SPECIAL CALL AND TERMS OF REFERENCE (TOR) FOR EXPRESSION OF
INTEREST AND INTENT TO DEVELOP LEARNING AND TEACHING SUPPORT
MATERIAL (LTSM) FOR SUBJECTS/LANGUAGES THAT DO NOT HAVE
BOOKS LISTED IN THE NATIONAL CATALOGUE OF TEXTBOOKS FOR
EVALUATION AND ADOPTION IN THE NATIONAL CATALOGUE
INTRODUCTION

The 2014 Special Call and Terms of Reference (TOR) for the expression of interest and intent to develop Learning and Teaching Support Material (LTSM) for subjects/languages that do not have books listed in the National Catalogue of the Department of Basic Education (DBE), initiates the adoption of these LTSMs in the selected subjects/languages and grades in the national catalogue for use in South African public schools.

This document, including all attachments, provides for functionality and price, giving an overview of the process of the expression of interest and intent; the development and adoption of these LTSMs in the national catalogue; the listing of the providers of these LTSMs as “sole source”.

Once approved, these LTSMs will be listed in the National Catalogue as 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).

BACKGROUND AND CONTEXT

The DBE has developed and disseminated national catalogues of textbooks for Grades 1 - 12 between 2011 and 2013. In the evaluation of textbooks for these national catalogues, no suitable books were found in certain categories for certain grades. Consequently the department would like to call for special submissions for these categories. For most of these subjects/languages, the department has requested submissions more than once as stated in previous calls for submission, and did not receive any.

*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)* makes provision for the DBE to use different approaches to source material.
**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.

In line with this provision, the DBE is therefore making a special call for these subjects/languages.

**SPECIAL CONDITIONS**

The DBE would like to state openly that it is aware that the enrolment numbers for most of these subjects/languages are small and the DBE can therefore not guarantee the purchase of their LTSM. Furthermore, even when purchases are made, the small enrolments may not make for viable sales. However, the DBE is urging publishers to assist in developing these resources to complete the national catalogue.

The DBE will not charge submission fees for these submissions.

Upon receipt of an expression of interest and intent, the DBE will evaluate and select one publisher to develop the material per subject/language based on capacity, experience and price.

The DBE will cluster the subjects/languages, especially for the indigenous First Additional Languages (FAL) such that the selected publisher develops material as per the DBE’s clustering.

Publishing companies will be required to provide proof that they are legal entities with a valid Tax Clearance Certificate.

In cases where there is no interest expressed, the department reserves the right to approach individual publishers directly with regard to developing the relevant books.

**COMPULSORY BRIEFING**

A compulsory briefing with publishers and publishers’ associations will be held on 04 November 2014 at the Department of Basic Education, 222 Struben Street, Pretoria.
INDICATION OF EXPRESSION OF INTEREST/INTENT

Publishers are called upon to express their interest and intent to submit LTSM for subjects/languages that do not have books listed in the National Catalogue of textbooks by indicating the following on the template that will be provided:

- **which subjects/languages** they would be able to submit for;
- if they are able to **submit as per the proposed completion dates**;
- **capacity and experience to produce the material**;
- what **prices** they would be supplying the material at.

The DBE will provide a template with information on the subjects/languages as well as the timeframes for the finalisation of the catalogue for these LTSMs.

The expression of interest and intent, together with a valid Tax Clearance Certificate should be submitted in a sealed envelope at the Department of Basic Education, 222 Struben Street, Pretoria from 24 – 28 November 2014.

Submissions which do not comply with all of the above will not be considered

Selection will be based upon proven capacity and experience to produce the material as well as on price.

After the selection process has been finalised, the DBE will contact the selected publisher/publishers to set up a project planning and management meeting. The department will work closely with the publisher/publishers to ensure that these books are created timeously and with the required quality. However, the books will go through the same screening process as with the previous rounds of submission.

**REGISTRATION OF THE SELECTED LTSM**

Registration will be limited to the selected publisher/s.
Publishers may submit expression of interests and intent for the following subjects/languages:

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description</th>
<th>Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 1 - 3</td>
<td>First additional language: isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, SiSwati, Tshivenda, Xitsonga : Graded Reader Series</td>
<td>March 2015</td>
</tr>
<tr>
<td>Grades 1 - 3</td>
<td>Home language: Setswana Big Books</td>
<td>March 2015</td>
</tr>
<tr>
<td>Grades 1 - 3</td>
<td>First additional language: isiNdebele, isiXhosa, Sepedi, Sesotho, Setswana, SiSwati, Tshivenda, Xitsonga : Big Books</td>
<td>March 2015</td>
</tr>
<tr>
<td>Grades 1 - 3</td>
<td>First additional language: Afrikaans, isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, SiSwati, Tshivenda, Xitsonga : Phonics Programmes</td>
<td>March 2015</td>
</tr>
<tr>
<td>Grades 1 - 3</td>
<td>First additional language: isiNdebele, isiXhosa, Sepedi, Sesotho, Setswana, SiSwati, Tshivenda, Xitsonga : Learner’s Book/Teacher’s Guide</td>
<td>March 2015</td>
</tr>
<tr>
<td>Grade 4-6</td>
<td>First additional language: isiNdebele, isiXhosa, Sepedi, Sesotho, isiZulu, Setswana, SiSwati, Tshivenda, Xitsonga : Textbook, Core Reader &amp; Teacher’s Guide</td>
<td>March 2015</td>
</tr>
<tr>
<td>Grade 4-6</td>
<td>First additional language: isiNdebele, isiXhosa, Sesotho, SiSwati, Tshivenda: Graded Reader Series</td>
<td>March 2015</td>
</tr>
<tr>
<td>Grade 7-9</td>
<td>Second additional language: Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi,</td>
<td>March 2015</td>
</tr>
<tr>
<td>Phase</td>
<td>Description</td>
<td>Date of Completion</td>
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<tr>
<td>---------</td>
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</tr>
<tr>
<td>Grade 10</td>
<td>Dramatics Arts (Afrikaans): Textbook and Teacher’s Guide</td>
<td>March 2015</td>
</tr>
<tr>
<td>Grade 10</td>
<td>First additional language: isiNdebele, isiXhosa, Sepedi, Sesotho, Setswana, SiSwati, Tshivenda, Xitsonga : Learner’s Book/Teacher’s Guide</td>
<td>March 2015</td>
</tr>
<tr>
<td>Grade 10</td>
<td>Second additional language: English, isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, SiSwati, Tshivenda, Xitsonga : Learner’s Book/Teacher’s Guide</td>
<td>March 2015</td>
</tr>
<tr>
<td>Grade 10</td>
<td>Religion studies (Afrikaans): Textbook and Teacher’s</td>
<td>March 2015</td>
</tr>
<tr>
<td>Grade 11</td>
<td>First additional language: isiNdebele, isiXhosa, Sepedi, Sesotho, Setswana, SiSwati, Tshivenda, Xitsonga : Learner’s Book/Teacher’s Guide</td>
<td>March 2015</td>
</tr>
<tr>
<td>Grade 11</td>
<td>Second additional language: English, isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, SiSwati, Tshivenda, Xitsonga: Learner's Book/Teacher's Guide</td>
<td>March 2015</td>
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</tr>
<tr>
<td>Grade 11</td>
<td>Information Technology (Afrikaans, English): Textbook and Teacher's Guide</td>
<td>March 2015</td>
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<tr>
<td>Grade 12</td>
<td>Dance Studies (Afrikaans): Learner Book / Teacher Guide</td>
<td>March 2015</td>
</tr>
<tr>
<td>Grade 12</td>
<td>Dramatic Arts (Afrikaans): Learner Book / Teacher Guide</td>
<td>March 2015</td>
</tr>
<tr>
<td>Grade 12</td>
<td>Information Technology (Afrikaans and English): Learner Book / Teacher Guide</td>
<td>March 2015</td>
</tr>
<tr>
<td>Grade 12</td>
<td>First additional language: isiNdebele, isiXhosa, Sepedi, Sesotho, Setswana, SiSwati, Tshivenda, Xitsonga: Learner's Book/Teacher's Guide</td>
<td>March 2015</td>
</tr>
<tr>
<td>Grade 12</td>
<td>Music (Afrikaans): Learner Book / Teacher Guide</td>
<td>March 2015</td>
</tr>
<tr>
<td>Grade 12</td>
<td>Music (English): Learner Book / Teacher Guide</td>
<td>March 2015</td>
</tr>
<tr>
<td>Grade 12</td>
<td>Engineering Graphic Design (English and Afrikaans Learner Book / Teacher Guide</td>
<td>March 2015</td>
</tr>
</tbody>
</table>
Guidelines for Learning and Teaching Support Material Development and Submission

The following are broad guidelines:

Intermediate Phase

1. Core Readers for First Additional Language: a single reader containing all the genre required for the grade

- The CAPS for First Additional Language prescribes five genre for each grade from grades 4 – 6 (folklore, poetry, drama, novel and short story).
- The First Additional Language class reader should contain sufficient texts for each genre to cover a year’s work according to the CAPS programme as well as additional examples to 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.

The following texts are thus suggested in each grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Stories (pages each)</th>
<th>Drama (dialogue)</th>
<th>Poetry (poems)</th>
<th>Information texts</th>
<th>Social texts</th>
<th>Media texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4</td>
<td>8 (2-3 pages each)</td>
<td>2 (3-6 pages each)</td>
<td>5 -10 poems</td>
<td>8 (1 page each)</td>
<td>4*</td>
<td>3*</td>
</tr>
<tr>
<td>Grade 5</td>
<td>8 (3-4 pages each)</td>
<td>2 (4-6 pages each)</td>
<td>5 -10 poems</td>
<td>8 (1-2 pages each)</td>
<td>4*</td>
<td>3*</td>
</tr>
<tr>
<td>Grade 6</td>
<td>8 (3-5 pages each)</td>
<td>2 (5-8 pages each)</td>
<td>5 -10 poems</td>
<td>8 (1-2 pages each)</td>
<td>4*</td>
<td>3*</td>
</tr>
</tbody>
</table>

* Length according to the type of text
2. Graded Readers

CAPS indicates that guided, group reading be undertaken in both the Home and First Additional Language.

Graded readers comprise of a set of readers containing 12 – 20 readers with 32 – 48 pages in each. The readers should be illustrated; the use of full colour is preferred for higher levels of learner engagement. The readers should provide both fiction and non-fiction texts, have a high interest level and cover a spread of topics that cater for all contexts. The readers must be graded in complexity. Each story should be followed by 3 – 5 questions for group discussion.

3. 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.

Senior Phase
4. 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.

5. 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

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

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

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:

**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

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

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

7. Novel for the Senior Phase

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

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

• 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.