



## *What's in the CAPS Package?*

# A Comparative study of the National Curriculum Statement (NCS) and the Curriculum and Assessment Policy Statement (CAPS): FET Phase

## **Business Studies**

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# Documentation

- NCS
  - NCS Subject Statement (Grades 10 – 12)  
Business Studies
  - Learning Programme Guidelines
  - Subject Assessment Guidelines
  - Examination Guidelines. Grade 12
  - NCS Grades 10 – 12 (*General*): Overview
  - Business Studies Teacher Training Manual (Grades 10 – 12).

# Documentation

- CAPS (2 subject documents)
  - Curriculum and Assessment Policy Statement (Grade 10-12) Business Studies
  - Exam Guidelines doc (2014)
- CAPS is considered more user-friendly and accessible in terms of language
- CAPS has better alignment than NCS, with all the relevant information in one document. NCS has numerous inconsistencies across documents
- Examination guidelines is aligned to streamline content in Grade 12.

# Objectives

- Similarities between NCS and CAPS:
  - To acquire and apply essential business knowledge, skills and principles in changing business environments
- Differences:
  - CAPS refers to Business Studies as a preparation to 'secure' formal employment and sustainable entrepreneurial self-employment pathways
  - NCS deals with business careers, but not covered in CAPS
- In brief the NCS and CAPS have the same objectives, except for the above differences.

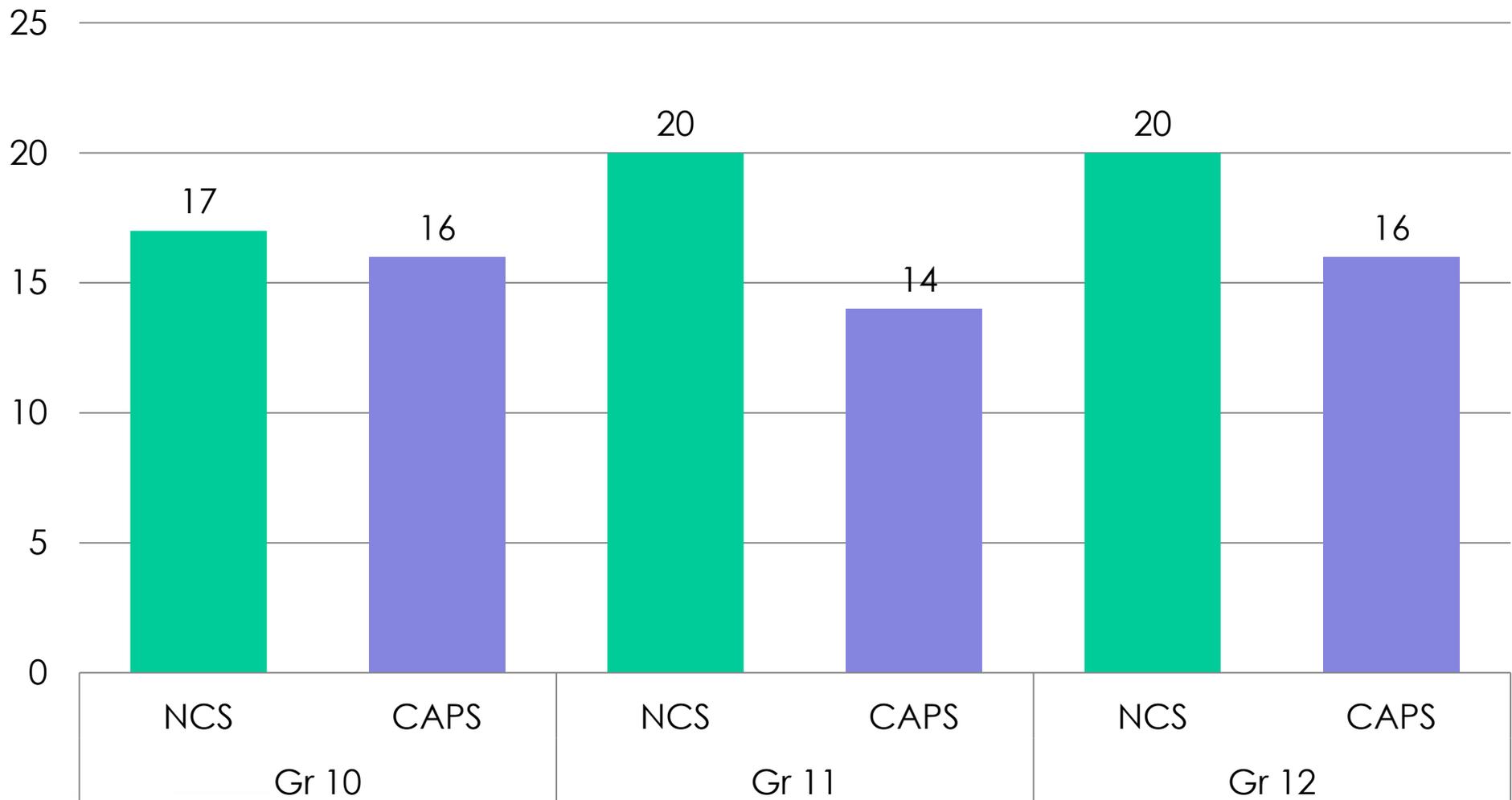
# Breadth and Depth of Content & Skills

## Methodology

- To compare content breadth: The sub-topics were tabulated and totalled for each grade and for the full FET curricula
- To compare content depth: The difficulty of the content was estimated using a scale of 4 difficulty levels:
  - 1 = introductory; superficial; definitions and descriptions
  - 2 = definitions and descriptions plus some detail required
  - 3 = detailed indications of concepts/topics; requires understanding of relationships between concepts
  - 4 = highly detailed indication of topic; conceptually challenging; complex understanding of relationships between topics; demanding evaluation, synthesis and problem solving.

# Content Breadth per Grade

Graph 1: Total Number of Topics per Grade



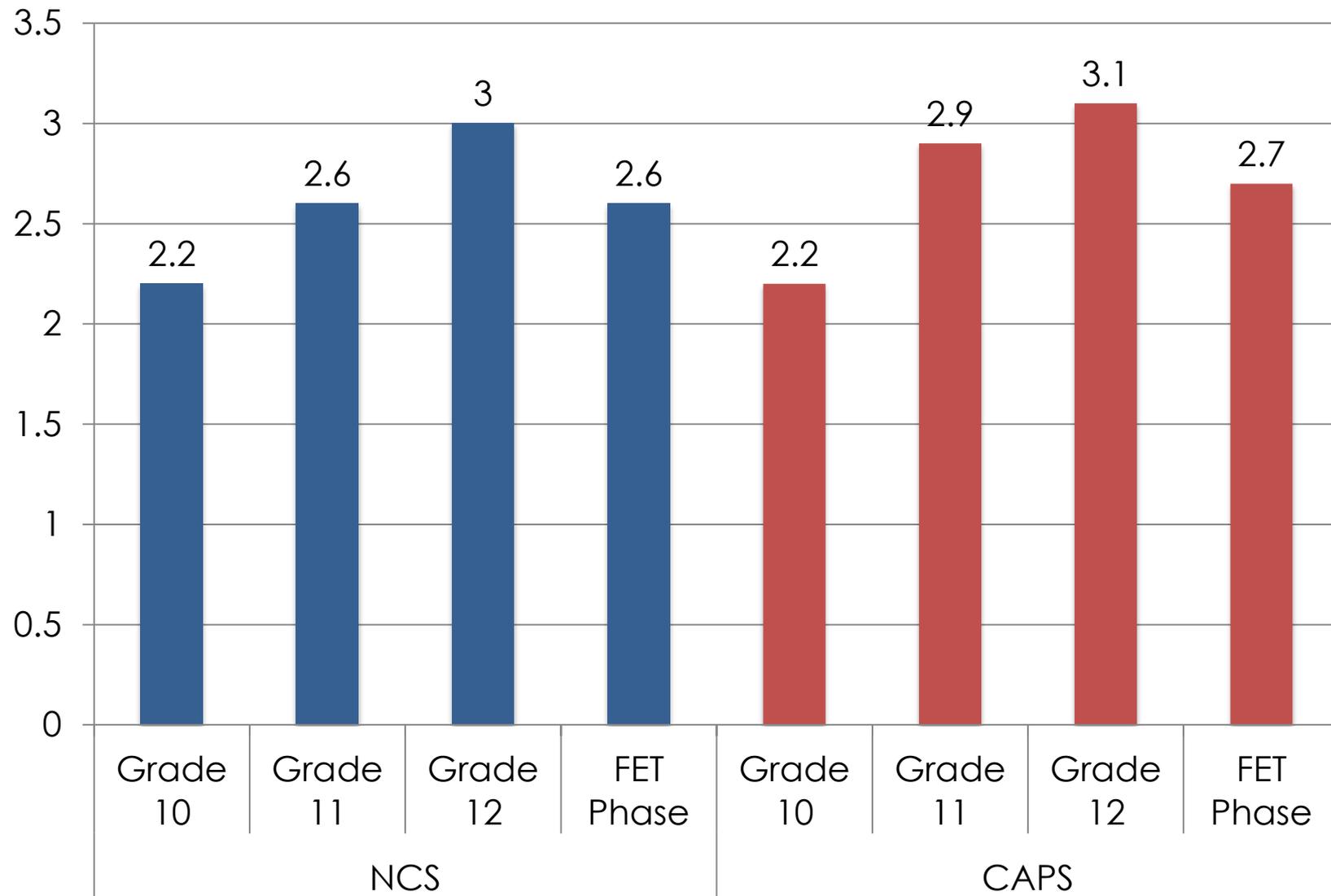
# Content Breadth per Grade

- Grade 10: similar breadth, with a slight decrease in the CAPS
- Grade 11: decrease from NCS (20) to CAPS (14) - due to recap of Grade 10 content, more for CAPS than NCS
- Grade 12: NCS (20) is greater than CAPS (16). CAPS makes provision for recap of Grade 11 content.

# Summary: Breadth

- Overall breadth has been reduced from NCS to CAPS
- Concern that 'recap' content may be treated as new content for a particular grade
- Movement of sub-topics which fall under a certain topic in the NCS, but under a different topic in CAPS
  - E.g. corporate social responsibility was under Business Environments, now under Business Roles in CAPS.

# Total depth score per Grade and Phase



# Depth of Content

- NCS
  - Depth of Gr 12 (3) > Gr 11 (2.6) > Gr 10 (2.2)
  - Overall depth for FET = 2.6
  - Most topics are dealt with at Level 3
- CAPS
  - Depth of Gr 12 (3.1) > Gr 11 (2.9) > Gr 10 (2.2)
  - Overall depth for FET = 2.7
  - More topics which require complex reasoning.

# Comparison of Depth

- More higher order understanding required at Level 4 in CAPS for Grades 11 (4 topics) and 12 (5 topics) compared to NCS for Grades 11 (1 topic) and 12 (2 topics)
- However, overall the CAPS and NCS are both inclined to cognitive levels which require descriptive detail and understanding of the relationships between concepts (Level 3)
- Conclusion is that depth is similar for NCS and CAPS, and is appropriate.

# Skills Coverage

- There is no shift in skills required from the NCS to the CAPS
- Both curricula appeal to the cognitive and empirical skills, for example:
  - Critical thinking
  - Creative thinking and analysis
  - Interpretive skills
  - Evaluate and developing strategies
    - Research skills
    - Communication and presentation skills
    - Calculation skills.

# Skills Coverage

- In CAPS skills are clearly articulated in prescribed activities and teaching guidelines
  - E.g. Development of strategies in response to challenges in business environments:
    - SWOT analysis of the business environments (including PESTLE)
    - Formulation of strategies
    - Implementation of strategies
    - Evaluation of strategies (CAPS, p 36).

# Specification of Content

- For NCS and CAPS specification of content is high
  - For example: Business Functions –
  - In Grade 10, description of functions and features and applications on how to operate small medium and big businesses context. There is also analysis of information
  - In Grade 11 the focus is on the description of marketing activities; aspects of the production function include calculation of production costs; HR concepts, procedures and legislation
  - Grade 12 is a recap of Grade 11 which includes relevant HR legislation and analysis of HR activities.

# Specification of Content

- Clear integration of topics is given in the NCS
- In CAPS topics are more compartmentalised
- No confusion of how the content is specified in both NCS and CAPS, however specification is not identical
  - E.g. conflict management more detail is given in CAPS
- CAPS is helpful for teachers who need more guidance
- Too many documents in NCS clouded specification.

# Pacing

- Specification of pacing in terms of timeframe
  - High in both NCS and CAPS
- In CAPS time is allocated for revision, preparation and examination
- NCS only revision and examination – no preparation
- NCS – Grade 10 and 11 content integrated with group work and activities – moderately paced
- Overall pacing in CAPS is fast for entire phase which is content–driven and includes recap of content.

# Sequencing

- Specification of sequence of topics is low in NCS and high in CAPS
  - E.g. Business Functions are sequenced within and across all grades.
- Differences:
  - In NCS forms of ownership start in Grade 11 and continue in Grade 12
  - In CAPS sequence of content starting in Grade 10 – definition, characteristics, advantages, disadvantages and differences;
  - Grade 11 recap and more detail to companies;
  - Grade 12 recap of Grades 10 and 11. Recap content is examinable.

# Progression within grades

- Both NCS and CAPS content is structured within the grade from simple to complex
  - Guided by cognitive verbs (as in Blooms taxonomy)
  - e.g. business ventures are introduced from simple to complex
  - Overall flow of content developed from definition, importance and then into complex aspects such as business strategies, legislation, etc.

# Progression across Grades

- NCS
  - Strong progression informed by Assessment Standards across different grades
- CAPS
  - Topics are introduced in Grade 10 and progress to Grades 11 and 12 with increased levels of complexity and in different context. E.g. contracts
- Some content only covered in specific grades, e.g. business plans only in Grade 10 and 11 (CAPS and NCS).

# Implications for SA Context

- A single, simplified and user-friendly CAPS document – reduced teacher frustration with document overload
- CAPS is content-driven; increased level of rigour required from teachers in terms of understanding of subject matter
- Time allotted for ‘recap’ can be seen as an opportunity for teachers to reinforce the content and seamless integration of new knowledge.

# Exit-level Attainment

- Exit level content and skills were tabulated
- According to the evaluation team, all of the key skills and content topics are adequately covered in the Grade 12 examinable curriculum (exit level)
- Good correlation between time allocation and exam weighting of topics
- No obvious omissions of core content or skills were noted by the evaluation team.

# Conclusions

- **Breadth and depth:**
  - Not much shift in examinable content from NCS to CAPS
  - Overall **breadth** reduced in CAPS, but a renewed focus on recap of content - breadth appropriate for the FET phase
  - The **depth** of NCS and CAPS is similar, although CAPS has a higher number of demanding topics than NCS
  - **Skills** are explicit and well represented in CAPS.

# Conclusions

- CAPS statements are more **clear, succinct, unambiguous and measurable** than NCS
- CAPS is more **discipline-based and teacher centered** compared to a **learner centred** NCS
  - **Good** in terms of critical understanding and integration of dynamism of business environment and subsequent preparation of learners for tertiary studies
  - It is a **challenge** if teachers are not fully equipped to deal with the dynamic nature of the subject.

# Recommendations

- The time allocated for recap of some topics be reduced; instead more focus on complex understanding of new content
- Particular teaching approaches be included in the policy framework
- Increase emphasis on problem solving and evaluation skills
- Specify the integration of topics in CAPS
- Sequencing of topics across the phase can be improved.