

**2013: INVITATION AND TERMS OF REFERENCE TO SUBMIT LEARNING AND  
TEACHING SUPPORT MATERIAL FOR EVALUATION AND ADOPTION IN THE  
NATIONAL CATALOGUE, DEPARTMENT OF BASIC EDUCATION, SOUTH AFRICA**

## INTRODUCTION

The 2013 Invitation and Terms of Reference (TOR) to submit Learning and Teaching Support Material (LTSM) for Evaluation and Adoption in the National Catalogue of the Department of Basic Education (DBE), initiates the evaluation and adoption of LTSM in selected subject categories and grades for use in South African public schools. This document, including all attachments, provides for functionality and price, giving an overview of the process for submission, evaluation, and adoption of the LTSM catalogue.

The National Catalogue will provide a listing of all Core LTSM approved for use in South African public schools, available for procurement by all provincial education departments and schools (with a function to procure LTSM in terms of Section 21 of the South African Schools Act, 84 of 1996). It will provide a maximum of eight options per subject in a particular language for a grade, from which provinces/schools can select the most appropriate material for their context.

The 2013 evaluation will include the Core LTSM categories listed under clause 1.4.

## SPECIAL CONDITIONS OF CONTRACT (SCC)

### Registration, Payment and Submission Parameters

**THIS INVITATION AND TERMS OF REFERENCE SETS OUT A FRAMEWORK AGREEMENT BETWEEN THE DEPARTMENT OF BASIC EDUCATION AND PUBLISHERS FOR THE SUBMISSION OF LTSM FOR GRADES 7 – 9 AND GRADE 12 TO BE INCLUDED IN THE NATIONAL CATALOGUE WHICH WILL SERVE FOR A PERIOD OF THREE YEARS. IT SETS THE CEILING PRICE FOR BOOKS BUT DOES NOT GUARANTEE THEIR PURCHASE. BY SUBMITTING LTSM FOR EVALUATION, PUBLISHERS AGREE TO FOLLOW THE PROCEDURES SET FORTH IN THIS INVITATION AND TERMS OF REFERENCE.**

## 1. REGISTRATION

1.1 Publishing companies<sup>1</sup> are limited to registering no more than **two** submissions per category for each language, with the exception of SP-2 and SP-4. For SP-2 and SP-4, publishing companies are limited to registering no more than **one** submission for each of these categories for each language/language level.

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<sup>1</sup> A publishing company is deemed to be a registered legal entity and not a publishing imprint.

1.2 On registration publishers must provide the full and final title of the series, the full and final title of each component, authors' names, grade, prices per price band and ISBNs, as they should appear on the catalogue. No panels or teams may be given in place of authors' names.

1.3 Publishers are responsible for stipulating the correct category and language and language level of the submission on registration. On acceptance of registration the electronic system will generate a pack ID. These pack IDs cannot be changed.

1.4 Publishers may register for the following categories of submission.

**CATEGORIES OF LTSM FOR SUBMISSION FOR SENIOR PHASE AND GRADE 12**

<b>Senior Phase: Grades 7, 8 and 9</b>	
Category	Description
SP-1	Home Language: Textbook, Core Reader and Teacher's Guide
SP-2	Home Language: Novel
SP-3	First Additional Language: Textbook, Core Reader and Teacher's Guide
SP-4	First Additional Language: Novel
SP-5	Mathematics: Textbook and Teacher's Guide
SP-6	Social Sciences: Textbook and Teacher's Guide
SP-7	Natural Sciences: Textbook and Teacher's Guide
SP-8	Life Orientation: Textbook and Teacher's Guide
SP-9	Creative Arts: Textbook and Teacher's Guide
SP-10	Technology: Textbook and Teacher's Guide
SP-11	Economic and Management Sciences: Textbook and Teacher's Guide

<b>Grade 12</b>	
Category	Description
GR12-1	Home Language: Textbook and Teacher's Guide
GR12-2	First Additional Language: Textbook and Teacher's Guide
GR12-3	Second Additional Language: Textbook and Teacher's Guide
GR12-4	Accounting: Textbook, Exercise Book and Teacher's Guide
GR12-5	Agricultural Management Practices: Textbook and Teacher's Guide
GR12-6	Agricultural Science: Textbook and Teacher's Guide
GR12-7	Agricultural Technology: Textbook and Teacher's Guide
GR12-8	Business Studies: Textbook and Teacher's Guide
GR12-9	Civil Technology: Textbook and Teacher's Guide
GR12-10	Computer Applications Technology: Textbook and Teacher's Guide
GR12-11	Consumer Studies: Textbook and Teacher's Guide
GR12-12	Dance Studies: Textbook and Teacher's Guide
GR12-13	Design: Textbook and Teacher's Guide
GR12-14	Dramatic Arts: Textbook and Teacher's Guide
GR12-15	Economics: Textbook and Teacher's Guide
GR12-16	Electrical Technology: Textbook and Teacher's Guide
GR12-17	Engineering Graphics and Design: Textbook and Teacher's Guide
GR12-18	Geography: Textbook and Teacher's Guide
GR12-19	History: Textbook and Teacher's Guide
GR12-20	Hospitality Studies: Textbook and Teacher's Guide
GR12-21	Information Technology: Textbook and Teacher's Guide
GR12-22	Life Orientation: Textbook and Teacher's Guide
GR12-23	Life Sciences: Textbook and Teacher's Guide

GR12-24	Mathematical Literacy: Textbook and Teacher's Guide	6 Textbooks and 6 Teacher's Guides
GR12-25	Mathematics: Textbook and Teacher's Guide	6 Textbooks and 6 Teacher's Guides
GR12-26	Mechanical Technology: Textbook and Teacher's Guide	6 Textbooks and 6 Teacher's Guides
GR12-27	Music: Textbook and Teacher's Guide	6 Textbooks and 6 Teacher's Guides
GR12-28	Physical Sciences: Textbook and Teacher's Guide	6 Textbooks and 6 Teacher's Guides
GR12-29	Religion Studies: Textbook and Teacher's Guide	6 Textbooks and 6 Teacher's Guides
GR12-30	Tourism: Textbook and Teacher's Guide	6 Textbooks and 6 Teacher's Guides
GR12-31	Visual Arts: Textbook and Teacher's Guide	6 Textbooks and 6 Teacher's Guides

*See Annexure B for more information on Textbooks, Core Readers, Novels and Teacher Guides.*

1.5 Material for the Senior Phase must cover all three grades, i.e. Grades 7, 8 and 9 in a particular language for a subject. Material will not be accepted for only one of these grades.

1.6 Submissions must strictly comply with the above categories and their registration will only be accepted for the full category. If one or more components are not registered then the submission will be deemed incomplete and will not be accepted by the electronic LTSM system. **For example:**

- a Textbook without a Teacher's Guide will be deemed to be an incomplete submission;
- in the Senior Phase, Textbooks and Teacher's Guides for only one or two of the three grades but not for the other/s will constitute an incomplete submission;
- for Senior Phase Language, a Teacher's Guide and Textbook without a Core Reader will be considered an incomplete submission;
- for Senior Phase a novel for only one or two of the three grades but not for the other/s will constitute an incomplete submission;
- for Accounting, a Teacher's Guide and Textbook without an Exercise Book will be considered an incomplete submission.

1.7 On registration a submission will not be accepted if prices for each price band are not provided.

1.8 After the closure of the registration period publishers will be afforded a window period to correct their data. No further opportunities will be given for the correction of data.

## 2. PAYMENT: SUBMISSION AND APPEAL FEES

2.1 A non-refundable submission fee of R2 000 will be payable for each submission per category for each grade. Therefore, should a submission cover 3 grades, this amounts to R6 000.

2.2 For each appeal a non-refundable fee of R2 000 will be payable for each appeal per submission for each grade. Therefore, should an appeal cover 3 grades, this amounts to R6 000. Only appeals that are paid for will be considered by the Appeals Committee.

2.3 Submission and appeals fees must be paid to the Finance Section of the DBE.

2.4 Only cash or bank guaranteed cheques (i.e. cheques issued by a bank) will be accepted for payment (no EFT). Cheques to be made payable to “Department of Basic Education”. Personal or company cheques will not be accepted.

2.5 In addition it is compulsory for each publishing company to submit an original valid tax clearance certificate from SARS on payment of their submission fees. The tax clearance certificate must be in the name of the publisher registered in the DBE electronic system.

**FAILURE TO SUBMIT A VALID TAX CLEARANCE CERTIFICATE IN THE NAME OF THE PUBLISHER WILL RENDER A PUBLISHER'S SUBMISSION INCOMPLETE AND THEY WILL THEREFORE BE DISQUALIFIED.**

### 3. SUBMISSIONS

3.1 It is the responsibility of the publisher to ensure that each submission is complete and anonymous and that the material to be evaluated is delivered to the designated submission venue. DBE cannot be held responsible for material that is incomplete, not anonymous or delivered to an undesignated submission venue.

3.2 All submissions must be anonymous:

- Author names, title, series, publisher imprint and publisher details must not appear at all in the material submitted for evaluation. This includes inserts which might be included with a book, such as Compact Discs.
- There must be no references in the material to other publications by the same publisher that will lead screeners to identify the publisher, title, series or author.
- In the case of the senior phase novel, the title of a novel may appear provided that it does not reveal the name of a publisher, publisher imprint, series or author.

3.3 The book cover should include the Pack ID provided by the DBE on registration, in addition to stating the subject, grade, type of component (e.g. textbook or teacher’s guide), language, language level (where applicable – HL, FAL or SAL) and ISBN. All copies must include this information on their book covers. The book cover should be white with black print. No colour or additional text may appear on the book cover.

3.4 Each submission should be packaged in a separate container. The DBE reserves the right to specify the dimensions of the cardboard boxes prior to the submission dates. The category of submission must be clearly indicated on the anonymous exterior identification sheet which must be pasted onto the exterior of each container.

3.5 Each submission must contain an anonymous interior identification sheet attached to each set, which includes: the category of submission, Pack ID, subject, language, language level, list of components with ISBN.

3.6 The evaluation is limited to print material. However, for Computer Applications Technology and Information Technology, additional electronic material can be submitted along with the print material as an insert to the print material.

3.7 All textbooks (except novels) must have an accompanying Teacher’s Guide in the same language as the textbook.

3.8 Submission copies must be in final form. They must:

- 3.8.1 Include all illustrations;
- 3.8.2 Be printed and bound in book form;
- 3.8.3 Be edited and proofread;
- 3.8.4 Contain all intended pages; and
- 3.8.5 Be presented in final design and typesetting, with accurate pagination.

**3.9 A submission is deemed to be complete if on submission the following are provided:**

- Proof of payment in an envelope marked accordingly;
- The correct components per submission with all the required information on the book cover (the Pack ID provided by the DBE on registration, the subject, grade, type of component, language, language level (where applicable) and ISBN (as submitted on registration));
- The correct number of copies of the submission as set out in the invitation; each copy must be complete, identical and contain the same number of pages.

NB: By the final submission date, all the components and the correct number of copies of each component must have been submitted. If this requirement is not met, the submission will not be accepted.

**3.10 SUBMISSIONS THAT DO NOT MEET THE REQUIREMENTS AS LISTED IN PARAGRAPHS 3.1 TO 3.9 WILL BE DISQUALIFIED AND WILL NOT BE SCREENED OR CONSIDERED FOR INCORPORATION IN THE NATIONAL CATALOGUE.**

3.11 After the final date for submission publishers will be afforded an opportunity to submit missing documents<sup>2</sup> or correct/add information onto the book cover of their submissions. This information can either be written or pasted on the cover of the submitted book. Publishers will not be allowed further opportunities to amend or add to their submissions, either in the form of a missing document<sup>2</sup> or information in their material after the end of the window period. Submissions still lacking documents or the correct information on a book cover after the end of this window period will be disqualified.

NB: This opportunity may only be used for the submission of missing documents<sup>2</sup> or the correction/addition of information as explained above. It is not the opportunity to provide missing components.

3.12 Neither the DBE nor its appointed service provider will assist in adding missing documents or information to a submission.

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<sup>2</sup> Proof of payment; valid tax clearance certificate.

#### 4. SUBMISSION DATES

Submissions for **Senior Phase**, i.e. Grades 7, 8 and 9, for the following subjects: Mathematics, Economic and Management Sciences, Life Orientation, Creative Arts and Social Sciences will **be accepted** from 9am on **29 October 2012** until 4pm on **2 November 2012**.

Submissions for **Senior Phase**, i.e. Grades 7, 8 and 9, for the following subjects: Home Language and First Additional Language will be accepted from 9am on **3 December 2012** until 4pm on **7 December 2012**.

Submissions for **Grade 12** will be **accepted** from 9am on **2 January 2013** until 4pm on **7 January 2013**.

The closing time for submissions will be strictly adhered to; publishers need to allow adequate provision for possible delays when sending/delivering material to the submission venue.

**LATE SUBMISSIONS WILL NOT BE ACCEPTED AND WILL THEREFORE NOT BE SCREENED OR CONSIDERED FOR INCLUSION IN THE NATIONAL CATALOGUE.**

An outline of the submission process timframes is attached (see Annexure A).

#### FUNCTIONALITY AND PRICE

##### 5. THE SCREENING PROCESS

5.1 The following criteria will form the basis of the evaluation process:

<b>LEARNER MATERIAL</b>	Weighting
<b>COMPLIANCE WITH CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS)</b> Materials present the main content/concepts/skills that support the instructional objectives for the subject and grade in the CAPS. Content is well presented and scaffolded.	<b>20</b>
<b>CONTENT ANALYSIS</b> The pedagogical approach is sound and will engage learners, while the content is accurate and well explained.	<b>20</b>
<b>ACTIVITIES AND ASSESSMENT</b> Activities and assessment are clear and will be engaging for learners in this grade. They are clearly related to the topic coverage and provide for interesting variety, while being clearly scaffolded.	<b>20</b>
<b>LEVEL</b> The level of writing and explanation is appropriate for learners of this grade level.	<b>10</b>
<b>VALUES</b> The materials are appropriate for learners in a diverse society and promote social	<b>5</b>

transformation. The materials communicate values and attitudes consistent with the South African constitution. The materials convey and promote an appreciation of human rights, a healthy environment, social justice and inclusivity.

**DESIGN AND LAYOUT**  
The materials are well designed and will be attractive and accessible for learners of this grade.

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### **TEACHER'S GUIDE**

The teacher's guide provides effective mediation of the subject content for the grade. It offers sufficient guidance in terms of planning, assessment, teaching methodology and gives useful examples. The language used is accessible to teachers from diverse school contexts.

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### **SENIOR PHASE NOVEL**

**CONTENT**

60

**LANGUAGE AND READABILITY**

30

**SUBJECT DIDACTICS**

10

See Annexure B for selection criteria.

5.2 Submissions will be rated against these broad criteria by specialist screening teams for each subject. Where more than eight titles are considered of appropriate quality for a subject in a particular language, the eight top ranked titles for that subject and language will be recommended for final confirmation in the national catalogue. Where fewer than eight titles are considered of appropriate quality, the number for final confirmation will be less than eight.

Categories of recommendation in the screening process will be limited to:

- a) Conditionally Accepted: This will comprise no more than eight titles per subject/language deemed appropriate for inclusion in the National Catalogue, using a ranking system where applicable.
- b) Not Accepted: This will apply where the submission is assessed to not meet all criteria and/or is not rated among the top eight submissions for a subject / language.

5.3 Conditional acceptance does not obligate the DBE to include the material on the National Catalogue. Final acceptance to the Catalogue will depend on an evaluation, during a rescreening process, of how successfully any required changes have been implemented. In cases where there are more than eight conditionally approved titles due to the addition of one or more successfully appealed titles, the highest ranked eight titles after the rescreening process will be accepted onto the catalogue.

5.4 The contents of evaluation reports are confidential to the publisher and no part thereof may be reproduced or used in marketing.



5.5 Publishers of titles accepted for inclusion on the National Catalogue are obligated to lodge two copies of the final version of each accepted title with the DBE.

5.6 Schools are obliged to purchase core material only from the national catalogue for teaching and learning in South African public schools.

## 6 APPEALS PROCESS

6.1 Publishers may appeal against the rejection of their material during the first screening process. Appeals will be limited to instances where a content error has occurred as evidenced by the publisher's report. For example, a topic is mistakenly claimed to be omitted from a text or a factual error is reported but there is current scientific evidence to the contrary. No appeals will be allowed after the rescreening process. The appeals committee will be limited to adjudication on the substance of the appeal.

6.2 Appeals on disqualified submissions will not be considered except in cases where the publisher disputes the authenticity of the claim made by the DBE.

6.3 Where the appeals committee overturns the recommendation of the screening committee the submission will be added to the Conditionally Approved list to be rescreened. If the appeals committee upholds the recommendation of the screening committee the submission remains rejected.

6.4 The appeals committee will be established by the DBE, comprising subject specialists and departmental officials, under the leadership of DBE: Legal Services/Internal Audit. Its decision on appeals will be considered final.

## 7 PRICES OF TITLES ON THE CATALOGUE

7.1 Publishers are required to provide the best unit price per item on registration. Prices must include VAT but exclude distribution cost for the following quantities (price bands): 1 to 10 000 copies, 10 000 to 25 000 copies, 25 000 to 50 000 copies, 50 000 to 100 000 copies, over 100 000 copies. These prices will be regarded as the ceiling price and will be applicable for a period of three years. The benefits of economies of scale must be evident in the price bands.

7.2 Provinces will add the cost of the distribution of the LTSM onto the prices.

7.3 The titles in the final catalogue will be ranked according to the price provided by the publishers on registration.

7.4 The DBE/Provincial Education Departments reserve the right to re-negotiate for lower than the ceiling price with publishers whose books are on the catalogue.

## **8 EXCEPTIONAL CONDITIONS**

- 8.1 The DBE reserves the right to:
  - 8.1.1 call for a resubmission in areas of scarce resources, where no submissions of appropriate quality are received for a particular subject in a certain language.
  - 8.1.2 use different processes (other than calling for submissions from publishers) for the development and/or provision of LTSM for subjects / languages where necessary.
  - 8.1.3 internally produce / commission the development of LTSM for subjects / languages where necessary.
  - 8.1.4 purchase and distribute additional LTSM for use in schools from sources other than the National Catalogue.
  - 8.1.5 select certain books from the catalogue to be brailled for use by blind/visually impaired learners in schools. By submitting a title onto the catalogue publishers agree to:
    - 8.1.5.1 allow their approved material to be used for brailleing, and,
    - 8.1.5.2 provide the DBE with an electronic copy of the material for brailleing purposes.
- 8.2 If a Curriculum and Assessment Policy (CAPS) document pertaining to any of the subjects listed in this Invitation for Grades 7-9 or Grade 12 are not finalized the DBE reserves the right to defer the date of registration for that subject(s). A notice to this effect would be posted on the LTSM website.

## **9 CONFLICT OF INTEREST**

- 9.1 To manage any potential conflict of interest and limit undue influence, screening committee members will be required to sign an affidavit declaring that they have no vested interest in LTSM development, be it as an author or beneficiary from a publishing company. Furthermore, the affidavit will include an undertaking to report approaches by LTSM developers, be it companies or authors, during the screening process.
- 9.2 Any publishing company or author found to be seeking to directly or indirectly, positively or negatively influence the evaluation process will be reported to the National Treasury and could, in terms of National Treasury's processes, be barred from doing business with government in future.

## **10. QUERIES**

- 11.1 All queries related to this document and the process outlined herein should be submitted via the email address: [Grade78912LTSM@dbe.gov.za](mailto:Grade78912LTSM@dbe.gov.za)

## **11. COMPLIANCE BY PUBLISHERS**

- 11.1 By submitting LTSM for evaluation, publishers agree to subscribe to the procedures and deadlines set forth in this Invitation and Terms of Reference. Failure to comply with any of the procedures and deadlines will result

in disqualification from the evaluation and adoption process. The DBE will not entertain approaches by publishers to discuss issues of non-compliance.

11.2 By making a submission in terms of this Invitation and Terms of Reference, publishers agree to adhere to the general conditions of contract for all bidders for State procurement. These include but are not limited to:

11.2.1 not seeking to influence the selection committee in any way;

11.2.2 not soliciting privileged information, regarding the selection process or requirements, from any DBE official or appointed screener;

11.2.3 not to make any misleading representations, such as presenting intellectual property they do not have the permission to reproduce.

11.3 By submitting LTSM for evaluation publishers warrant that they are a going concern and in a position to fulfill orders ranging from the lowest price band quantity to the highest. Failure in this regard will grant the DBE the right to remove the related title from the National Catalogue.

## 12. COMPULSORY BRIEFING

A compulsory briefing with the publishers and publishers' associations will be held on 07 September 2012.

## Annexure A: Submission and Screening Schedule

Process	GRADE 12		GRADES 7-9 Content subjects		GRADES 7-9 Languages	
	Start	End	Start	End	Start	End
Release of Invitation and Terms of Reference to publishers	24 Aug		24 Aug		24 Aug	
Compulsory briefing	07 Sep	07 Sep	07 Sep	07 Sep	07 Sep	07 Sep
Electronic Registration of Submissions	18 Sept	29 Sept	18 Sept	29 Sept	18 Sept	29 Sept
Window period for corrections of all data on registered submissions	3 Oct	12 Oct	3 Oct	12 Oct	3 Oct	12 Oct
Payment for submissions	19 Nov	23 Nov	15 Oct	19 Oct	19 Nov	23 Nov
Submission date for Grade 12	2 Jan	7 Jan				
Submission date for Senior Phase Mathematics, Life Orientation, Economic and Management Sciences, Creative Arts and Social Sciences			29 Oct	2 Nov		
Submission date for Senior Phase Home Language and First Additional Language					3 Dec	7 Dec
Window period to submit missing documents or correct/add information onto the book cover of a submission	8 Jan	9 Jan	5 Nov	7 Nov	10 Dec	12 Dec
Verify submissions/sorting grade & category	2 Jan	10 Jan	29 Oct	14 Nov	21 Dec	3 Jan
Training and briefing of screeners	12 Jan	13 Jan	17 Nov	18 Nov	7 Jan	8 Jan
Screening process	14 Jan	27 Jan	19 Nov	14 Dec	9 Jan	6 Feb
Releasing of reports	29 Jan	30 Jan	15 Dec	15 Dec	7 Feb	8 Feb
Lodging and payment of Appeals	31 Jan	6 Feb	7 Jan	11 Jan	11 Feb	15 Feb
Appeals review process	7 Feb	13 Feb	14 Jan	22 Jan	18 Feb	22 Feb
Release appeals review reports	14 Feb	15 Feb	23 Jan	25 Jan	25 Feb	26 Mar
Resubmission of conditionally accepted titles	11 Feb	22 Feb	28 Jan	1 Feb	18 Feb	1 Mar
Resubmission of appealed titles	5 Mar	6 Mar	13 Feb	14 Feb	14 Mar	15 Mar
Rescreening	7 Mar	15 Mar	18 Feb	27 Feb	16 Mar	23 Mar
Release of final screening reports	15 Mar	18 Mar	28 Feb	4 Mar	24 Mar	25 Mar
Finalise catalogue	19 Mar	25 Mar	26 Mar	28 Mar	26 Mar	28 Mar
Release catalogue	<b>31 March 2013</b>		<b>31 March 2013</b>		<b>31 March 2013</b>	

## Annexure B: Guidelines for Learning and Teaching Support Material Development and Submission

The following are broad guidelines:

### 1. Textbooks

A textbook should:

- Focus on teaching the concepts and communicate the knowledge stated in the relevant CAPS document.
- Be at an appropriate reading level for the intended grade.
- Include a clear explanation of new terms and use them a few times in well-constructed sentences to ensure learners understand the context and use of the new vocabulary.
- Include activities that have clear instructions, be easy to understand and not require costly equipment.
- Be organised in a way that provides a structured, well-paced and sequenced learning plan for the grade in accordance with CAPS.
- Be easy to navigate, through the use of a contents page, headings, subheadings, captions and labels for diagrams etc.
- Include the use of colour to support the clarity of representation, as opposed to being decorative, while the font should be clear and readable.
- Include exemplar assessment activities for each term and exemplar examinations for the second and fourth terms.

### 2. Teacher's Guides

A Teacher's Guide should include the following:

- A clear contents page – listing units/modules/chapters with page references
- The Introduction including:
  - An overview of the CAPS
  - Assessment with specific reference to the subject; the information on assessment must be appropriate/relevant to the particular subject. Merely extracting the information on assessment from the Policy documents is not adequate.
  - How the Teacher's Guide should be used

Units/modules/chapters containing

- An overview of the Unit
- Step-by-step guidelines on how to implement the activity. These need to be in sufficient detail to enable the teacher to implement the activity. However they need to be flexible so that teachers can easily adjust the activity to suit their learners' needs
- Clear references to the use of other components (page referencing to activities in the Textbook and the Core Reader/novel where applicable)
- Useful background knowledge to increase teacher's understanding of key concepts.

- **Assessment:** Information on what can be assessed and how, including examination exemplars and memoranda; publishers need to provide teachers with a framework for assessment for the year although it will be up to the individual teacher to make the final decision on the assessment he/she will use in the classroom;
- Suggestions for extension/remedial activities may also be included.

General Points: the Teacher's Guide must:

- Be written in user-friendly language
- Have an appropriate and user-friendly design and layout
- Encourage critical thinking and metacognitive strategies
- Provide the teacher with sufficient learner-tasks, to enable the learner to achieve the requirements of the CAPS
- Learner-tasks should be appropriate for the level of learners in terms of grade level, language, knowledge, skills and concepts
- Reflect the pedagogic principles contained in the CAPS
- Show a balance between individual, pair, group and class activities
- Reflect the values stated in the Constitution e.g. sensitivity to gender, race, culture and religion
- Clearly explain the assessment within the activity/unit

**3. Core Readers for Home and First Additional Language for the Senior Phase: a single reader containing folklore, short stories, poetry and drama.**

**3.1 HOME LANGUAGE:**

- The CAPS for Home Language prescribes five literary genres for each grade from grades 7 – 9 (folklore, poetry, drama, novel and short story).
- The Home Language core reader should contain texts for folklore, poetry, short story and drama, sufficient to cover a year's work according to the CAPS programme. Additional examples can provide schools with some freedom of choice.
- The use of colour should be confined to instances where it enhances the meaning of the text and learner engagement.
- While the Teacher's Guide should provide generic guidance on how to teach the genre, the core reader should include activities for learners based on the content of the core reader.

The following texts must appear in the Home Language Core Reader:

	Folklore	Short stories	Poetry	Drama	Page length of core reader (excluding activities, annotations and glossary)
Grade 7	4 – 5 stories (3-5 pages each)	4 – 5 stories (3-5 pages each)	10 poems 7-10 pages	1-2 act play (10-20 pages)	41 – 80 pages

	12-25 pages	12-25 pages			
Grade 8	5 – 7 stories (3-5 pages each) 15-35 pages	5 – 7 stories (3-5 pages each) 15-35 pages	15 poems 10-15 pages	2-3 act play (20-30 pages)	60-115 pages
Grade 9	7 – 10 stories (3-5 pages each) 21-50 pages	7 – 10 stories (3-5 pages each) 21-50 pages	15 poems 10-15 pages	3-5 act play (30-50 pages)	82 – 165 pages

### 3.2 FIRST ADDITIONAL LANGUAGE:

- The CAPS for First Additional Language prescribes five literary genre for each grade from grades 7 – 9 (folklore, poetry, drama, novel and short story).
- The First Additional Language core reader should contain texts for folklore, poetry, short story and drama, sufficient to cover a year's work according to the CAPS programme. Additional examples can provide schools with some freedom of choice.
- The use of colour should be confined to instances where it enhances the meaning of the text and learner engagement.
- While the Teacher's Guide should provide generic guidance on how to teach the genre, the core reader should include activities for learners based on the content of the core reader.

The following texts must appear in the First Additional Language Core Reader:

	Folklore	Short stories	Poetry	Drama	Page length of core reader (excluding activities, annotations and glossary)
Grade 7	4 – 5 stories (3-5 pages each) 12-25 pages	4 – 5 stories (3-5 pages each) 12-25 pages	5-8 poems 5 pages	1-2 act play (10-20 pages)	39-75 pages
Grade 8	5 – 7 stories (3-5 pages each) 15-35 pages	5 – 7 stories (3-5 pages each) 15-35 pages	8-10 poems 6-8 pages	2-3 act play (20-30 pages)	56 – 108 pages
Grade 9	7 – 10 stories (3-5 pages each) 21-50 pages	7 – 10 stories (3-5 pages each) 21-50 pages	10-12 poems 7 – 10 pages	3-5 act play (30-50 pages)	79 -160 pages

### 3.3 Additional guidance for the development of texts for folklore, poetry, short stories, drama and the novel

The CAPS documents provide guidance to teachers on the purpose and methodology to be used when teaching literary genre. These need to be borne in mind when developing texts and activities for such genre. In particular, the following should inform the choice and development of literary texts:

### 3.3.1 Poetry

The poetry chosen should enable the teacher to develop the following aspects:

- literal meaning
- figurative meaning
- mood
- theme and message
- imagery
- figures of speech/ imagery, word choice (diction), sound devices, tone, rhetorical devices, emotional responses, lines, words, stanzas, rhyme, link, rhythm, punctuation, refrain, repetition, alliteration (consonance and assonance), enjambment

### 3.3.2 Drama

The drama chosen should enable the teacher to develop the following aspects:

- plot and sub-plot (exposition, rising action, conflict, climax, falling action/ anticlimax, denouement/resolution, foreshadowing and flashback)
- characterization
- role of narrator/persona/ point of view
- theme and messages
- background and setting – relation to character and theme
- dramatic structure: plot, subplot (exposition, rising action and climax)
- mood and tone
- ironic twist/ending
- stage directions
- link between dialogue /monologue/soliloquy and action
- dramatic irony
- time line
- genre and types

### 3.3.3 Short stories, Folklore

The short stories and folklore chosen should enable the teacher to develop the following aspects:

- plot, subplot (exposition, rising action, conflict, climax, falling action/anticlimax, denouement/resolution, foreshadowing and flashback)
- conflict
- characters
- characterization
- role of narrator
- messages and themes
- background, setting and relate to character and theme
- mood, ironic twist / ending
- suspense and surprise



#### 4. Novel for the Senior Phase

CAPS indicates that the study of a novel needs to be undertaken in both the Home and First Additional Language for the Senior Phase.

The prescribed length for the novel, excluding activities and annotations, is as follows:

##### HOME LANGUAGE

- Grade 7: 30 – 40 pages
- Grade 8: 40 – 50 pages
- Grade 9: 50 – 60 pages

##### FIRST ADDITIONAL LANGUAGE

- Grade 7: 30 – 40 pages
- Grade 8: 40 – 50 pages
- Grade 9: 50 – 60 pages

The novel chosen should enable the teacher to develop the following aspects:

- plot, subplot (exposition, rising action, conflict, climax, falling action/anticlimax, denouement/resolution, foreshadowing and flashback)
- conflict
- characters
- characterization
- role of narrator
- messages and themes
- background, setting and relate to character and theme
- mood, ironic twist / ending
- suspense and surprise

While the Teacher's Guide should provide generic guidance on how to teach the genre, the novel should include activities for learners based on the content of the novel.

NB: Prescribed literature for grade 12 follows a separate process. Supporting activities and assessment for prescribed literature should not be included in the textbook or teacher's guide for Grade 12.