



A comparative analysis of the NCS and CAPS:

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Purpose and aims

- **Aims** explain the curriculum's over-arching intention and broadly explain what the curriculum expects to achieve.
- Both the NCS and the CAPS provide a clear list of **purposes** and contain a similar list of **values**.
- Subject-specific aims in the **CAPS** document are written as a list of topics, rather than as aims.
- The NCS goes into more detail than the CAPS document with regard to the importance of redressing the historical imbalances in education. The values associated with a democratic South Africa are also more extensively explicated in the NCS than in the CAPS.
- The CAPS document has an important addition: inclusivity.

Content, breadth, specification and focus

Content

- The four specific outcomes in the **NCS** document was compared to the topics in the **CAPS** document.
- The content across all 3 grades in both the NCS and the CAPS document is substantial and comprehensively addresses the specific aims of Tourism as detailed in both documents.

Content, breadth, specification and focus

Skills

- The skills for each of the topics in the **NCS** and the **CAPS** were identified.
- The **NCS** provides teachers with very clear skills to be learned. The **CAPS** document by contrast, relies heavily on the teachers' deduction of skills to be learned.
- The NCS specifies higher order skills.
- The CAPS document, when specified, skills are of a lower cognitive level.
- The CAPS document has omitted all the research and investigative skills required in the NCS.

Breadth

- There is a greater breath of content and concepts in the **CAPS** document than in the **NCS**. The main topics are unpacked in greater breath through the 89 subtopics.
- The **CAPS** document is specific about teachable content.
- Although there are more “Topics” in the **CAPS** document compared with the Learning Outcomes in the **NCS**, the “topics” have been extracted from categories of content within the existing Learning Outcomes as indicated above.
- The **NCS** document provides specific assessment standards but not the teachable content.
- Service excellence and entrepreneurship in the tourism sector in general have not been given the emphasis they require.

Specification

- The topics in the NCS and CAPS documents were analysed to determine how clearly they are **specified** in relation to the specific content to be taught.
- Most of the topics are clearly specified in the CAPS document.
- The skills required of learners are implied in the topics but not explicitly described in the content.
- The NCS document has a lot of room for possible misinterpretation.
- Service excellence and entrepreneurship were not given enough prominence.

Gaps / Omissions, Additions / Expansions

- Overlapping
- Underpinning knowledge lacks in previous grades
- The **CAPS** document improves on the **NCS** by specifying more clearly the content and concepts required of learners.
- There are topics in the **NCS** that do not appear in the **CAPS** document.
- Both the **NCS** and **CAPS** are packed in terms of content, challenging both learners and teachers.
- The spiral curriculum of the **NCS** move from a superficial grasp of topics to a more refined and powerful grasp.
- The discreet set of nine topics in the **CAPS** document, may limit' conceptual development.

Gaps / Omissions, Additions / Expansions

- The discreet set of nine topics in the **CAPS** document, may limit' conceptual development.
- New content in the **CAPS** document has expanded the breadth of knowledge, and brought the curriculum up to date.

Content focus and weighting

Comparison between the NCS and the CAPS document – approximate weighting of time

Merged topics (NCS in bold)	NCS	CAPS
1. Tourism as an interrelated system <ul style="list-style-type: none"> Tourism sectors Domestic, regional and international tourism 	18%	37%
2. Responsible and sustainable tourism <ul style="list-style-type: none"> Sustainable and responsible tourism Culture and heritage tourism 	21%	10%
3. Tourism Geography, attractions and travel trends <ul style="list-style-type: none"> Map work and tour planning Foreign exchange Marketing Tourism attractions 	35%	42%
4. Customer care and communication <ul style="list-style-type: none"> Communication and customer care 	27%	8%

Curriculum emphasis / focus

NCS:

- Tourism Geography, attractions and travel trends - greatest
- Tourism as an interrelated system - decreases
- Responsible and sustainable tourism - increases
- Customer care and communication – consistent weighting

CAPS:

- Tourism Sectors: greatest
- All other topics between 4% and 5%

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Curriculum emphasis / focus

NCS Learning Outcomes compared with **CAPS** topics:

- Tourism Geography, Attractions and Travel Trends are **within 7%** of one another in the two curricula (35% and 42% respectively).
- Sustainable and Responsible Tourism has about **twice** the weighting in the **NCS** as the weighting in the **CAPS** document (21% and 10% respectively).
- Tourism as an Interrelated System has more than **double** the weighting in the **CAPS** document compared with **NCS** (37% to 18% respectively).
- This weighting occurs at the expense of Communication and Customer Care when the 27% in the **NCS** **drops to 8%** in the **CAPS** document.

Content depth in the NCS & CAPS

- Broad coverage in NCS which fits generally with the tourism industry.
- CAPS document provided limited opportunity for learners to move from a superficial or primitive grasp of a topic to a more refined and powerful grasp.
- Most skills are of a lower cognitive level in the CAPS document.
- The **CAPS** document has omitted all the research and investigative skills required in the **NCS**.
- There are fewer higher order verbs present in the topics in the **NCS**. (Blooms)

Sequencing and progression

Sequencing is the logical order of the content that must be taught within a particular topic.

- In the **NCS**, the four topics are not sequenced. There is a reasoned ordering which places Assessment Standards in groupings per Learning Outcomes per grade.
- In the **CAPS** document, there is a clear order in which topics are to be taught, but allowance is made for some discretion on the part of the teacher.

Progression

Progression refers to the **growth** and **complexity** level of a topic over a period of time – either within a grade or across grades.

- Both the **NCS** and the **CAPS** - *strong* progression within and across grades.
- The **NCS**, indicates a reasoned, scaffolded progression that would develop concepts, content and skills within each of the three years.
- **CAPS** : a strong progression in terms of “knowing what”. Limited evidence of an increase in depth of knowledge and increase in skills required from Grade 10 to 12.
- The **NCS** : a spiralling curriculum in three of the four Learning Outcomes.
- The **CAPS**: a set of 9 topics. It does not have a spiralling curriculum.

Progression (cont.)

- **NCS:** a scaffolded progression of concepts, content and skills.
- **CAPS:** broad coverage of content knowledge and concepts but scaffolding of skills is not discernible. Exception: the Tour Plan is scaffolded from Grade 10 through to Grade 12.
- The **CAPS** document omits teamwork and reflexive thinking requiring the learner to consider “own contribution towards achieving service excellence...” which appears in the **NCS**.

Pedagogy

- The level of Specification of pedagogic approach ranges from “None” to “Moderate” in both documents, the highest being in the **CAPS** document with regard to subject-specific specification.
- The general pedagogic approach
- The subject-specific pedagogic approach
- The evaluation team concluded from the above that the **NCS** curriculum is essentially constructivist, while the CAPS document is a content-based, syllabus-type curriculum.

Assessment guidance

- **NCS** Policy Statement: there is a general and a generic introduction to assessment. The principles, forms of assessments and ways to assess are applicable to all subjects and not specifically to Tourism.
- The **NCS** requires tests, examinations, practical assessment tasks and other tasks*, such as assignments, investigations and projects.
- In the **CAPS** document has a subject-specific introduction which refers to informal and formal assessments. Type of assessments, examination, practical assessment tasks recording and reporting, promotion and moderation of assessment are given. More detail the National Protocol for Assessment.

Assessment guidance

- The **NCS** Subject Assessment Guidelines document supports the subject guidelines.
- In the **CAPS** document the subject and assessment guidelines are integrated in the subject content and refers to the 3 levels of moderation.
- Overall, the **CAPS** document offers a clearer approach to assessment and moderation than the **NCS**, where teachers have to navigate and integrate two different documents.
- Minimum marks per task not clear and few action verbs detailed.

Structuring of knowledge

- Both the **NCS** and **CAPS** documents have clear statements of learning.
- In terms of the disciplinary base and the organisation of knowledge, the **CAPS** document addresses industry-related omissions in the NCS.
- Generally the CAPS document has a wider content coverage than the NCS.
- The CAPS document omits teamwork and reflexive thinking
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Implications for country, industry, teachers and learners

Country:

- The underpinning values of both curriculum documents prepare the learners to be more responsible citizens that are sensitive to societal issues.

Industry:

- Both the **NCS** and the **CAPS** document address Tourism as an industry. The **CAPS** document has a broader Tourism content focus (including current Tourism industry trends and technology) than the **NCS**.
- The **CAPS** document now makes allowance for updates in tourism trends.
- Diminishing Customer Care and Communication focus, from the **NCS** to the **CAPS** document is problematic.

Implications for country, industry, teachers and learners

Teachers:

- The **NCS** provides sufficient information around Tourism but it is not well structured and user-friendly for teaching purposes.
- The **NCS** assessment standards give clear guidance on what is to be assessed. The layout of the **CAPS** document is more user-friendly for teaching purposes

Learners:

- Both curricula provide learners with broad knowledge and skills needed to understand the tourism industry and prepare them for further education.

Implications for country, industry, teachers and learners

- The content knowledge of both curricula serves as a base to articulate with Tourism as a field of study or related fields in higher education.
- Learners emerging from the **CAPS** programme may not be as well prepared in higher order skills as they would, emerging from the **NCS**.
- In the **CAPS** document, learner preparation is more focused.
- It is not the aim of either curriculum to prepare learners for the world of work.
- Learners from both curricula should enter the tourism industry with a basic knowledge of the industry.

Recommendations

1. Renewed focus
2. Centrality of service excellence
3. Curriculum design before curriculum development
4. Entrepreneurship focus
5. Develop the full range of thinking skills
6. Will be dealt with by Mr Swart
7. A new policy guideline for the assessment of practical subjects

Concluding remarks

- Greater breath and less depth of content and concepts in the **CAPS** document than in the **NCS**
- The **CAPS** omits content such as teamwork and self-reflection on participation in a team; delivery of quality service; marketing of tourism ventures and products and government's strategy with regard to redressing past imbalances in tourism participation.
- **CAPS** has added content additional to that in the **NCS** to bring the curriculum up to date.
- Changes made to content in moving from the **NCS** to the **CAPS** are extreme enough to be considered as a full re-curriculation.

THANK YOU

