

Rationale of Teaching Physical Sciences Curriculum and Assessment Policy Statement Content: Teachers' Reflections

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ABSTRACT This paper presents a critical action research study of two out of six teachers who reflected on the rationale of teaching Physical Science Curriculum and Assessment Policy Statement (CAPS) in South African high schools. This study was conducted with a purpose to explore teachers' reflections on teaching Grade 12 Physical Sciences CAPS in rural schools in Ceza Circuit, KwaZulu-Natal. As a result, reflective activity, one-on-one semi-structured interviews and focus group discussions were utilised for data generation. Purposive and convenience samplings were used in selecting this specific group of teachers because the researcher needed teachers with whom the researcher was familiar and who were also easily accessible. This study was framed by the concepts of curricular spider-web in order to explore teachers' reflection of their teaching practice. This paper concludes that, in order to achieve positive achieved curriculum, teachers should first be driven by personal rationale in the implementation of the content.