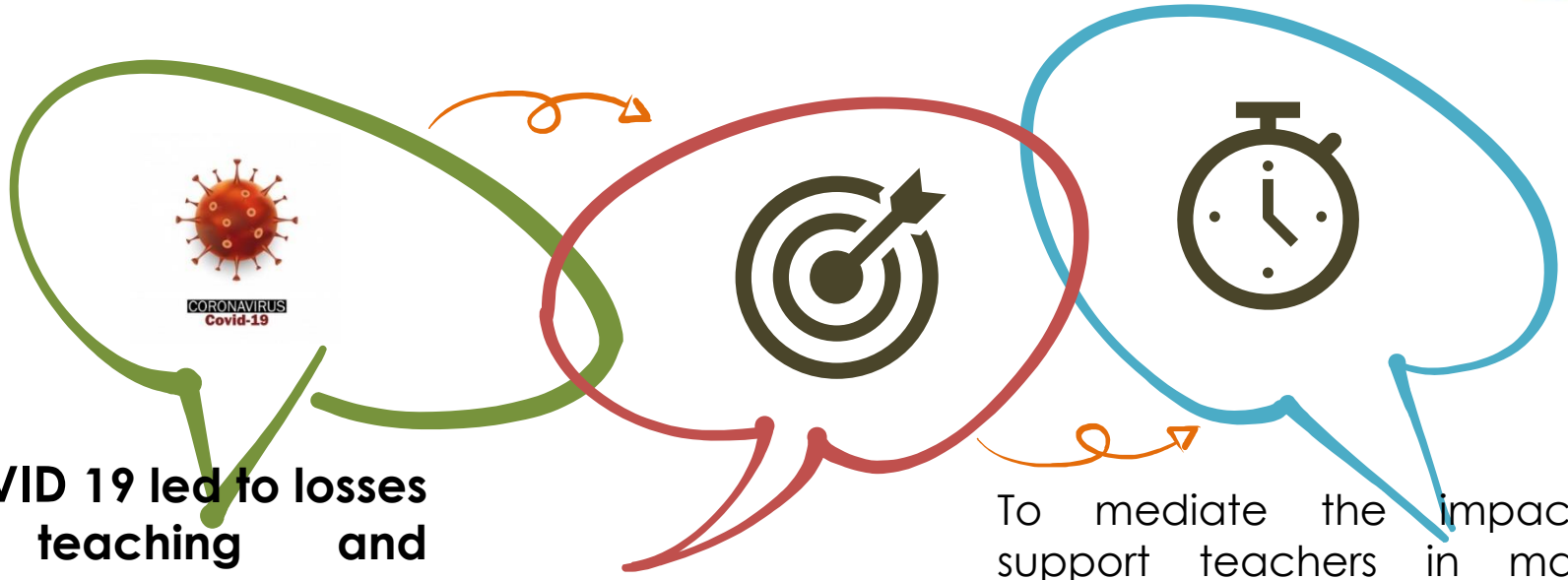


**COVID 19 led to losses in teaching and learning time due to:**

- the lockdown period and **phased reopening** of schools,
- Alternating time tabling models and
- the related health and safety **protocols.**

Furthermore, the revision of the school calendar **and** intermittent closure of many schools negatively **impacted** the **ability of teachers to implement the revised 2020 ATPs** as envisioned

To mediate the impact and support teachers in managing teaching, assessment and learning within the reduced **time**, the DBE in 2020 implemented:

- **Circular S3 that outlined and guided teachers to conduct context specific subject trimming**, in consultation with subject advisors.
- **National Assessment Circular 02** and **Circular E 11** to guide school-based assessment in phases and subjects

# Principles

# Principles

1. Use of the **2020 Curriculum Recovery Framework** as the **base document**
2. Learning losses inform the **Three Year Recovery Plans for School – based Assessment**
3. **Management of the learning losses and the School Based Recovery Plans**
4. Create opportunities through adjusted ATPs to strengthen **pre-knowledge, consolidation, revision, and deeper learning**
5. Entrench **Assessment for Learning** as a **Pedagogical Approach** to address the learning losses

# Principles

6. The 2021 Recovery ATPs maintains the use of current LTSM and resources already available in the system.

7. Content topics removed in 2020 were not automatically returned in the 2021 Recovery ATPs.

8. Fundamental and core topics were retained in the Recovery ATPs

9. To guide and support effective teaching and learning

# Underpinning Assumptions

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## ASSUMPTION 1

All learners will return to school from day 1 of the 2021 academic year and norm-times as stipulated in the CAPS will be adhered to for the entire school year;

## ASSUMPTION 2

Learning losses due to COVID-19 across grades and subjects will vary from school to school, class to class and even within classes.

## ASSUMPTION 3

Each Teacher will have a record of learning losses and Departmental Heads and Subject Advisors will monitor progress in learning loss recovery;

# Underpinning Assumptions


**ASSUMPTION 4**

All schools will develop & implement school-based support programmes for all grades/years with particular **focus on all the exit grades/years (3, 6, 9 and 12) throughout the three-year period.**

**ASSUMPTION 5**

All Circulars related to the 2020 ATPs including SBA to be withdrawn and revised to align to the 2021 ATPs.

**ASSUMPTION 6**

Schools have systems in place to manage the possibility of a second wave of the pandemic in Q1 and Q3 of the 2021

# The Development of the 2021 Recovery ATPs

# The Development of the 2021 Recovery ATPs

**The Recovery ATPs are aligned to the:**

- 2021 School calendar
- Abridged Section 4 of CAPS
- Curriculum and assessment principles as prescribed in the CAPS policy for Natural Sciences

# Purpose

- To show the **outline of the content** for this grade for 2021;
- To mediate the Recovery Annual Teaching Plan (ATP) and the School Based Assessment for Natural Sciences, Grade 8 **for implementation in January 2021 as stipulated in Circular S11 of 2020.**
- To ensure **meaningful teaching and learning for 2021** against the backdrop of the 2020 circumstances occasioned by the Coronavirus;
- To enable teachers to **bridge missed** content - skills, knowledge, values, and attitudes - from previous grades and covering content for the current grade;

# Amendments to the Content Overview for the Phase

# CONTENT OVERVIEW FOR THE PHASE

## NATURAL SCIENCES

| Term | Grade 7 | Grade 8 | Grade 9 |
|---|---|---|---|
| 1 | • The biosphere<br>• Biodiversity<br>• Sexual Reproduction<br>• Variation | • Photosynthesis and respiration<br>• Interactions and interdependence within the environment<br>• Micro-organisms | • Cells as the basic units of life<br>• Systems of the human body integrated with the Human reproduction system<br>• Systems of the human body integrated with the Circulatory and Respiratory systems<br>• Systems of the human body integrated with Digestive system |
| 2 | • Solids, liquids and gases (grade 6)<br>• Properties of materials<br>• Solution as a special mixture (grade 6)<br>• Dissolving (grade 6)<br>• Separating mixtures<br>• Acids, bases and neutrals | • Introduction to the periodic table of elements (Grade 7)<br>• Atoms<br>• Particle model of matter | • Compounds<br>• Chemical reactions (Grade 8)<br>• Chemical reactions<br>• Reactions of metals with oxygen<br>• Reactions of non-metals with oxygen<br>• Acids & bases, and pH value<br>• Reactions of acids with bases: Parts I<br>• Reactions of acids with bases: Parts II |

# CONTENT OVERVIEW FOR THE PHASE

## NATURAL SCIENCES

| Term | Grade 7 | Grade 8 | Grade 9 |
|---|---|---|---|
| 3 | • Sources of Energy<br>• Potential & Kinetic energy<br>• Heat Transfer<br>• Electric circuits (Grade 6)<br>• Electrical conductors and insulators (Grade 6)<br>• Insulation & energy saving<br>• Energy transfer to surroundings | • Potential and kinetic energy (Grade 7)<br>• Static electricity<br>• Energy transfer in electrical systems<br>• Series and parallel circuits<br>• Visible light | • Forces<br>• Electric cells as energy systems<br>• Resistance<br>• Series and parallel circuits<br>• Safety with electricity<br>• Energy and the national electricity grid<br>• Cost of electrical power |
| 4 | • The Solar System (Grade 6)<br>• Movements of the Earth and planets (Grade 6)<br>• Relationship of the sun to the earth<br>• The movement of the Moon (Grade 6)<br>• Relationship of the moon to | • The Solar System<br>• Beyond the Solar System<br>• Looking into space | • The Earth as a system<br>• Lithosphere<br>• Atmosphere<br>• Mining of mineral resources<br>• Birth; life and death of star |

# AMENDMENTS TO THE ANNUAL TEACHING PLAN

- The Recovery ATP for Natural Sciences has the **same content as in CAPS**, however, this content has been arranged as follows:
  - Some **topics from Grade 7** have been included with **reduced time**;
  - Content in some topics has been **reduced**;
  - Some topics have been **brought back**;
- *Planet Earth and Beyond* content has been **brought back**;
- **Textbooks** can be used as they are, but noting the included content from the previous grade in the Recovery ATP for Natural Sciences;
- Teachers to provide Notes for included content from the previous grades

# SUMMARY: CONTENT/TOPICS AMENDED

| Content/Topics | Term | Amendment |
|---|---|---|
| Photosynthesis and Respiration | 1 | Retained |
| Interaction and interdependence within the environment | 1 | Retained |
| Micro-organisms | 1 | Retained |
| Introduction of the periodic table of elements | 2 | Recovered from grade 7 |
| Atoms | 2 | Retained |
| Particle model of matter | 2 | Retained |
| Chemical Reactions | 2 | Removed |

# SUMMARY: CONTENT/TOPICS AMENDED

| Content/Topics | Term | Amendment |
|---|---|---|
| Potential and kinetic energy | 3 | Recovered from grade 7 |
| Static electricity | 3 | Retained |
| Energy transfer in electrical systems | 3 | Retained |
| Series and Parallel circuits | 3 | Reduced |
| Visible light | 3 | Retained |
| The Solar System | 4 | Retained |
| Beyond the Solar System | 4 | Retained |
| Looking into space | 4 | Retained |

# Summary: Programme of Assessment

- **Both formal and informal assessment** should continue as normal, and as stated in the *Revised Section 4 of the Natural Sciences CAPS*;
- The development of **Science Process Skills** is key to the teaching and learning of the subject;
- **Recording** of informal assessment is left to the discretion of the teacher;
- Learners should **read** and **write regularly** to develop **language** skills as well;

# Summary: Programme of Assessment

The 2021 formal assessment tasks for Grade 8 are as follows:

| TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|---|---|---|---|
| • Practical Task/ Investigation: 20 marks<br>• Test: 60 marks | • Practical Task/ Investigation: 20 marks<br>• Test: 90 marks | • Project: 30 marks<br>• Test: 60 marks | • Test: 90 marks |

- For further details on **Weighting** please refer to the *Abridged Section 4* document

# Summary: Programme of Assessment

The 2021 formal assessment tasks for Grade 8 are as follows

| | Term 1 | | Term 2 | | Term 3 | | Term 4 |
|---|---|---|---|---|---|---|---|
| **Form of Assessment** | Practical Task/ Investigation (40%) | Test (60%) | Practical Task/ Investigation (40%) | Examination (60%) | Project (40%) | Test (60%) | Examination |
| **Minimum Marks** | **20** | **60** | **20** | **90** | **30** | **60** | **90** |
| **SBA Weighting** | 6% | 10% | 6% | | 8% | 10% | |
| **Examinations Weighting** | | | | 30% | | | 30% |
| **Content and skills focus** | Term 1 | Term 1 | Term 2 | Term 1 (40%) Term 2 (60%) | Any content for the year | Term 3 | Term 3 (60%) Term 4 (40%) |
| **No. of Tasks** | **2** | | **2** | | **2** | | **1** |

# Contact details

# Contact Details

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