INCA International Review of Curriculum and Assessment Frameworks Internet Archive

Thematic probe: Curriculum specification in seven countries

The Centre for Information and Reviews (CIR) at the National Foundation for Educational Research was commissioned by the National Council for Curriculum and Assessment (NCCA) in Ireland to produce a short piece of desk research covering curriculum specification in seven countries. The following summary tables for Australia (for the new national curriculum framework only), Canada (the provinces of Alberta and Ontario), Finland, New Zealand, Scotland, Singapore and South Africa cover the compulsory primary and secondary level curriculum and highlight:

- How the curriculum is specified: in terms of learning outcomes, expectations, (common educational) standards, objectives, competences, exemplification etc.
- Whether the curriculum and standards are specified and articulated separately or as one.
- The agency/ies responsible for specifying the curriculum and/or producing and developing the standards and whether these agencies/bodies are the same.
- Publication formats for curriculum components - in print and/or online.
- Whether curriculum components are nationally or regionally/locally specified.
- At what age/stage statutory public assessment takes place and for what purposes.

Where possible an example of an objective and/or a standard has been included in the Annex.

Data was collected in April 2011.

Australia

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is in the process of developing an Australia-wide curriculum from Kindergarten Year (Foundation Year) to Year 10 (ages five to 16). The Foundation to Year 10 Australian Curriculum for English, mathematics, science and history is now available. Other subjects are still under development. This table provides information on the new national curriculum and not the curricula currently in force in the different states and territories.

Question	**Brief Answer**:	**More detail**	**Further information**
How is the curriculum specified?	The Australian Curriculum sets out what all young people should be taught through the specification of curriculum content and the learning expected at points in their schooling. Key elements of the curriculum are **content descriptions** and **achievement standards** organised by **learning areas**. The content descriptions specify what teachers are expected to teach. Achievement standards describe the quality of learning expected of students at certain points in their schooling. Initial development focuses on English, mathematics, science and history but will be expanded to cover all the subjects and learning areas mentioned in the *Melbourne Declaration*[1].	The Australian Curriculum will eventually be developed for all **learning areas** and **subjects** set out in the *Melbourne Declaration*: initially for English, mathematics, science and history; followed by geography, languages, the arts, economics, business, civics and citizenship, health and physical education, and information and communication technology and design and technology. Each **learning area** or **subject** includes: • a statement of rationale and a set of aims • an overview of how the learning area is organised • year level descriptions • content descriptions (knowledge, understanding and skills) specifying what	Information about the Australian National Curriculum is available at: http://www.australiancurriculum.edu.au/ Information about the general capabilities: http://www.australiancurriculum.edu.au/GeneralCapabilities Information about the

[1] **Melbourne Declaration on Educational Goals for Young Australians:** In December 2008, State, Territory and Commonwealth Ministers of Education meeting as the Ministerial Council on Education, Employment, Training and Youth Affairs, released the 'Melbourne Declaration on Educational Goals for Young Australians' which sets the direction for Australian schooling for the next 10 years. The goals of the Declaration are to promote equity and excellence and that all young Australians become successful learners, confident and creative individuals, and active and

Question	Brief Answer:	More detail	Further information
	The Australian Curriculum also includes **seven general capabilities** (literacy, numeracy, information and communication technology competence, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding) and **three cross-curriculum priorities** (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability).	teachers are expected to teach • content 'elaborations' to provide additional clarity by way of illustrative examples only. These assist teachers in developing a common understanding of content descriptors • achievement standards that describe the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students at points in their schooling • annotated student work samples that illustrate the achievement standard at each year level. As the Australian Curriculum is implemented, the available work samples will be enhanced in both volume and range of forms • a glossary to support consistent understanding of terms used. Continua of learning have been developed for each of the capabilities and the cross curricular priorities. They describe the relevant knowledge, understanding and skills at particular points of schooling. These have been embedded where	cross curriculum priorities: http://www.australiancurriculum.edu.au/CrossCurriculumPriorities

informed citizens. They supersede 'The Adelaide Declaration'. Further information: http://www.mceecdya.edu.au/mceecdya/melbourne_declaration,25979.html

Question	Brief Answer:	More detail	Further information
		relevant and appropriate in each learning area and can be viewed explicitly in the curriculum online.	
Are there national standards/expected outcomes	**Achievement standards** are included for each subject/learning area.	From Foundation (age 5) to Year 10 (age 16), **achievement standards** indicate the quality of learning students should typically demonstrate by a particular point in their schooling. Achievement standards comprise a written description and student work samples. An achievement standard describes the quality of learning (the extent of knowledge, the depth of understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement. The sequence of achievement standards across Foundation to Year 10 describes progress in the learning area. This sequence provides teachers with a framework of growth and development in the learning area. Student work samples play a key role in communicating expectations described in the achievement standards. Each work sample includes the relevant assessment task, the student's response, and annotations identifying the quality of learning evident in the student's response in relation	

Question	Brief Answer:	More detail	Further information
		to relevant parts of the achievement standard. Together, the description of the achievement standard and the accompanying set of annotated work samples help teachers to make judgments about whether students have achieved the standard. See Annex 1 for an example of an achievement standard.	
Are curriculum and standards specified and articulated separately or together?	The achievement standards are an integral part of the curriculum.		
Who is responsible for specifying the curriculum?	The Australia Curriculum, Assessment and Reporting Authority (ACARA) is responsible for specifying the curriculum and associated learning standards. Since 2010, ACARA has also taken on responsibility for the development and administration of the National Assessment Programme Literacy and Numeracy (NAPLAN), see below.	ACARA is responsible for: • the national curriculum from Kindergarten/Foundation to Year 12 (age 5 to age 18) in specified learning areas • the national assessment programme aligned to the national curriculum that measures students' progress • the national data collection and reporting programme that supports analysis, evaluation, research and resource allocation • accountability and reporting on schools' and broader national achievement.	ACARA: http://www.acara.edu.au/

Question	Brief Answer:	More detail	Further information
Who is responsible for specifying standards?	ACARA – see above.		
How is the curriculum published	The curriculum is only published online.	The Australian Curriculum is published online. The aim is to provide maximum flexibility in how the curriculum can be accessed and organised. For example, the curriculum may be viewed by learning area, by multiple year levels, or by year level across learning areas. It may also be downloaded and printed in those views.	It is available at: http://www.australiancurriculum.edu.au/Curriculum
Are curriculum components specified locally or nationally?	Schools will develop their own curriculum plans based on the new national curriculum.	To illustrate how the new national curriculum will be implemented in schools, the, following information on implementation in Queensland is provided: "In 2011, Queensland teachers have the opportunity to become familiar with the national English, mathematics and science curriculums by auditing and reviewing current programmes and engaging with targeted professional development. Schools will continue to teach, assess and report using the Early Years Curriculum Guidelines, Queensland Essential Learnings and Standards and Year 10 Guidelines. They will audit current programmes for English, mathematics and science against the Australian Curriculum using the planning tools	Further Queensland information: http://www.qsa.qld.edu.au/downloads/approach/aust_curric_implementation_faqs.pdf

Question	Brief Answer:	More detail	Further information
		developed by the Queensland Studies Authority (QSA) and adjust said programmes to address the differences identified in audits in preparation for 2012." "Some schools may feel ready and able to implement some or all of the Australian Curriculum in English, mathematics, and science sooner than 2012. During 2011 this could include: • commencing implementation of English, mathematics or science using the Australian Curriculum in selected year levels and maintaining focus on the Queensland Curriculum for other year levels and learning areas • commencing implementation of English, mathematics or science using the Australian Curriculum across all year levels and maintaining the focus on the Queensland curriculum for all other learning areas." In 2012, Queensland schools will plan, teach, assess and report English, mathematics and science across the year levels using the Australian Curriculum. Teachers will also have the opportunity to become familiar with the new national history curriculum. Focus on the Queensland Curriculum will be	

Question	Brief Answer:	More detail	Further information
		maintained for all other learning areas. In 2013, Queensland schools will plan, teach, assess and report history across the year levels using the Australian Curriculum. Focus on the Queensland curriculum will be maintained for the remaining learning areas.	
Linked statutory testing – what, when, why?	In May 2008, students in Years 3, 5, 7, and 9 (ages 8/9, 10/11, 12/13 and 14/15 respectively) took the first (NAPLAN[2]) national tests in literacy and numeracy. The aim of the tests is to be both formative and evaluative. The tests are annual.	The aim of NAPLAN is to gather information for schools, education ministers and the community about the achievements of students and how these compare across Australia. Since 2010, ACARA has been responsible for for the development and administration of NAPLAN. The content of each test is currently informed by the National Statements of Learning in English and mathematics which underpin state and territory learning frameworks. In future, the NAPLAN tests will be aligned with the Australian Curriculum.	Information about NAPLAN http://www.naplan.edu.au/

[2] NAPLAN is the National Assessment Programme in Literacy and Numeracy.

Canada

There is no national curriculum in Canada. Responsibility for education lies with the provincial governments. The country consists of ten provinces and three territories, each of which has exclusive authority for education in the individual province or territory, controlling all aspects of the education system. The Ministers of Education from each province (or territory) have, however, established a National Secretariat - the Council of Ministers of Education, Canada (CMEC), to ensure communication on issues such as funding, curricula and student assessment.

Alberta

Question	**Brief Answer**:	**More detail**	**Further information**
How is the curriculum specified?	Alberta's Early Childhood Services (ECS) to Grade 12 (ages five to 18) curriculum is outlined in provincial **programmes of study**, which identify - in terms of general and specific outcomes - what students are expected to learn and do in all subjects and grades. The curriculum is designed "to help students achieve their individual potential and create a positive future for themselves, their families and their communities". Also, **Curriculum Handbooks for Parents**, **Curriculum Summaries** and the **Curriculum Express** series contain information for parents on subjects, programmes and courses available in Alberta schools. These are updated every year as changes are made to the curriculum.	**Curriculum Summaries** provide grade-at-a-glance overviews of what students are expected to learn. They are available in general and Catholic versions and in French and cover Kindergarten, Grades 1 to 9 and Senior High (Grades 10-12). **Curriculum Express for Parents** provide a short explanation of school and what students learn for parents who are English language learners. They are available in English, in general and Catholic versions for Kindergarten to Grade 3. The series is being extended from Grade 4 to senior high school. In addition, there is a **Western Canadian Protocol (WNCP)**. Under this agreement, the four Western Canadian provinces of Alberta, British Columbia, Manitoba and Saskatchewan,	**Alberta Education Programs of Study:** http://education.alberta.ca/teachers/program.aspx **Curriculum Handbooks for Parents, Curriculum Summaries and Curriculum Express:** http://www.education.alberta.ca/parents/resources.aspx **WNCP Common Curriculum Frameworks**

Question	Brief Answer:	More detail	Further information
		and the three northern territories of Nunavit, Western Arctic and Yukon Territory, have established parallel curricula in key subject areas. This is with the aim of providing continuity of educational provision across the age range and across the territories. Alberta leads on the WNCP for mathematics, which includes a Common Curriculum Framework for both Kindergarten to Grade 9 and Grades 10–12. Other Common Curriculum Frameworks (CCFs) include: • Aboriginal Languages and Culture Programs – Kindergarten to Grade 12 • English Language Arts - Kindergarten to Grade 12 • Languages and Bilingual Programming in International Languages - Kindergarten to Grade 12. • Social Studies - learner outcomes for Kindergarten to Grade 9.	**(CCF):** http://www.wncp.ca/english/subjectarea.aspx
Are there national standards/expected outcomes?	**Learner expectations** are outlined in each of the programmes of study.	The Alberta Education **programmes of study** identify the expectations for the required and other learning of students. Content is focused on what students are expected to know and be able to do - **learner expectations**. General and specific learner expectations are outlined for	

Question	Brief Answer:	More detail	Further information
		each subject area. The reporting of student progress is in terms of the expectations outlined in the programmes of study for each subject area. The Western and Northern Canadian Protocol programme (WNCP) is also outcomes-based.	
Are curriculum and standards specified and articulated separately or together?	The curriculum standards (learner expectations) are an integral part of the programmes of study.		
Who is responsible for specifying the curriculum?	Alberta Education specifies the curriculum.		
Who is responsible for specifying standards?	Alberta Education also specifies the curriculum standards. The Alberta Achievement Testing Program (see below) links to three different but related standards. These provincial standards are **curriculum standards**, **assessment standards**, and **achievement standards**.	**Curriculum Standards** are the expected student learnings sequenced into grade/year levels. They include broad statements of knowledge, skills, and attitude expectations against which student performance is judged. These standards are established in the process of curriculum development and are found in the programme of studies document produced for each subject. **Assessment Standards** are the criteria adopted for judging actual student achievement relative	Further information on Standards: Curriculum, Assessment, Achievement is available at: http://education.alberta.ca/admin/testing/achievement/standards.aspx Examples of the Standards for Students' Writing are

Question	Brief Answer:	More detail	Further information
		to curriculum standards. They are ultimately expressed in and applied to test scores. They are derived from answers to questions such as: what scores must a student obtain or how many questions on a given test must a student answer correctly in order for his/her performance on the test to be judged as acceptable or excellent? **Achievement Standards** are judgements that specify what percentages of students are expected to achieve an acceptable and an excellent level of achievement in relation to each course of studies; i.e., to the relevant curriculum standards. They reflect a community judgement about what is an appropriate expectation for students. It is important to point out that this judgement is not a prediction of the percentage of students who will actually achieve acceptable or excellent levels, but rather a specification of the percentage of students at a given grade or year in school who are expected to achieve the acceptable (85%) or excellent (15%) level. The 85% of students expected to meet the acceptable standard includes those students who meet the standard of excellence. These standards apply to school,	available at: http://education.alberta.ca/admin/testing/achievement/examples_stand.aspx

Question	Brief Answer:	More detail	Further information
		school authority, and provincial performance.	
How is the curriculum published ?	The **programmes of study** are available to download in PDF format from the Alberta Education website. They identify what students are expected to know and be able to do at each grade level. The **Curriculum Handbooks for Parents** and the **Curriculum Summaries** and **Curriculum Express for Parents** are available to download in PDF format by grade.		Alberta Education programmes of study: http://education.alberta.ca/teachers/program.aspx Curriculum Handbooks for Parents: http://www.education.alberta.ca/parents/resources/handbook.aspx Curriculum Summaries: http://www.education.alberta.ca/parents/resources/summaries.aspx Curriculum Express: http://www.education.alberta.ca/parents/resources/express.aspx
Are curriculum components specified locally or nationally?	The Alberta Curriculum provides a provincial curriculum framework around which individual schools base their own curriculum.		

Question	Brief Answer:	More detail	Further information
Linked statutory testing – what, when, why?	Provincial achievement tests (PAT) are administered annually in: • Year 3 (age nine) in English language and mathematics; and • Year 6 (age 12) and Year 9 (age 15) in mathematics, science, social studies, English and French.	All pupils in the years to be tested for PAT are usually assessed. Teachers administer the achievement tests in their classrooms, based on instructions provided by Alberta Education. The provincial student achievement testing programme in Alberta is intended to provide the provincial Ministry of Education, school jurisdictions, schools and the public with information significant at the provincial and local levels concerning student knowledge, understanding and skills in relation to programme objectives. The assessment is, however, not intended to provide information for use in student placement, nor as a basis for teacher evaluation. The provincial Ministry/Department of Education (Alberta Education) recommends to jurisdictions the use of assessment results as an aid to: • determining the strengths and weaknesses of their instructional programmes and resources • plotting courses of action • ensuring that each student receives the best possible education.	Provincial Achievement Tests (PAT) http://education.alberta.ca/admin/testing/achievement.aspx

Ontario

Question	Brief Answer:	More detail	Further information
How is the curriculum specified?	The Ministry of Education sets the curriculum for Ontario's schools, which is known as the Ontario Curriculum. The curriculum documents comprise **policy documents**, which set government standards and detail what the public can expect children to learn, and **resource documents** that aim to help teachers ensure that students meet the curriculum expectations.	Ontario curriculum documents define what students are taught in Ontario public schools. The curriculum policy documents detail the knowledge and skills that students are expected to develop in each subject at each grade level.	The Elementary Curriculum: http://www.edu.gov.on.ca/eng/curriculum/elementary/index.html The Secondary Curriculum: http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html
Are there national standards/expected outcomes	By developing and publishing curriculum documents for use by all Ontario teachers, the Ministry of Education sets standards for the entire province. Achievement charts identify four categories of knowledge and skills. They are a standard province-wide guide to be used by teachers, enabling them to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time.	There are separate achievement charts for elementary education (Grades 1 to 8, ages five/six to 14) and secondary education (Grades 9 to 12, (ages 14 to 18). They follow the same format covering four levels for all subjects. See Annex 3 for the achievement chart for secondary level science.	
Are curriculum and standards specified and	The descriptions of good performance are an integral part of the national core curricula.	The categories of knowledge and skills in the achievement charts are described as follows: • **Knowledge and Understanding**. Subject-	The Grades 1–12: Achievement Charts (Draft),

Question	Brief Answer:	More detail	Further information
articulated separately or together?	The achievement charts mentioned above are included in the curriculum policy documents, and are also published separately.	specific content acquired in each grade (knowledge) and the comprehension of its meaning and significance (understanding). • **Thinking.** The use of critical and creative thinking skills and/or processes, as follows: Planning skills (e.g., focusing research, gathering information, organizing an inquiry) Processing skills (e.g., analysing, evaluating, synthesizing) Critical/creative thinking processes (e.g., inquiry, problem solving, decision making, research) • **Communication.** The conveying of meaning through various forms, as follows: oral (e.g., presentation, role play, debate) written (e.g., report, journal, opinion piece) visual (e.g., chart, model, movement, video, computer graphics) • **Application.** The use of knowledge and skills to make connections within and between various contexts.	2004 are available at: http://www.edu.gov.on.ca/eng/document/policy/achievement/

Who is responsible for specifying the curriculum? Who is responsible for specifying standards?	The Ontario Ministry of Education specifies the curriculum content and the standards/levels to be achieved.	The Curriculum Council is a group of community leaders and education experts who were first brought together in March 2007 to advise the Minister of Education. They provide strategic policy advice on the elementary and secondary school curriculum. The Council reviews a wide range of topics at the request of the Minister and may be supported by a working group of experts on selected topics.	Further information about the Curriculum Council is available at: http://www.edu.gov.on.ca/curriculumcouncil/index.html
How is the curriculum published	All curriculum documents are available for download in PDF or plain text format by grade (year level) and by subject from the Ministry of Education website. The achievement charts are also published separately in PDF format.		The Elementary Curriculum (from ages five/six to 14): http://www.edu.gov.on.ca/eng/curriculum/elementary/index.html The Secondary Curriculum (ages 14 to 18): http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html Grades 1–12: Achievement Charts (Draft) 2004: http://www.edu.gov.on.ca/eng/document/policy/achievement/

Are curriculum components specified locally or nationally?	The Ministry of Education provides a provincial curriculum framework around which individual schools base their own curriculum.		
Linked statutory testing – what, when, why?	In elementary and secondary education, teachers use report cards to report back to parents three times per year. In addition, Ontario's province-wide tests assess cumulative knowledge and skills at four key stages: • Grade 3 (age nine) literacy and maths tested at the end of the primary 'division'; • Grade 6 (age 12) literacy and maths tested at the end of the junior 'division'; • Grade 9 (age 15) maths tested in the first year of secondary school) and • Grade 10 (age 16) literacy tested as a graduation requirement.	The report cards provide information to parents/guardians about how their child is progressing in school in relation to Ontario's overall curriculum expectations and the standards outlined in the achievement charts for each subject. Student achievement is reported using letter grades (in grades1–6 – children aged 6/7 - 11/12) and percentage marks (in grades 7–8 children aged 12/13 – 13/14), with comments that describe significant strengths and weaknesses and suggestions for next steps. The grade/mark that a student is given on the report card is based on a variety and number of assessments. Province-wide standardised tests began to be introduced from the 1996/7 academic year. They are developed, set and administered by the Education Quality and Accountability Office (EQAO), an arms-length agency of the Ontario Ministry of Education.	The twelve report card templates can be downloaded from the following website: http://www.edu.gov.on.ca/eng/document/forms/report/1998/report98.html The following document outlines policies and practices for assessment, evaluation, and reporting in Ontario schools from September 2010: http://www.edu.gov.on.ca/eng/policyfunding/success.html See the EQAO website for further information on province-wide standardised tests: http://www.eqao.com/categories/home.aspx?Lang=E

		Teachers administer the achievement tests in their classrooms and, in the case of certain standardised tests, have the flexibility to administer the test questions as part of their regular student assessments. The results count towards a student's final grades (20 per cent of a student's mark each term). Achievement is reported according to the province's four achievement levels. (These are the four levels in the curriculum achievement charts. See Annex 3 for the achievement chart for secondary level science.)	EQAO has recently (2011) produced the following publicity brochure: http://www.eqao.com/pdf_e/11/Cpogi_ne_0211_WEB.pdf

Finland

Question	Brief Answer:	More detail	Further information
How is the curriculum specified?	There is a National Core Curriculum in Finland for basic compulsory education (children aged seven to 16 years). This is specified in terms of **objectives** and **core content** for the different subjects, time allocations, the principles of assessment, special needs education, pupil welfare and educational guidance.	In addition to the National Core Curriculum for Basic Education, there are additional core curricula for pre-primary education (children aged six to seven years) and upper secondary education (young people aged 16 to 19 years).	National Core Curriculum for Basic Education: http://www.oph.fi/english/publications/2009/national_core_curricula_for_basic_education National Core Curriculum for Upper Secondary Education: http://www.oph.fi/english/publications/2003/National_Core_Curriculum_for_Upper_Secondary_Schools_2003 The pre-primary curriculum is not available to download in English.

Are there national standards/expected outcomes?	The National Core Curriculum for compulsory basic education includes descriptions of performance expressed by levels (where 8 is good performance). These descriptions relate to the objectives of the curriculum and are intended as a tool for teachers.	Pupil assessment is divided into assessment during the course of studies and final assessment. **During the course of studies,** the purpose of assessment is to guide and encourage study and to help pupils in the learning process. Pupils are given reports at the end of each school year; in addition, pupils may be given one or more intermediate reports. In the first seven grades (years) of comprehensive school, assessment in reports may be provided by narrative comment, recorded numerically or provided via a combination of the two. Later assessment must be numerical, but may be complemented by narrative commentary. By using narrative commentary in reports, the teacher can describe the pupil´s progress and learning process across the different areas of a subject. A numerical assessment scale (scale 4-10) is used to describe the level of performance in relation to the objectives of the curriculum. **The final assessment** in basic compulsory education happens at age 15/16 and forms the basis for which pupils are selected for further studies when they leave comprehensive school. The assessment is	

		carried out by the relevant subject teacher. This final assessment is based on the objectives of basic compulsory education. For the purposes of the final assessment, assessment criteria have been prepared for the grade "good" (8) in all common subjects. The scale of numerical grades used in all reports and certificates is 4–10, where 5 is adequate, 6 moderate, 7 satisfactory, 8 good, 9 very good and 10 shows excellent knowledge and skills. Grade 4 is for failed performance.	
Are curriculum and standards specified and articulated separately or together?	The performance levels on the scale of 4-10 (where 8 is good) are an integral part of the National Core Curricula.		
Who is responsible for specifying the curriculum?	The Finnish National Board of Education, a national agency subordinate to the Ministry of Education is responsible for specifying both the curriculum and the levels of performance/standards to be achieved in relation to the objectives of the curriculum.		
Who is responsible for specifying standards?			

How is the curriculum published	Curriculum documents are available for download or can be ordered in hard copy via the Finnish National Board of Education (FNBE) website: http://www.oph.fi/english/sources_of_information/publications	National Core Curriculum for Basic Education: http://www.oph.fi/english/publications/2009/national_core_curricula_for_basic_education The curriculum is split into five separate PDFs as follows: **Part I: Index and chapters 1–6** 1. Curriculum 2. Starting points for provision of education 3. Implementation of instruction 4. General support for studies 5. Instruction of pupils needing special support 6. Instruction of cultural and language groups **Part II: Chapters 7, 7.1–7.3** 7. Learning objectives and core contents of education 7.1 Integration and cross-curricular themes 7.2 Studies in mother tongues and the second national language 7.3 Mother tongue and literature **Part III: Chapters 7.4–7.9** 7.4 Second national language 7.5 Foreign languages 7.6 Mathematics 7.7 Environmental and natural sciences	

		7.8 Biology and geography 7.9 Physics and chemistry **Part IV: Chapters 7.10–7.21** 7.10 Health education 7.11 Religion 7.12 Ethics 7.13 History 7.14 Social studies 7.15 Music 7.16 Visual arts 7.17 Crafts 7.18 Physical education 7.19 Home economics 7.20 Optional subjects 7.21 Educational and vocational guidance **Part V: Chapters 8–9 and Appendix** 8. Pupil assessment 9. Instruction in accordance with a special educational task or special pedagogical system or principle Appendix 1–5 National core curriculum for instruction preparatory to basic education National core curriculum for voluntary additional basic education	

Are curriculum components specified locally or nationally?	The Finnish Curriculum provides a national framework around which individual schools base their own curriculum.	More detailed curricula are produced at local or school level, where it is possible to describe how the learning outcomes of the National Core Curricula will be achieved. The education providers, usually the local education authorities and the schools themselves, draw up their own curricula for pre-primary and basic education within the framework of the National Core Curriculum. These curricula may be prepared by individual municipalities or institutions.	Helsingin Suomalainen Yhteiskoulu (SYK) is an independent coeducational day school. Its curriculum is available to download (in Finnish) at: http://www.syk.fi/index.php?option=com_content&view=article&id=386&Itemid=166
Linked statutory testing – what, when, why?	The Finnish Government undertakes a national evaluation of **learning outcomes** (*Oppimistulosten kansallinen arviointi*). The main aim is to monitor schools and/or the education system. Generally these sample tests take place in one or two school years, most often in Year 6 (end of the primary phase of basic education, age 13), Year 9 (final year of basic education, age 16), or at other curricular transition points (the points in the national curriculum for which assessment guidelines are provided). Most often, one subject only is tested, either mother tongue, or mathematics, or, less often, a third subject or cluster of subjects according to national priorities.	The objectives of the evaluation of learning outcomes are to monitor, at national level, how well the objectives set in the National Core Curricula are being achieved, and to monitor the implementation of equality and equity in education (aspects taken into account are gender, regional, social and language equality). The evaluations are used in the following ways: • for schools: for their own development purposes • the national results are used for national development and as a basis for political decisions	

		• for meta-analyses, e.g. on the learning outcomes and their relation to different perspectives of promoting equality and equity, such as support measures, social background, pupil assessment. In the school year 2008/09, pupils in Year 6 were tested in mathematics, and pupils in Year 9 in Swedish as a second foreign language and the Mother tongue.	

New Zealand

Question	Brief Answer:	More detail	Further information
How is the curriculum specified?	The New Zealand Curriculum is built around **five key competencies**, **eight learning areas** and the **values** which students are expected to achieve. Within each of the eight **learning areas**, there are **'achievement objectives '**. They set out selected learning processes, knowledge and skills relative to eight levels of learning. These desirable levels of knowledge, understanding, and skills represent progress towards broader outcomes that ultimately amount to deeper learning.	The eight learning areas of the New Zealand Curriculum are English, the arts, health and physical education, learning languages, mathematics and statistics, science, social sciences, and technology. The **achievement objectives** found in the New Zealand Curriculum set out selected learning processes, knowledge, and skills relative to eight levels of learning. When designing and reviewing their curriculum, schools choose achievement objectives from each area to fit the learning needs of their students. Some achievement objectives relate to skills or understandings that can be mastered within a particular learning level. Others are more complex and are developed with increasing sophistication across a number of learning levels. The broader and more complex an objective, the more significant it is likely to be for a student's learning. It is however, the '**learning area statements'** which describe the essential nature of each learning area, how it can contribute to a young person's education, and how it is structured. These statements, rather than the achievement objectives are expected to provide the starting point for developing programmes of learning suited to students' needs and interests. Schools are then able to select achievement objectives to fit those programmes.	Full curriculum details are available from the Ministry of Education website: http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum

Question	Brief Answer:	More detail	Further information
		The five key competencies of the New Zealand Curriculum are: thinking; using language, symbols and texts; managing self relating to others; participating; and contributing. The development of the competencies is both an end in itself (a goal) and the means by which other ends are achieved. Successful learners make use of the competencies in combination with all the other resources available to them. These include personal goals, other people, community knowledge and values, cultural tools (language, symbols, and texts), and the knowledge and skills found in different learning areas. As they develop the competencies, successful learners are also motivated to use them, recognising when and how to do so and why.	
Are there national standards/expected outcomes?	**National Standards** came into effect in English-medium schools with pupils in Years 1 to 8 (ages 5 to 13) in 2010. The standards set clear expectations that students need to meet in reading, writing and mathematics in the first eight years at school.	The National Standards – in literacy and numeracy - are closely aligned to the New Zealand Curriculum. They focus the education system on foundation skills and aim to link expectations about student progress and achievement to the demands of the New Zealand Curriculum. The New Zealand Curriculum provides direction and opportunity for schools to develop their own school curriculum to meet the learning needs of their students. National Standards aim to provide schools with evidence to more fully understand those learning needs and to make decisions about curriculum planning, implementation and	Further information about the National Standards: http://nzcurriculum.tki.org.nz/National-Standards The mathematics standards are available: http://nzcurriculum.tki.org.nz/content/download/3166/47235/file/Maths_Standar

Question	Brief Answer:	More detail	Further information
		review. This ongoing curriculum planning and review aims to ensure that achievement in literacy and numeracy and across the curriculum is improved. The implementation of National Standards does not involve the introduction of nationally-standardised testing. Continuous teachers assessment continues, with the National Standards providing key signposts of expected progress and achievement at each year level. Information to feed into this teacher assessment is gathered from many sources, including day-to-day activities, students' self and peer-assessment, as well as data from more formal assessment tools such as those already in use in schools. Teachers use the information they have gathered to form an overall judgement about a student's progress and achievement in relation to the National Standards.	ds_amended_vs3.pdf The reading and writing standards are available: http://nzcurriculum.tki.org.nz/content/download/3168/47258/file/Reading&Writing%20All.pdf The Questions and Answer information may be of particular interest: http://nzcurriculum.tki.org.nz/National-Standards/Key-information/Questions-and-answers
Are curriculum and standards specified and articulated separately or together?	As detailed above, the curriculum and standards are specified and articulated separately, but they are closely aligned.		

Who is responsible for specifying the curriculum?	Ministry of Education		
Who is responsible for specifying standards?	Ministry of Education		
How is the curriculum published	The New Zealand Curriculum (NZC) is available electronically via an interactive website and is downloadable (both in full and by learning area, key competency etc) as a pdf document. Also available on the New Zealand Curriculum website is a schematic overview of the curriculum.	As well as the online version, print versions of the NZC were sent to all full-time teachers in New Zealand following its launch (in 2007). Print versions of the implementation packs were also sent to all schools.	The New Zealand Curriculum is available at: http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum
Are curriculum components specified locally or nationally?	The New Zealand Curriculum provides a national framework around which individual schools base their own curriculum.	The revised New Zealand curriculum (introduced between 2007 and 2010) sets out the direction for teaching and learning in New Zealand schools. It is a framework rather than a detailed plan. Individual schools are required to base their curriculum on the principles of the nationally defined New Zealand Curriculum, using it as a framework. The NZC framework aims to provide common direction to schools, regardless of type, size or location, and also aims to give schools the scope, flexibility and authority they need to design and shape their own curriculum so that teaching and learning is meaningful and beneficial to their particular communities of	See: http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum/The-school-curriculum-Design-and-review for a factsheet which aims to help schools move from the National Curriculum to their own

		students.	
Linked statutory testing – what, when, why?	Assessment on entry to school at around age 5 is optional In addition to assessment against the **National Standards**, (see above) the **National Education Monitoring Project (NEMP**) samples three per cent of students at ages 8/9 and 12/13 to provide evaluative information about the education system in New Zealand.	The National Education Monitoring Project (NEMP) is an ongoing annual assessment of a three per cent sample of students in Year 4 (aged 8-9) and Year 8 (age 12-13, the primary to secondary transition period). It is intended to cover all curriculum areas over a four-year period. The Educational Assessment Research Unit (at the University of Otago) is contracted by the Ministry of Education to run the National Education Monitoring Project and to manage research studies which involve deeper analyses of national research data.	Further information about NEMP is available online at: http://nemp.otago.ac.nz/

Scotland

Question	Brief Answer:	More detail	Further information
How is the curriculum specified?	The curriculum in Scotland is not prescribed by statute or regulation. Individual local authorities and head teachers are free to provide an appropriate curriculum within the advice provided by the Scottish Government in non-statutory guidelines. The current guidance is set out in the Scottish Government's publication Building the Curriculum 3 (June, 2008) which introduces the **'Curriculum for Excellence'**. In the Curriculum for Excellence, '**experiences and outcomes**' describe the expectations for learning and progression in all areas of the curriculum. The curriculum aims to develop four **capacities**, helping children to become: • successful learners • confident individuals • responsible citizens • effective contributors.	The **experiences and outcomes** for learning are organised **in eight curriculum areas**: • expressive arts (art and design, dance, drama, music) • health and well-being (mental, emotional, social and physical well-being; physical education (PE), 'planning for choices and changes', food and health; substance misuse; relationships, sexual health and parenthood) • languages (literacy, English, a foreign language) • maths (including numeracy) • religious and moral education • sciences • social studies (people) • technologies. The title 'experiences and outcomes' recognises the importance of the quality and nature of the learning **experience** in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An **outcome** represents what is to be achieved.	Curriculum for Excellence is available from: http://www.ltscotland.org.uk/curriculumforexcellence/index.asp

Question	Brief Answer:	More detail	Further information
		The Curriculum for Excellence guidance recommends that the curriculum should include space for learning beyond subject boundaries so that children and young people can make connections between different areas of learning. These recommended 'interdisciplinary studies' are based upon groupings of experiences and outcomes from within and across curriculum areas. That is, experiences and outcomes can be packaged in different ways, so that, for example, outcomes relating to people, place and environment can be experienced in the context of the sciences. It is also the responsibility of teachers to reinforce and extend the following **skills across the curriculum**: • health and well-being across learning (includes skills for life and work) • literacy across learning • numeracy across learning.	
Are there national standards/expected outcomes?	Curriculum for Excellence defines five **levels of learning**. The first four levels are described in the experiences and outcomes, with progression to qualifications described under a fifth level, the senior phase.	The five levels against which the experiences of Curriculum for Excellence are described are as follows: • early; for most children this is achieved in pre-school and Primary 1 (age 5-6) • first; for most children this is achieved by the	Further information about levels of learning: http://www.ltscotland.org.uk/understandingthecurriculum/howisprogressassessed/index.asp

Question	Brief Answer:	More detail	Further information
		end of Primary 4 (age 8-9) but this may be earlier for some) • second; for most children this is achieved by the end of Primary 7 (age 11-12) but this may be earlier for some • third; for most children this is achieved during Secondary 1 – Secondary 3 (age 12-15) but may be earlier for some • fourth; for most children this is achieved by the end of S3 (age 15) but may be earlier for some. Level four is broadly equivalent to Scottish Curriculum and Qualifications Framework (SCQF) level 4 The path most children and young people are expected to follow through the levels reflects the stages of maturation of children and young people and the changing ways in which they engage with learning as they develop. It is expected that some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. The framework is designed to be flexible in order to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty and those who are particularly able or talented.	and other assessment activities: http://www.ltscotland.org.uk/learningteachingandassessment/assessment/progressandachievement/index.asp

Question	Brief Answer:	More detail	Further information
		The 'listening and talking' 'experiences and outcomes' for literacy and English are included in Annex 6.	
Are curriculum and standards specified and articulated separately or together?	The experiences and outcomes and levels of learning are an integral part of Curriculum for Excellence.		
Who is responsible for specifying the curriculum?	Learning and Teaching Scotland[3] is responsible for leading and supporting the development and implementation of Curriculum for Excellence.	The review process for Curriculum for Excellence began in 2002, when there was a general 'National Debate on Education'. The aim was to determine what was working well in education and the curriculum and what needed to change. Following this, in 2003, a Curriculum Review Group was established by Scottish Executive Ministers to identify the key principles to be applied in any curriculum redesign for ages three to 18. This Group looked at evidence of practice, research, international comparisons and global, local economic and social changes. The initial Curriculum for Excellence documents were then published in November 2004, outlining aims for education in	

[3] A new Scottish Education Quality and Improvement Agency will be established in July 2011 with the aim of increasing and improving the coordination of support available to schools. The new agency will bring together Her Majesty's Inspectorate of Education (HMIe), responsible for the evaluation of education other than higher education, and Learning and Teaching Scotland (LTS), the national body providing advice and support on the curriculum and pedagogy. It is intended that the new agency will promote best practice and provide support, resources and feedback based on inspections.

Question	Brief Answer:	More detail	Further information
		Scotland and principles for curriculum redesign. This led to a period of research, review and refinement, culminating in the publication of new curriculum guidelines in 2009.	
Who is responsible for specifying standards?	Learning and Teaching Scotland is responsible for leading and supporting the development and implementation of Curriculum for Excellence.		
How is the curriculum published?	All the documentation for Curriculum for Excellence is available online. Much of this has also been provided to teachers and schools in hard copy.	The documentations includes: • An overview of the curriculum, which includes a schematic view of the curriculum, purposes and aims, principles for curriculum design, and the totality of experiences and stages of learning. • The 'Building the Curriculum' series, which provides advice, guidance and policy for different aspects of Curriculum for Excellence. For example 'Building the Curriculum 3' provides the framework for planning a curriculum which meets the needs of all children and young people from age three to 18, ensuring a focus on developing the four capacities (successful learner, confident individual, responsible citizen and effective contributor) at every stage.	It is available at: http://www.ltscotland.org.uk/curriculumforexcellence/index.asp

Question	Brief Answer:	More detail	Further information
		• The principles and practice papers for each curriculum area for ages three to 15, which are essential reading for teachers as they begin, and then develop, their work with the statements of experiences and outcomes. Each paper sets out the purposes of learning within the curriculum area, describes how the experiences are organised, and offers guidance on aspects such as learning and teaching, broad features of assessment, progression and connections with other areas of the curriculum. • The 'experiences and outcomes' for every curriculum area for ages three to 15. The experiences and outcomes are essential components of Curriculum for Excellence and apply wherever learning is planned. They signpost progression and set challenging standards which aim to equip young people to meet the challenges of the 21st Century. At launch (April 2009), the curriculum guidance (comprising 'Principles and Practice Experiences and Outcomes for ages 3-15') was only available electronically, but a hard copy was issued to all teachers and other key practitioners and partner	

Question	Brief Answer:	More detail	Further information
		organisations in Scotland during May 2009. Recent web developments have included interactive facilities for the experiences and outcomes, providing a practical online tool that can help with planning and monitoring learning. It allows practitioners to: • browse quickly and easily to experiences and outcomes within and across curriculum areas • save outcomes and organise them into personalised groups - e.g. climate change, overview of Primary 6 maths, earth science • add notes and prompts to help plan learning, monitor progression and develop teaching practice • save groups of outcomes and notes online or as a downloadable file for ongoing reflection and tracking.	
Are curriculum components specified locally or nationally?	The Curriculum for Excellence provides guidelines around which individual schools base their own curriculum.		

Linked statutory testing – what, when, why?	The Scottish Survey of Achievement (SSA) is the national sampling programme of assessment to monitor standards in English, mathematics, science and certain other subjects. It is not linked to the Curriculum for Excellence.	The SSA, planned and administered by the Scottish Government Schools Directorate and involving assessment professionals from outwith the Directorate, produces evidence of national standards of achievement derived from tests taken by a random national sample of pupils in Primary 3 (age 7-8), 5 (age 9-10) and 7 (age 11-12) and Secondary 2 (age 13-14). In recent years there have been tests every four years in English, mathematics, science and social subjects.	

Singapore

Question	Brief Answer:	More detail	Further information
How is the curriculum specified?	There is a statutory national curriculum in Singapore which is intended to provide a child with a broad-based education and prepare him/her for secondary school and the associated examinations. The curriculum is specified in terms of subject syllabuses which specify content, learning outcomes, concepts, and values and attitudes. The subject syllabuses form the content-based component of the overarching curriculum. They are complemented by life skills (the non-academic curriculum) and knowledge skills (see below).	Subject syllabuses are available for the following subjects: **Aesthetics, Health and Moral Education** • Art • Civics and Moral Education • Health Education • Home Economics • Music • Physical Education **Humanities** • History • Geography • Social Studies **English Language and Literature** • English Language • English Literature • Theatre Studies and Drama **Mother Tongue Languages** • China Studies • Chinese Language • Chinese Literature • Malay Language • Malay Literature • Tamil Language	Ministry of Education (MOE) Subject Syllabuses website: http://www.moe.gov.sg/education/syllabuses/

Question	Brief Answer:	More detail	Further information
		• Tamil Literature **Sciences** • Computer Applications • Design and Technology • Mathematics • Science • Technical Studies. There is also an Approved Textbook List (ATL) for primary and secondary schools, drawn up primarily to assist principals, heads of departments, subject heads etc in their selection of suitable texts for their students.	
Are there national standards/expected outcomes?	There are both **learning outcomes** contained in the subject syllabuses, and **desired outcomes of education (DOE)**. The desired outcomes of education are the attributes that educators aspire for every Singaporean to have at each stage of education from primary education onwards.	The DOE were first formulated in 1997 with the latest revision published in December 2009. There are eight outcomes at each key stage of the education system. These determine what the Education Service aspires to develop in students through primary, secondary, and post-secondary education. For example, at the end of primary education, the (age 12), it is expected that learners will have learntL • to distinguish right from wrong • to share and put others first • build friendships with others • to have a lively curiosity about things	**Desired Outcomes of Education:** http://www.moe.gov.sg/education/desired-outcomes/

Question	Brief Answer:	More detail	Further information
		• to think for and express themselves • to take pride in their work • to have cultivated healthy habits • to love Singapore.	
Are curriculum and standards specified and articulated separately or together?	In the subject syllabuses, learning outcomes are specified together with the content. The desired outcomes of education (see above) are published separately.	For most subjects, the relationship between the curriculum and standards is incorporated in the syllabus documents (and expressed as learning outcomes). For some subjects, e.g. English language, the teaching syllabus includes suggestions for informal and diagnostic assessment, while a separate examination syllabus specifies the skills to be examined and the allocation of marks for each skill.	
Who is responsible for specifying the curriculum? Who is responsible for specifying standards?	The national Ministry of Education (MOE) Curriculum Planning and Development Division (CPDD) is responsible for specifying both the curriculum and the levels of performance/standards to be achieved in relation to the objectives of the curriculum.		Further information on the responsibilities of the CPDD: http://www.moe.gov.sg/about/org-structure/cpdd/

How is the curriculum published?	Diagrammatic overviews of the primary and secondary curricula are available online. Subject syllabuses are also available as downloadable PDFs. In addition, a table of desired outcomes at each stage of education from primary education onwards is available online.	**The Diagrammatic Overviews** comprise three circles: The inner circle focuses on **life skills** which aim to ensure that students acquire sound values and skills to take them through life as responsible adults and active citizens. It comprises the **non-academic curriculum.** The middle circle highlights **knowledge skills,** which seek to develop students' thinking, process and communication skills, and to enable students to analyse and use information and be able to express their thoughts and ideas clearly and effectively. It comprises **skills-based subjects**. The outermost circle covers the **content-based subject disciplines** i.e. languages, humanities and the arts, and mathematics and sciences. It aims to ensure that students have a good grounding in content across different areas of study.	**Diagrammatic Overviews:** Primary School Curriculum (ages six to 12): http://www.moe.gov.sg/education/primary/curriculum/ Secondary School Curriculum (ages 12 to 16): Normal: http://www.moe.gov.sg/education/secondary/normal/ Special/Express: http://www.moe.gov.sg/education/secondary/express/ **Subject Syllabuses:** http://www.moe.gov.sg/education/syllabuses/ **Desired Outcomes of Education:** http://www.moe.gov.sg/education/desired-outcomes/

Are curriculum components specified locally or nationally?	The Singapore curriculum provides a national framework around which individual schools base their own curriculum.	The Ministry of Education (MOE) works closely with schools to provide support in curriculum implementation. Copies of curriculum documents are made available at briefing sessions conducted for Heads of Department and teachers as well as on the MOE intranet for ease of accessibility. Curriculum documents include teaching and examination syllabus documents, teaching guides and teaching resources. Education providers, usually local education authorities and schools themselves, draw up their own curricula for pre-primary and basic education within the framework of the national core curriculum. These curricula may be prepared for individual municipalities or institutions.	
Linked statutory testing – what, when, why?	There are two formal examinations during primary education, a school-based test at the end of Primary Four (aged around 10 years), and the Primary School Leaving Examination (PSLE) at the end of Primary Six (aged around 12 years). The PSLE is conducted by the Singapore Examinations and Assessment Board (SEAB).	Students take a school-based examination in English, the mother tongue, mathematics and science at the end of Primary Four (aged around 10 years). The results of this test are used to inform decisions about which level of subject (higher, standard or foundation) students will follow in Primary Five. The Primary School Leaving Examination (PSLE) is a national examination which	Further information on the PSLE is available from the Singapore Examinations and Assessment Board (SEAB) website: http://www.seab.gov.sg/psle/psle.html

		assesses a student's achievements at the end of the six years of primary school education (aged around 12 years) and determines access to differentiated courses of secondary sector education ('normal', 'special', or 'express'), according to his/her learning pace, ability and inclination. Students' performance in the PSLE is also one of the factors used to measure the performance of the school.	

South Africa

The curriculum in South Africa is undergoing reform. At the end of 2009, the Minister of Education announced the ending of 'outcomes-based education' (OBE), which had been a key element of the post-apartheid education system. OBE was an achievement-orientated, activity-based, learner-centred process. Outcomes were the results learners were expected to achieve at the end of the learning process and these outcomes were intended to shape the learning process. In OBE, the process of learning was considered to be as important as the content. The aim was to develop lifelong learning as a way of life, and to enable young people to participate fully at a global level in economic and social life and to achieve their maximum potential.

The reform plan emphasises providing more time for teaching and learning and has three main areas for reform: relief of the administrative burden for teachers, increased support for teachers and strengthening of numeracy and literacy by implementing the Foundation for Learning Programmes for students in Grades Reception to 6 (children aged six to 12).

Some of the changes have already been implemented and other reforms are still under development. The table provides the detail of what we believe currently to be in force. Information about the changes to the curriculum, in particular, is provided after the table.

Question	**Brief Answer**:	**More detail**	**Further information**
How is the curriculum specified?	The South African National Curriculum (NC) consists of the National Curriculum Statement (NCS) and the National Policy on Assessment and Qualifications for Schools in the General Education and Training Band (7 to 15 years of age) (Grades 1 to 9). In the General Education and Training (GET) band, NCS is organised into eight **learning areas**. These learning areas are	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. Each learning area statement consists of three sections: • An introduction to the National Curriculum Statement (NCS) and the particular learning area – its goals and unique features. • A section on learning outcomes and assessment standards that gives the requirements and expectations for learners, by Grade, for each of the phases of education	The National Curriculum Statements are available from the Department of Education website: http://www.education.gov.za/Curriculum/CurriculumStatements/GeneralEducationandTrainingGradesR9/NCSSubjectStatements/tabid/266/Default.aspx

Question	Brief Answer:	More detail	Further information
	expressed as **Learning Standards** which comprise **Learning Outcomes** and **Assessment Standards**. In Further Education and Training (FET) the National Curriculum Statement for Grades 10-12 (Schools) consists of an overview document and 35 subject statements.	• A section on assessment. The National Curriculum Statement for Grades 10-12 (15- to 18-year-olds) represents a policy statement for learning and teaching in schools in the further education and training phase of education. It consists of an overview document and 35 subject statements. The 35 subjects (24 subjects and 11 languages) are aligned to the eight fields in the National Qualifications Framework (NQF) organising framework. A subject represents the 'packaging' of the learning outcomes and assessment standards that are based on unique knowledge, skills and values. Outcomes of the NCS include core life skills for learners; including communication, critical thinking, activity and information management, group and community work, and evaluation skills. The NCS has seven critical outcomes. These envisage learners who will be able to: • identify and solve problems and make decisions using critical and creative thinking • work effectively with others as members of a team, group, organisation and community • organise and manage themselves and their activities responsibly and effectively • collect, analyse, organise and critically evaluate	

Question	Brief Answer:	More detail	Further information
		information • communicate effectively using visual, symbolic and/or language skills in various modes • use science and technology effectively and critically, showing responsibility towards the environment and health of others • demonstrate an understanding of the work as a set of related systems by recognising that problem-solving contexts do not exist in isolation. In addition, there are **developmental outcomes**, inspired by the South African Constitution and aimed at enabling learners to learn effectively and to become responsible, sensitive and productive citizens. They envisage learners who are able 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 opportunities.	
Are there national standards/expected	The National Curriculum Statements learning areas are	The Assessment Standards define the levels and progression	

Question	Brief Answer:	More detail	Further information
outcomes	expressed as learning standards each of which comprises **Learning Outcomes** and **Assessment Standards** (see below).	in each grade. The levels are based on: • prior learning; • age of the learner; • increasingly challenging content; • increasing complexity of tasks; and • increasing competence of the learner (see below).	
Are curriculum and standards specified and articulated separately or together?	Each Learning Area Statement consists of three sections one of which covers **learning outcomes** and **assessment standards**. An example is provided in Annex 8. These express the requirements and expectations of learners by grade at the Foundation (Grades R-3) (age five to nine), Intermediate (Grades 4-6) (age nine to 12) and Senior (Grades 7-9) (age 12 to 15) Phases. The Foundation Phase focuses on the primary skills, knowledge and values to ensure the development of further learning. The learning outcomes and assessment standards are regarded as minimum or essential knowledge, values and skills to be covered but not all that is taught. They indicate what is essential for progression through the system and are designed in relation to completion of Grade 9, at age 15. A learning outcome is derived from the critical and developmental outcomes. It is a description of what (knowledge, skills and values) learners should know, demonstrate and be able to do at the end of the General Education and Training band. A set of learning outcomes should ensure integration and progression in the development of concepts, skills and values through the assessment standards. Learning outcomes do not prescribe content or method. Assessment standards describe the level at which learners should demonstrate their achievement of the learning outcome(s) and the ways (depth and breadth) of demonstrating their achievement. They are grade specific and show how conceptual progression will occur in a learning area. They embody the knowledge, skills and values required to achieve learning outcomes. They do not prescribe method. The difference between a learning outcome and a learning standard (assessment standard) is that a learning outcome describes what learners should know and be able to do, whereas assessment standards describe the minimum level, depth and breadth of what is to be learnt. In practical terms, this means that learning outcomes can and will, in most cases, remain the same from		

Question	Brief Answer:	More detail	Further information
	grade to grade while assessment standards change from grade to grade. For example, the learning outcome for mathematics (Grade R to Grade 3) is as follows: 1. Numbers, Operations and Relationships: The learner is able to recognise, describe and represent numbers and their relationships and can count, estimate, calculate and check with competence and confidence in solving problems. 2. Patterns, Functions and Algebra: The learner is able to recognise, 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. 5.Data Handling: The learner is able to collect, summarise, display and critically analyse data in order to draw conclusions and make predictions, and to interpret and determine chance variation. The assessment standard for mathematics learning outcomes in Reception Grade to Grade 3 (age five to nine) is detailed in Annex 8. .		
Who is responsible for specifying the curriculum?	The Department of Basic Education (DBE) is responsible both for specifying the curriculum and setting standards.		
Who is responsible for specifying standards?			

How is the curriculum published	The curriculum is published online and in paper format. In addition to the curriculum documentation, the Government also develops and provides workbooks for students.	The workbooks, developed by the Ministry, provide worksheets for every child in mathematics and language. The aim of the workbook project is to provide every child with two books of worksheets – one for numeracy/mathematics and one for literacy/language in the child's mother tongue. Each book contains 128 worksheets – one a day for four days of the week. In the third term, learners are provided with another two books – one for mathematics and one for language. Learners use the books to do written exercises in language and mathematics. The worksheets are also intended to assist teachers who have large classes and who do not have resources like photocopiers or stimulating reading materials for children to read.	The curriculum is available on the National Education Portal (Thutong): http://www.thutong.doe.gov.za Further information about the workbook project: http://www.education.gov.za/Workbooks/tabid/535/Default.aspx
Are curriculum components specified locally or nationally?	As regards what is specifically taught in schools, teachers are responsible for the development of learning programmes. The national Department of Education provides policy guidelines to support this process. Provinces develop these guidelines further, where necessary, in order to accommodate diversity.	As an example of what happens at the local level, the website of the Curriculum Development Directorate in the Western Cape Education Department states that its core function is is to implement, develop, support and monitor curriculum policy and curriculum delivery in schools.	National policy is available from the National Education Portal (Thutong): http://www.thutong.doe.gov.za Examples of provincial guidelines and advice are available from the curriculum development pages of the Western Province Education Department: http://curriculum.wcape.school.za/index/n/v/1588

Linked statutory testing – what, when, why?	At the beginning of the 2011 school year, the first Annual National Assessments (ANA) were introduced. ANA is both formative and evaluative.	ANA aims to provide teachers with information about what students can or can not do at a particular stage or grade at the beginning of the school year. ANA is also being used to provide reliable data for policy decisions related to provision and support required at various levels of the system. National and Provincial Education Departments will use ANA to prioritise appropriate support to teachers and schools. ANA tests administered in February 2011 involved learners from Grade 2 to Grade 7 (age seven to 13). Each learner takes the test for the grade lower than where he/she will be at the beginning of the 2011 school year. In 2011, Grade 9 tests for Grade 10 learners will be piloted in 50 sample schools in each province (maximum 25 learners from each of the sampled schools).	Exemplars are available from the Department of Basic Education website: http://www.education.gov.za/Curriculum/AnnualNationalAssessment/tabid/424/Default.aspx

The provision described above is changing. To relieve teachers and schools of some of the challenges experienced as a result of the curriculum and assessment policies currently in force and to leave more time for teaching and learning, reforms to the curriculum are underway. The changes include:

- Introducing a single **Curriculum and Assessment Policy Statement (CAPS)** that will provide details on what content teachers ought to teach and assess on a grade-by-grade and subject-by subject basis. In each CAPS, content will be clearly delineated; assessment will be made less cumbersome. CAPS states clearly the number and relative weighting of continuous and formal assessment per term, as well as annually. Phased introduction will begin in 2012.
- Renaming learning areas in the General Education and Training (GET) band (students aged seven to 15), and learning areas and programmes in the Further Education and Training (FET) band (students aged 15 to 18) as subjects.

In addition, the system of national assessment has already changed with the first Annual National Assessments being taken in February 2011 (see above).

The values and aims of the curriculum remain the same (see above).

The drafts CAPS were made available for consultation at the end of 2010. Once 'gazetted' they will be posted to the Thutong website: http://www.thutong.doe.gov.uk

Further information about the changes is available from the curriculum news section of the Department of Basic Education website: http://www.education.gov.za/Curriculum/CurriculumNews/tabid/348/Default.aspx

Annexes

Annex 1: Australia

Achievement standard for foundation year and year 1 literacy (formatting/links as per the original documentation).

Annex 2: Alberta, Canada

Mathematics. Kindergarten to Grade 9 programme of study

Extract for Grades 1 - 3

Annex 3: Ontario, Canada

Curriculum Grades 9 and 10 Science

Annex 4: Finland

Final/performance criteria

Annex 5: New Zealand

Example of Learning Objective in English and of National Standard for reading after one year of at school

Annex 6: Scotland

Literacy and English Experiences and Outcomes

Annex 7: Singapore

Extract from the primary Social Studies Syllabus, content outline of the Lower Secondary 1 and 2 Geography Syllabus

Annex 8: South Africa

Learning Standards: Mathematics; Grade R to 3

Annex 1: Australia

Achievement standard for foundation year and year 1 literacy (formatting/links as per the original documentation).

Foundation Year Achievement Standard

By the end of the Foundation year, students listen to, read and view a range of spoken, written and multimodal texts from familiar contexts. They interpret and provide relevant explanations of characters and main events in imaginative texts, and key ideas and visual features in short informative texts, making connections to personal experience. They demonstrate understanding by retelling orally one or two ideas and events from short texts listened to or viewed. They accurately identify the letters of the English alphabet, and know the sounds represented by most letters. They read short, predictable texts aloud with some fluency and accuracy, drawing support from their developing sound and letter knowledge. They effectively use predicting and questioning strategies to make meaning from texts.

Students write one or more simple sentences to retell events and experiences for a known audience. Their writing is connected appropriately to illustrations and images produced as part of the text. They link two or more ideas or events in written and spoken texts. They use and understand familiar vocabulary, predictable text structures and common visual patterns. The short texts they produce show understanding of concepts about print including letters, words and sentences. They use left to right directionality, return sweep and spaces between words. They handwrite most lower case and some upper case letters, and use some capital letters and full stops. Their writing shows some evidence of the use of sound–letter knowledge. In informal classroom settings students communicate clearly and purposefully and engage in pair, group and class discussions, and participate actively in group tasks.

Year 1 Achievement Standard

By the end of Year 1 students listen to, read and view a range of spoken, written and multimodal texts, recognising the different purposes of these texts. They accurately use knowledge of text structure, letters, words, sentences and directionality to read different kinds of short texts. They retell the main ideas in texts in logical sequence. They understand literal and some inferred meanings in imaginative and informative texts and accurately recall some key ideas. They display sustained interest in longer texts listened to and viewed. They know the sounds represented by all letters, and the purpose of capital letters and full stops. They read short, predictable imaginative and informative texts aloud with some fluency and intonation, and use sentence boundary punctuation appropriately to support meaning.

Students create short imaginative, informative and persuasive spoken and written texts for a limited range of purposes. They include several related ideas on familiar topics, use visual features to support meaning, and include beginnings and endings to indicate sequence. They select vocabulary to enhance meaning, and use relevant vocabulary related to the topic and content of texts to discuss ideas and to share responses. They use capital letters and full stops appropriately. They accurately spell many words with regular spelling patterns and a growing number of irregularly spelled words. They use different interaction conventions including asking questions and making comments, adjusting communication to suit their audience and purpose. They interact in pair, group and class

discussions and make short presentations of a few connected sentences on familiar and learned topics.

Annex 2: Alberta, Canada

Mathematics. Kindergarten to Grade 9 Programme of Study

http://education.alberta.ca/media/645594/kto9math.pdf (page 37 - 38)

SHAPE AND SPACE
(Measurement)

[C] Communication	**[PS]** Problem Solving
[CN] Connections	**[R]** Reasoning
[ME] Mental Mathematics and Estimation	**[T]** Technology
	[V] Visualization

Kindergarten	Grade 1
General Outcome Use direct and indirect measurement to solve problems. **Specific Outcomes** 1. Use direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight) and volume (capacity). [C, CN, PS, R, V]	**General Outcome** Use direct and indirect measurement to solve problems. **Specific Outcomes** 1. Demonstrate an understanding of measurement as a process of comparing by: • identifying attributes that can be compared • ordering objects • making statements of comparison • filling, covering or matching. [C, CN, PS, R, V]

SHAPE AND SPACE (Measurement)

[C] Communication	**[PS]** Problem Solving
[CN] Connections	**[R]** Reasoning
[ME] Mental Mathematics and Estimation	**[T]** Technology
	[V] Visualization

Grade 2	Grade 3
General Outcome Use direct and indirect measurement to solve problems. **Specific Outcomes** 1. Relate the number of days to a week and the number of months to a year in a problem-solving context. [C, CN, PS, R] 2. Relate the size of a unit of measure to the number of units (limited to nonstandard units) used to measure length and mass (weight). [C, CN, ME, R, V] 3. Compare and order objects by length, height, distance around and mass (weight), using nonstandard units, and make statements of comparison. [C, CN, ME, R, V] 4. Measure length to the nearest nonstandard unit by: • using multiple copies of a unit • using a single copy of a unit (iteration process). [C, ME, R, V] 5. Demonstrate that changing the orientation of an object does not alter the measurements of its attributes. [C, R, V]	**General Outcome** Use direct and indirect measurement to solve problems. **Specific Outcomes** 1. Relate the passage of time to common activities, using nonstandard and standard units (minutes, hours, days, weeks, months, years). [CN, ME, R] 2. Relate the number of seconds to a minute, the number of minutes to an hour and the number of days to a month in a problem-solving context. [C, CN, PS, R, V] 3. Demonstrate an understanding of measuring length (cm, m) by: • selecting and justifying referents for the units cm and m • modelling and describing the relationship between the units cm and m • estimating length, using referents • measuring and recording length, width and height. [C, CN, ME, PS, R, V] 4. Demonstrate an understanding of measuring mass (g, kg) by: • selecting and justifying referents for the units g and kg • modelling and describing the relationship between the units g and kg • estimating mass, using referents • measuring and recording mass. [C, CN, ME, PS, R, V] 5. Demonstrate an understanding of perimeter of regular and irregular shapes by: • estimating perimeter, using referents for cm or m • measuring and recording perimeter (cm, m) • constructing different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter. [C, ME, PS, R, V]

Annex 3: Ontario, Canada

Achievement Chart for Grades 9 -12 Science (page 26 - 27 of the curriculum document for Grade 9 and 10 Science): http://www.edu.gov.on.ca/eng/curriculum/secondary/science910_2008.pdf

ACHIEVEMENT CHART: SCIENCE, GRADES 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content *(e.g., facts, terminology, definitions, safe use of equipment and materials)*	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content *(e.g., concepts, ideas, theories, principles, procedures, processes)*	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking and Investigation – The use of critical and creative thinking skills and inquiry, research, and problem-solving skills and/or processes				
	The student:			
Use of initiating and planning skills and strategies *(e.g., formulating questions, identifying the problem, developing hypotheses, selecting strategies and resources, developing plans)*	uses initiating and planning skills and strategies with limited effectiveness	uses initiating and planning skills and strategies with some effectiveness	uses initiating and planning skills and strategies with considerable effectiveness	uses initiating and planning skills and strategies with a high degree of effectiveness
Use of processing skills and strategies *(e.g., performing and recording, gathering evidence and data, observing, manipulating materials and using equipment safely, solving equations, proving)*	uses processing skills and strategies with limited effectiveness	uses processing skills and strategies with some effectiveness	uses processing skills and strategies with considerable effectiveness	uses processing skills and strategies with a high degree of effectiveness
Use of critical/creative thinking processes, skills, and strategies *(e.g., analysing, interpreting, problem solving, evaluating, forming and justifying conclusions on the basis of evidence)*	uses critical/ creative thinking processes, skills, and strategies with limited effectiveness	uses critical/ creative thinking processes, skills, and strategies with some effectiveness	uses critical/ creative thinking processes, skills, and strategies with considerable effectiveness	uses critical/ creative thinking processes, skills, and strategies with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information *(e.g., clear expression, logical organization)* **in oral, visual, and/or written forms** *(e.g., diagrams, models)*	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication *(continued)*				
	The student:			
Communication for different audiences *(e.g., peers, adults)* **and purposes** *(e.g., to inform, to persuade)* **in oral, visual, and/or written forms**	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms *(e.g., symbols, formulae, scientific notation, SI units)*	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills *(e.g., concepts and processes, safe use of equipment, scientific investigation skills)* **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills *(e.g., concepts and processes, safe use of equipment, scientific investigation skills)* **to unfamiliar contexts**	transfers knowledge and skills to unfamiliar contexts with limited effectiveness	transfers knowledge and skills to unfamiliar contexts with some effectiveness	transfers knowledge and skills to unfamiliar contexts with considerable effectiveness	transfers knowledge and skills to unfamiliar contexts with a high degree of effectiveness
Making connections between science, technology, society, and the environment *(e.g., assessing the impact of science on technology, people and other living things, and the environment)*	makes connections between science, technology, society, and the environment with limited effectiveness	makes connections between science, technology, society, and the environment with some effectiveness	makes connections between science, technology, society, and the environment with considerable effectiveness	makes connections between science, technology, society, and the environment with a high degree of effectiveness
Proposing courses of practical action to deal with problems relating to science, technology, society, and the environment	proposes courses of practical action of limited effectiveness	proposes courses of practical action of some effectiveness	proposes courses of practical action of considerable effectiveness	proposes highly effective courses of practical action

Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.

Annex 4: Finland

7.16 Visual Arts Education:
http://www.oph.fi/download/47673_core_curricula_basic_education_4.pdf (page 235 - 236)

DESCRIPTION OF GOOD PERFORMANCE AT THE END OF THE FOURTH GRADE

The pupils will

- know how to give visual form to their thoughts, feelings, and ideas, and to transform their observations into images
- know the fundamentals of composition in creating an image and constructing a space, and understand the properties of materials
- know how to use key tools and techniques in their own image-making, and to use a sketch as an aid to their work
- know how to care for artistic tools and materials
- know how to keep a record of their work processes and to use it in self-evaluation

- know how to discuss works they and others have made, to justify their artistic preferences, and to use basic concepts of art
- know what artists do and know about the works of some Finnish artists as well as visual expression in foreign cultures within their personal spheres of experience
- know how to act at museums and art shows, and with art in different contexts
- know how, with guidance, to use works of art, images from the environment, nature and the built environment, books, newspapers, museums, galleries, and the internet as sources of information
- recognize and assess aesthetic and ethical values in their school and immediate environment
- know what architects and designers do, and know some works of architects and designers
- know how to evaluate their use of the media, to make their own choices, and to justify their viewpoints
- know how to observe and evaluate the differences between the real and imaginary worlds
- know how to use some of the tools of visual communication
- know how to work alone and in interaction with others.

7.16 Visual Arts Education:
http://www.oph.fi/download/47673_core_curricula_basic_education_4.pdf (page 238)

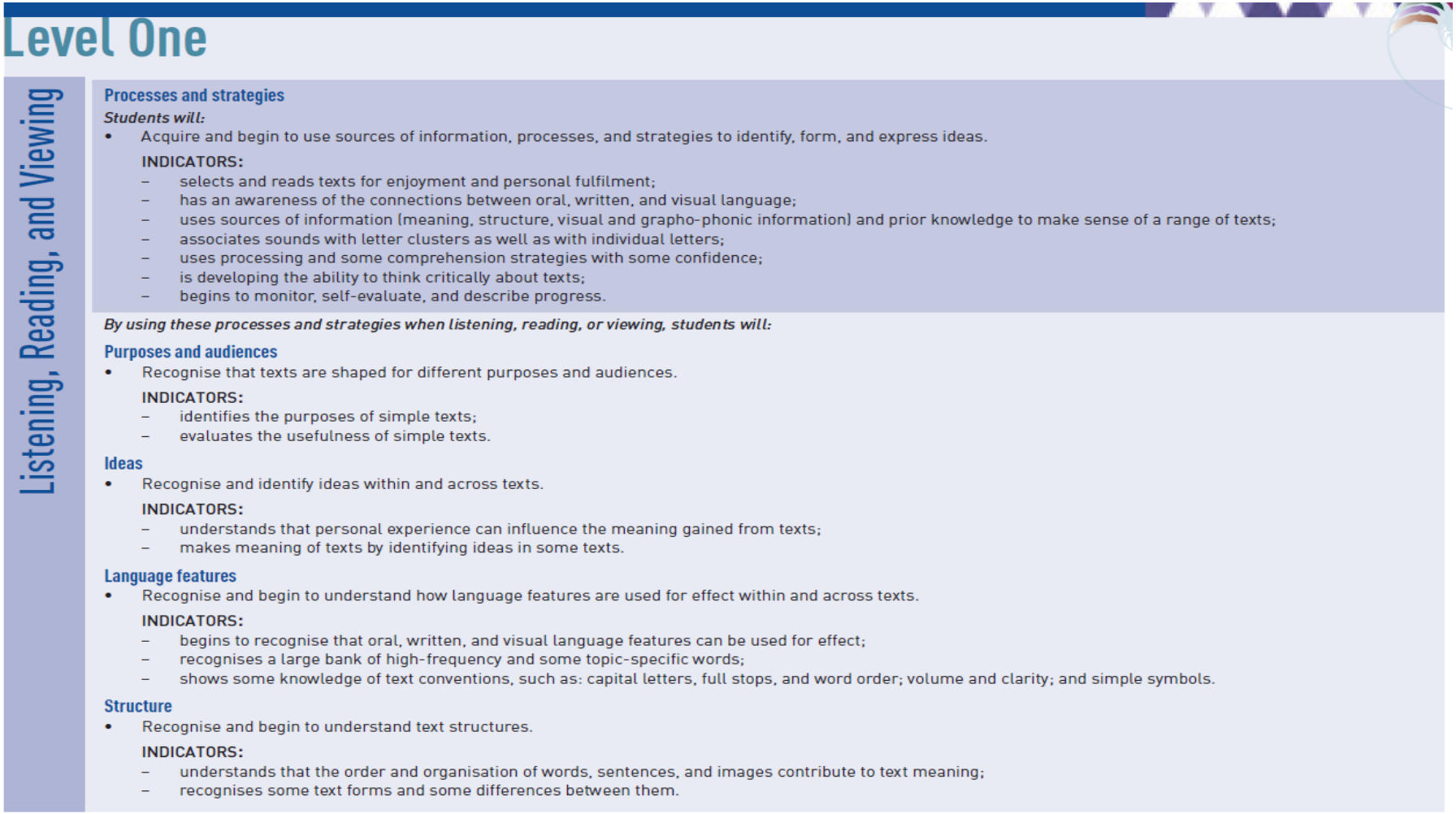
FINAL-ASSESSMENT CRITERIA FOR A GRADE OF 8

The pupils will

- know how to express themselves visually
- know how to use means of constructing an image and the main materials and working techniques of the arts and media
- know how to choose the techniques and materials most appropriate to the objectives of their work
- be able to explain the image-creation process, from sketches to completed works
- recognize some key phenomena of the arts and place them in their temporal and cultural contexts
- be able to examine and interpret images in art and communication
- know how to make good use of artist's visits, visits to exhibitions and museums, and the internet's cultural services
- be able to distinguish among, assign value to, and assess the aesthetic and ecological features of various environments and objects
- know the different phases of the planning and design processes and know how to apply them in their work
- recognize cultural and stylistic features in architecture and objects
- know the fundamentals of visual communication and media technology: photography or video photography, the processing of digital images, and graphic design
- be able to analyse the contents, structure, and visual realization of media presentations
- know how to observe and evaluate their own learning, and to benefit in their work from feedback supplied by others
- know how to record their work processes and make use of that record in self-evaluation
- be capable of independent work and interactive cooperation with others, in accordance with the assignment
- know how, with guidance, to use works of art, images of the environment, the natural and built environment, books, newspapers, magazines, museums, galleries and the internet as sources of information and experiences.

Annex 5: New Zealand

Example of Learning Objective – English: Listening reading and viewing



Level One

Listening, Reading, and Viewing

Processes and strategies

Students will:

- Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas.

  INDICATORS:
  - selects and reads texts for enjoyment and personal fulfilment;
  - has an awareness of the connections between oral, written, and visual language;
  - uses sources of information (meaning, structure, visual and grapho-phonic information) and prior knowledge to make sense of a range of texts;
  - associates sounds with letter clusters as well as with individual letters;
  - uses processing and some comprehension strategies with some confidence;
  - is developing the ability to think critically about texts;
  - begins to monitor, self-evaluate, and describe progress.

By using these processes and strategies when listening, reading, or viewing, students will:

Purposes and audiences

- Recognise that texts are shaped for different purposes and audiences.

  INDICATORS:
  - identifies the purposes of simple texts;
  - evaluates the usefulness of simple texts.

Ideas

- Recognise and identify ideas within and across texts.

  INDICATORS:
  - understands that personal experience can influence the meaning gained from texts;
  - makes meaning of texts by identifying ideas in some texts.

Language features

- Recognise and begin to understand how language features are used for effect within and across texts.

  INDICATORS:
  - begins to recognise that oral, written, and visual language features can be used for effect;
  - recognises a large bank of high-frequency and some topic-specific words;
  - shows some knowledge of text conventions, such as: capital letters, full stops, and word order; volume and clarity; and simple symbols.

Structure

- Recognise and begin to understand text structures.

  INDICATORS:
  - understands that the order and organisation of words, sentences, and images contribute to text meaning;
  - recognises some text forms and some differences between them.

Level Two

Listening, Reading, and Viewing

Processes and strategies

Students will:

- Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.

  INDICATORS:
  - selects and reads texts for enjoyment and personal fulfilment;
  - recognises connections between oral, written, and visual language;
  - selects and uses sources of information (meaning, structure, visual and grapho-phonic information) and prior knowledge with growing confidence to make sense of increasingly varied and complex texts;
  - uses an increasing knowledge of letter clusters, affixes, roots, and compound words to confirm predictions;
  - selects and uses processing strategies and an increasing range of comprehension strategies with some understanding and confidence;
  - thinks critically about texts with some confidence;
  - monitors, self-evaluates, and describes progress with some confidence.

By using these processes and strategies when listening, reading, or viewing, students will:

Purposes and audiences

- Show some understanding of how texts are shaped for different purposes and audiences.

  INDICATORS:
  - recognises how texts are constructed for different purposes, audiences, and situations;
  - understands that texts are created from a particular point of view;
  - evaluates the reliability and usefulness of texts with some confidence.

Ideas

- Show some understanding of ideas within, across, and beyond texts.

  INDICATORS:
  - uses their personal experience and world and literacy knowledge to make meaning from texts;
  - makes meaning of increasingly complex texts by identifying main ideas;
  - makes and supports inferences from texts with some independence.

Language features

- Show some understanding of how language features are used for effect within and across texts.

  INDICATORS:
  - recognises that oral, written, and visual language features can be used for effect;
  - uses a large and increasing bank of high-frequency, topic-specific, and personal-content words to make meaning;
  - shows an increasing knowledge of the conventions of text;
  - recognises that authors have different voices and styles.

Structure

- Show some understanding of text structures.

  INDICATORS:
  - understands that the order and organisation of words, sentences, paragraphs, and images contribute to text meaning;
  - recognises an increasing range of text forms and differences between them.

Level Three

Listening, Reading, and Viewing

Processes and strategies

Students will:

- Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.

  INDICATORS:
  - selects and reads texts for enjoyment and personal fulfilment;
  - recognises and understands the connections between oral, written, and visual language;
  - integrates sources of information and prior knowledge with developing confidence to make sense of increasingly varied and complex texts;
  - selects and uses a range of processing and comprehension strategies with growing understanding and confidence;
  - thinks critically about texts with developing confidence;
  - monitors, self-evaluates, and describes progress with growing confidence.

By using these processes and strategies when listening, reading, or viewing, students will:

Purposes and audiences

- Show a developing understanding of how texts are shaped for different purposes and audiences.

  INDICATORS:
  - recognises and understands how texts are constructed for a range of purposes, audiences, and situations;
  - identifies particular points of view and begins to recognise that texts can position a reader;
  - evaluates the reliability and usefulness of texts with increasing confidence.

Ideas

- Show a developing understanding of ideas within, across, and beyond texts.

  INDICATORS:
  - uses their personal experience and world and literacy knowledge confidently to make meaning from texts;
  - makes meaning of increasingly complex texts by identifying main and subsidiary ideas in them;
  - starts to make connections by thinking about underlying ideas in and between texts;
  - recognises that there may be more than one reading available within a text;
  - makes and supports inferences from texts with increasing independence.

Language features

- Show a developing understanding of how language features are used for effect within and across texts.

  INDICATORS:
  - identifies oral, written, and visual language features used in texts and recognises their effects;
  - uses an increasing vocabulary to make meaning;
  - shows an increasing knowledge of how a range of text conventions can be used appropriately;
  - knows that authors have different voices and styles and can identify some of these differences.

Structure

- Show a developing understanding of text structures.

  INDICATORS:
  - understands that the order and organisation of words, sentences, paragraphs, and images contribute to and affect text meaning;
  - identifies a range of text forms and recognises some of their characteristics and conventions.

Level Four

Listening, Reading, and Viewing

Processes and strategies

Students will:

- Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.

  INDICATORS:
  - selects and reads texts for enjoyment and personal fulfilment;
  - recognises and understands the connections between oral, written, and visual language;
  - integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts;
  - selects and uses appropriate processing and comprehension strategies with increasing understanding and confidence;
  - thinks critically about texts with increasing understanding and confidence;
  - monitors, self-evaluates, describes progress, and articulates learning with confidence.

By using these processes and strategies when listening, reading, or viewing, students will:

Purposes and audiences

- Show an increasing understanding of how texts are shaped for different purposes and audiences.

  INDICATORS:
  - recognises and understands how texts are constructed for a range of purposes, audiences, and situations;
  - identifies particular points of view and recognises that texts can position a reader;
  - evaluates the reliability and usefulness of texts with increasing confidence.

Ideas

- Show an increasing understanding of ideas within, across, and beyond texts.

  INDICATORS:
  - makes meaning of increasingly complex texts by identifying and understanding main and subsidiary ideas and the links between them;
  - makes connections by thinking about underlying ideas within and between texts from a range of contexts;
  - recognises that there may be more than one reading available within a text;
  - makes and supports inferences from texts with increasing independence.

Language features

- Show an increasing understanding of how language features are used for effect within and across texts.

  INDICATORS:
  - identifies oral, written, and visual features used and recognises and describes their effects;
  - uses an increasing vocabulary to make meaning;
  - shows an increasing knowledge of how a range of text conventions can be used appropriately and effectively;
  - knows that authors have different voices and styles and can identify and describe some of these differences.

Structure

- Show an increasing understanding of text structures.

  INDICATORS:
  - understands that the order and organisation of words, sentences, paragraphs, and images contribute to and affect meaning in a range of texts;
  - identifies an increasing range of text forms and recognises and describes their characteristics and conventions.

Level Five

Listening, Reading, and Viewing

Processes and strategies

Students will:

- Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.

  INDICATORS:
  - selects and reads texts for enjoyment and personal fulfilment;
  - recognises, understands, and considers the connections between oral, written, and visual language;
  - integrates sources of information and prior knowledge purposefully and confidently to make sense of increasingly varied and complex texts;
  - selects and uses appropriate processing and comprehension strategies with confidence;
  - thinks critically about texts with understanding and confidence;
  - monitors, self-evaluates, and describes progress, articulating learning with confidence.

By using these processes and strategies when listening, reading, or viewing, students will:

Purposes and audiences

- Show an understanding of how texts are shaped for different purposes and audiences.

  INDICATORS:
  - recognises, understands, and considers how texts are constructed for a range of purposes, audiences, and situations;
  - identifies particular points of view within texts and recognises that texts can position a reader;
  - evaluates the reliability and usefulness of texts with confidence.

Ideas

- Show an understanding of ideas within, across, and beyond texts.

  INDICATORS:
  - makes meaning by understanding increasingly comprehensive ideas in texts and the links between them;
  - makes connections by exploring ideas within and between texts from a range of contexts;
  - recognises that there may be more than one reading available within a text;
  - makes and supports inferences from texts independently.

Language features

- Show an understanding of how language features are used for effect within and across texts.

  INDICATORS:
  - identifies oral, written, and visual language features and understands their effects;
  - uses an increasing vocabulary to make meaning;
  - understands how a range of text conventions work together to create meaning and effect;
  - understands that authors have different voices and styles and can identify those differences.

Structure

- Show an understanding of a range of structures.

  INDICATOR:
  - identifies and understands the characteristics and conventions of a range of text forms and considers how they contribute to and affect text meaning.

Level Six

Listening, Reading, and Viewing

Processes and strategies

Students will:

- Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.

  INDICATORS:
  - selects and reads texts for enjoyment and personal fulfilment;
  - recognises, understands, and considers the connections between oral, written, and visual language;
  - integrates sources of information and prior knowledge purposefully and confidently to make sense of increasingly varied and complex texts;
  - selects and uses appropriate processing and comprehension strategies with confidence;
  - thinks critically about texts with understanding and confidence;
  - monitors, self-evaluates, and describes progress, articulating learning with confidence.

By using these processes and strategies when listening, reading, or viewing, students will:

Purposes and audiences

- Show a developed understanding of how texts are shaped for different purposes and audiences.

  INDICATORS:
  - recognises, understands, and considers how texts are constructed for a range of purposes, audiences, and situations;
  - identifies particular points of view within texts and recognises that texts can position a reader;
  - evaluates the reliability and usefulness of texts with confidence.

Ideas

- Show a developed understanding of ideas within, across, and beyond texts.

  INDICATORS:
  - makes meaning by understanding comprehensive ideas;
  - makes connections by interpreting ideas within and between texts from a range of contexts;
  - recognises that there may be more than one reading available within a text;
  - makes and supports inferences from texts independently.

Language features

- Show a developed understanding of how language features are used for effect within and across texts.

  INDICATORS:
  - identifies a range of oral, written, and visual language features and understands their effects;
  - uses an increasing vocabulary to make meaning;
  - understands and interprets how text conventions work together to create meaning and effect;
  - understands that authors have different voices and styles and identifies and can explain these differences.

Structure

- Show a developed understanding of a range of structures.

  INDICATOR:
  - identifies and understands the characteristics and conventions of a range of text forms and considers how they contribute to and affect text meaning.

Level Seven

Listening, Reading, and Viewing

Processes and strategies

Students will:

- Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.

  INDICATORS:
  - selects and reads texts for enjoyment and personal fulfilment;
  - recognises, understands, and appreciates the connections between oral, written, and visual language;
  - integrates sources of information and prior knowledge purposefully, confidently, and precisely to make sense of increasingly varied and complex texts;
  - selects and uses appropriate processing and comprehension strategies with confidence and discrimination;
  - thinks critically about texts with understanding and confidence;
  - monitors, self-evaluates, and describes progress, articulating learning with confidence.

By using these processes and strategies when listening, reading, or viewing, students will:

Purposes and audiences

- Show a discriminating understanding of how texts are shaped for different purposes and audiences.

  INDICATORS:
  - recognises, understands, and appreciates how texts are constructed for a range of intentions and situations;
  - identifies particular points of view within texts and understands that texts can position a reader;
  - evaluates the reliability and usefulness of texts.

Ideas

- Show a discriminating understanding of ideas within, across, and beyond texts.

  INDICATORS:
  - makes meaning by understanding increasingly sophisticated ideas;
  - makes connections by analysing ideas within and between texts from a range of contexts;
  - understands that there may be multiple readings available within a text;
  - makes and supports inferences from texts independently.

Language features

- Show a discriminating understanding of how language features are used for effect within and across texts.

  INDICATORS:
  - identifies a range of increasingly sophisticated oral, written, and visual language features and understands their effects;
  - uses an increasing vocabulary to make meaning;
  - understands and analyses how text conventions work together to create meaning and effect;
  - understands that authors have different voices and styles and appreciates these differences.

Structure

- Show a discriminating understanding of a range of structures.

  INDICATOR:
  - identifies and understands the characteristics and conventions of a range of text forms and appreciates how they contribute to and affect text meaning.

Level Eight

Listening, Reading, and Viewing

Processes and strategies

Students will:

- Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.

  INDICATORS:
  - selects and reads texts for enjoyment and personal fulfilment;
  - recognises, understands, and appreciates the connections between oral, written, and visual language;
  - integrates sources of information and prior knowledge purposefully, confidently, and precisely to make sense of increasingly varied and complex texts;
  - selects and uses appropriate processing and comprehension strategies with confidence and discrimination;
  - thinks critically about texts with understanding and confidence;
  - monitors, self-evaluates, and describes progress, articulating learning with confidence.

By using these processes and strategies when listening, reading, or viewing, students will:

Purposes and audiences

- Show a discriminating understanding of how texts are shaped for different purposes and audiences.

  INDICATORS:
  - recognises, understands, and appreciates how texts are constructed for a range of intentions and situations;
  - identifies particular points of view within texts and understands that texts can position a reader;
  - evaluates the reliability and usefulness of texts.

Ideas

- Show a discriminating and insightful understanding of ideas within, across, and beyond texts.

  INDICATORS:
  - makes meaning by perceptively understanding sophisticated ideas;
  - makes connections by analysing, evaluating, and synthesising ideas within and between texts from a range of contexts;
  - understands that there may be multiple readings available within a text;
  - makes and supports inferences from texts independently.

Language features

- Show a discriminating and insightful understanding of how language features are used for effect within and across texts.

  INDICATORS:
  - identifies a range of sophisticated oral, written, and visual language features and understands their effects;
  - uses an increasing vocabulary to make meaning;
  - understands, analyses, and evaluates how text conventions work together to create meaning and effect;
  - understands that authors have different voices and styles and appreciates these differences.

Structure

- Show a discriminating understanding of a range of structures.

  INDICATOR:
  - identifies and understands the characteristics and conventions of a range of text forms and appreciates how they contribute to and affect text meaning.

Example of National Standard: After one year at school reading standard

AFTER ONE YEAR AT SCHOOL

THE READING STANDARD

After one year at school, students will read, respond to, and think critically about fiction and non-fiction texts at the Green level of Ready to Read

(the core instructional series that supports reading in the New Zealand Curriculum).

KEY CHARACTERISTICS OF TEXTS AT GREEN LEVEL

Texts at Green level have been designed with characteristics that include:

- generally familiar contexts and settings;
- one text form, and one main storyline or topic, for each text;
- most content explicitly stated but also some implicit content that provides opportunities for students to make simple inferences;
- illustrations that support and extend the meaning but may not exactly match the words;
- many high-frequency words;
- topic words and interest words (including a wide range of regular and irregular verbs and some adjectives and adverbs) that are likely to be in a reader's oral vocabulary and that are strongly supported by the context or illustrations;
- some visual language features such as diagrams or speech bubbles;
- sentences that run over more than one line but do not split phrases;
- dialogue between easily identified speakers;
- a range of punctuation, including speech marks and commas, to support phrasing and meaning.

These characteristics support the development of reading behaviours that are described on page 10 and illustrated on the fold-out pages here.

Annex 6: Scotland

Literacy and English
Experiences and outcomes

The development of literacy skills plays an important role in all learning.

I develop and extend my literacy skills when I have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain my literacy and thinking skills, using feedback to help me improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts[1] in different media, taking advantage of the opportunities offered by ICT
- develop my understanding of what is special, vibrant and valuable about my own and other cultures and their languages
- explore the richness and diversity of language[2], how it can affect me, and the wide range of ways in which I and others can be creative
- extend and enrich my vocabulary through listening, talking, watching and reading.

In developing my English language skills:

- I engage with a wide range of texts and am developing an appreciation of the richness and breadth of Scotland's literary and linguistic heritage
- I enjoy exploring and discussing word patterns and text structures.

Listening and talking

	Early	First	Second	Third	Fourth
Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in my life	*I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.*[3] *LIT 0-01a / LIT 0-11a / LIT 0-20a* *I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.* *LIT 0-01b / LIT 0-11b* *I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.* *LIT 0-01c*	*I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.* *I regularly select subject, purpose, format and resources to create texts of my choice.* *LIT 1-01a / LIT 2-01a*		*I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response.* *I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style.* *LIT 3-01a / LIT 4-01a*	

[3] The literacy experiences and outcomes which are the responsibility of all teachers are shown in italics.

Listening and talking (continued)

	Early	First	Second	Third	Fourth
Tools for listening and talking – to help me when interacting or presenting within and beyond my place of learning	*As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.* *LIT 0-02a* / **ENG 0-03a**	*When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.* *LIT 1-02a*	*When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.* *LIT 2-02a*	*When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.* *I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.* *LIT 3-02a*	*When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions.* *I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking.* *LIT 4-02a*
		I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. **ENG 1-03a**	I can recognise how the features of spoken language can help in communication, and I can use what I learn. I can recognise different features of my own and others' spoken language. **ENG 2-03a**	Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience. **ENG 3-03a**	Having explored and analysed the features of spoken language, I can use these independently, adopting and sustaining an appropriate register to suit my purpose and audience. **ENG 4-03a**

Listening and talking (continued)

	Early	First	Second	Third	Fourth
Finding and using information – when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	*I listen or watch for useful or interesting information and I use this to make choices or learn new things.* LIT 0-04a	*As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose.* LIT 1-04a	*As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.* LIT 2-04a	*As I listen or watch, I can:* • *identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements* • *identify and discuss similarities and differences between different types of text* • *use this information for different purposes.* LIT 3-04a	*As I listen or watch, I can:* • *clearly state the purpose and main concerns of a text and make inferences from key statements* • *compare and contrast different types of text* • *gather, link and use information from different sources and use this for different purposes.* LIT 4-04a
		As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts. LIT 1-05a	*As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.* LIT 2-05a	*As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.* LIT 3-05a / LIT 4-05a	
		I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-06a	*I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.* LIT 2-06a	*I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.* LIT 3-06a / LIT 4-06a	

Listening and talking (continued)

	Early	First	Second	Third	Fourth
Understanding, analysing and evaluating – investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	*To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.* LIT 0-07a / LIT 0-16a / ENG 0-17a	*I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.* LIT 1-07a	*I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.* LIT 2-07a	*I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.* LIT 3-07a	*I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.* LIT 4-07a
		To help me develop an informed view, I am learning to recognise the difference between fact and opinion. LIT 1-08a	*To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are.* LIT 2-08a	*To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion.* LIT 3-08a	*To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources.* LIT 4-08a

Listening and talking (continued)

<table>
<tr><th></th><th>Early</th><th>First</th><th>Second</th><th>Third</th><th>Fourth</th></tr>
<tr><td rowspan="2">Creating texts

– applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary</td><td>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.
LIT 0-09a

I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.
LIT 0-09b / LIT 0-31a</td><td>When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.
LIT 1-09a</td><td>When listening and talking with others for different purposes, I can:
• share information, experiences and opinions
• explain processes and ideas
• identify issues raised and summarise main points or findings
• clarify points by asking questions or by asking others to say more.
LIT 2-09a</td><td>When listening and talking with others for different purposes, I can:
• communicate information, ideas or opinions
• explain processes, concepts or ideas
• identify issues raised, summarise findings or draw conclusions.
LIT 3-09a</td><td>When listening and talking with others for different purposes, I can:
• communicate detailed information, ideas or opinions
• explain processes, concepts or ideas with some relevant supporting detail
• sum up ideas, issues, findings or conclusions.
LIT 4-09a</td></tr>
<tr><td>As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.
LIT 0-10a</td><td>I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources[4] as required.
LIT 1-10a</td><td colspan="2">I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.
LIT 2-10a / LIT 3-10a</td><td>I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required.
LIT 4-10a</td></tr>
</table>

[4] This may include images, objects, audio, visual or digital resources.

Annex 7: Singapore

Extract from the Content Outline of the Lower Secondary 1 and 2 Geography Syllabus - Special/Express Course
http://www.moe.gov.sg/education/syllabuses/humanities/files/geography-lower-secondary-2006.pdf

Theme	Content	Learning Outcomes	Concepts	Values/Attitudes
IV The Human Environment	Introduction • Components of the human environment – population and settlements – agriculture – transport and communications • The human environment is a product of interaction with the physical environment	Students will be able to: • understand that the human environment is a product of interaction with the physical environment	• population • settlement • agriculture • transport • communication • interaction	• appreciate the inter-relationships between different components of the human environment
	Population and Settlements Population • World population growth • World population distribution and density • Causes and consequences of and responses to – high rate of population growth (e.g. India) – low rate of population growth (e.g. Singapore)	• describe the trend of world population growth • describe the distribution and density of world population • explain the causes and consequences of and responses to high and low rates of population growth	• population growth • population distribution • population density • birth rate • death rate • rate of natural increase • high rate of population growth • low rate of population growth • ageing population • financial planning	• filial responsibility • foresight • good governance • pragmatism • self reliance

12

Extract from the Content Outline of the Primary Social Studies Syllabus (Primary 5 page 17)

http://www.moe.gov.sg/education/syllabuses/humanities/files/social-studies-primary-2008.pdf

Primary 5

Knowledge Objectives:

People, Places and Environments
Pupils will be able to understand how events affect people and places

Time, Change and Continuity
Pupils will be able to understand how past events shape the present

Scarcity, Choices and Resources
Pupils will be able to understand that resources are scarce and have to be allocated through various mechanisms

Identity, Culture and Community
Pupils will be able to develop an awareness of the different aspects of the Singaporean identity

Skills Objectives:

Process and Inquiry
Pupils will be able to draw conclusions using historical data

Communication
Pupils will be able to present a viewpoint with supporting evidence

Participation
Pupils will be able to assign roles and set expectations for group tasks

Critical and Creative Thinking
Pupils will be able to take different perspectives, generate new ways of viewing a situation and develop arguments

Attitudes and Values Objectives:

- Pupils will be able to appreciate the contributions made by Singapore leaders in the 1950s
- Pupils will be able to appreciate the significance of independence
- Pupils will be able to develop a sense of rootedness to Singapore

Annex 8: South Africa

LearningStandards: Mathematics; Grade R to 3

Grade R

Learning Outcome 1

NUMBERS, OPERATIONS AND RELATIONSHIPS

The learner will be able to recognise, describe and represent numbers and their relationships, and to count, estimate, calculate and check with competence and confidence in solving problems.

Assessment Standards

We know this when the learner:

- Counts to at least 10 everyday objects reliably.
- Says and uses number names in familiar contexts.
- Knows the number names and symbols for 1 to 10.
- Orders and compares collections of objects using the words 'more', 'less' and 'equal'.
- Solves and explains solutions to practical problems that involve equal sharing and grouping with whole numbers of at least 10 and with solutions that include remainders
- Solves verbally-stated additions and subtraction problems with single-digit numbers and with solutions to at least 10.
- Uses the following techniques:
  - building up and breaking down numbers to at least 10
  - doubling and halving to at least 10;
  - using concrete apparatus (e.g. counters).
- Explains own solutions to problems.

Grade R

Learning Outcome 2

PATTERNS, FUNCTIONS AND ALGEBRA

The learner will be able to recognise, describe and represent patterns and relationships, as well as to solve problems using algebraic language and skills.

Assessment Standards

We know this when the learner:

- Copies and extends simple patterns using physical objects and drawings (e.g. using colours and shapes).
- Creates own patterns.

Grade R

Learning Outcome 3

SPACE AND SHAPE (GEOMETRY)

The learner will be able to describe and represent characteristics and relationships between two-dimensional shapes and three-dimensional objects in a variety of orientations and positions.

Assessment Standards

We know this when the learner:

- Recognises, identifies and names three-dimensional objects in the classroom and in pictures, including:
  - boxes (prisms);
  - balls (spheres).
- Describes, sorts and compares physical three-dimensional objects according to:
  - size;
  - objects that roll;
  - objects that slide.
- Builds three-dimensional objects using concrete materials (e.g. building blocks).
- Recognises symmetry in self and own environment (with focus on front and back).
- Describes one three-dimensional object in relation to another (e.g. 'in front of' or 'behind').
- Follows directions (alone and/or as a member of a group or team) to move or place self within the classroom (e.g. 'at the front' or 'at the back').

Learning Outcome 4

MEASUREMENT

The learner will be able to use appropriate measuring units, instruments and formulae in a variety of contexts.

Assessment Standards

We know this when the learner:

- Describes the time of day in terms of day or night.
- Orders recurring events in own daily life.
- Sequences events within one day.
- Works concretely comparing and ordering objects using appropriate vocabulary to describe:
  - mass (e.g. light, heavy, heavier);
  - capacity (e.g. empty, full, less than, more than);
  - length (e.g. longer, shorter, wider, tall, short).

Learning Outcome 5

DATA HANDLING

The learner will be able to collect, summarise, display and critically analyse data in order to draw conclusions and make predictions, and to interpret and determine chance variation.

Assessment Standards

We know this when the learner:

- Collects physical objects (alone and/or as a member of a group or team) in the environment according to stated features (e.g. collects 10 dead flowers).
- Sorts physical objects according to one attribute (property) (e.g. red shapes).
- Draws a picture as a record of collected objects.
- Answers questions (e.g. 'Which has the most…?') based on own picture or own sorted objects.