



**Province of the  
EASTERN CAPE  
DEPARTMENT OF EDUCATION**

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**DIRECTORATE: CURRICULUM  
FET PROGRAMMES**

**PROVINCIAL  
SUBJECT IMPROVEMENT PLAN**

**ENGLISH AND AFRIKAANS  
2013**

## PROVINCIAL SUBJECT IMPROVEMENT PLAN FOR ENGLISH AND AFRIKAANS

	<b>1. GENERAL INFORMATION</b>	
<b>1.1</b>	<b>NAME OF SUBJECT PLANNER</b>	ZAMUMZI NORMAN FUMBA
	<b>DESIGNATION</b>	
<b>1.2</b>	<b>CONTACT DETAILS :</b>  <div style="display: flex; justify-content: space-between;"> <span><b>Tel:</b> 040 608 46 48</span> <span><b>Cell:</b> 082 793 66 53</span> <span><b>Fax:</b> 086 516 70 78</span> <span><b>email:</b> znfumba@gmail.com</span> </div>	

<b>2. INTRODUCTION</b>		
<b>2.1</b>	<b>Purpose of the Provincial Subject Improvement Plan for English and Afrikaans</b>	The purpose of Provincial Subject Improvement Plan for English and Afrikaans is to uplift the areas in teaching, learning and assessment that have gaps and provide guidance for remedial action.
<b>2.2</b>	<b>How will the Subject Improvement Plan be used?</b>	It will be used as a guide for schools, districts and province and provide a check list for what should be covered for remediation. The Subject Improvement Plan will be used by the subject planner, subject advisors SMTs and teachers as each has an important role to play for it to be successful and its objectives to be achieved during subject advisors indaba, cluster meetings for all teachers, committee meeting for all districts and clusters, during on site support visits and at school level during teaching, learning and assessment. This must influence what is actually happening in the classroom.
<b>2.3</b>	<b>My vision for my subject for</b>	My vision for the subject is to improve both quantity and quality of pass in grades 10 to 12 through

	<b>2013</b>	collaborative work with subject advisors, teachers and colleagues in the office and other stake holders in education.					
<b>2.4</b>	<b>List 6 personal achievable/do-able goals set for my subject for the current school year</b>	<ul style="list-style-type: none"> <li>• Improve provincial results as follows: Home Language from 99.76% in 2011 to 99.97% in 2013; First Additional Language from 93.89% to 95.69%.</li> <li>• All districts to improve not less than 2%.</li> <li>• All schools to achieve not less than 80% pass.</li> <li>• 100% district participation in co-curricular activities.</li> <li>• To have a uniform approach in conducting orals and have provincial term oral moderation.</li> <li>• Common tasks in the entire province.</li> </ul>					
<b>2.5</b>	<b>Subject Pass rate pledge for Grade 12 for 2013 in each of the 23 districts</b>	<b>NAME OF DISTRICT</b>	<b>TARGET PASS RATE FOR 2013</b>				
			<b>EHL</b>	<b>EFAL</b>	<b>AHL</b>	<b>AFAL</b>	<b>ASAL</b>
		Butterworth	100	89	N/A	N/A	N/A
		Cofimvaba	N/A	98	N/A	N/A	100/100
		Cradock	100	99	99.1/99.9	100/100	100/100
		East London	99.9	97	100/100	73/75	N/A
		Fort Beaufort	100	91	96.5/98.5	95.5/97.5	N/A
		Graaff Reinet	100	98	100/100	97.3/99.3	100/100
		Grahamstown	99.9	99	100/100	99.1/99.9	N/A
		Dutywa	99.9	90	N/A	N/A	N/A
		King William's Town	99.9	97	98.7/99.9	91.3/93.3	N/A
		Lady Frere	100	98	100/100	96.1/98/1	N/A
		Libode	100	85	N/A	100/100	N/A
		Lusikisiki	100	93	N/A	66.7/68/7	N/A
		Maluti	100	99	100/100	88.1/90.1	N/A
		Mbizana	N/A	93	N/A	N/A	N/A
		Mount Frere	100	94	N/A	N/A	N/A

	Mount Fletcher	100	98	100	96.5/98.5	N/A	
	Mthatha	99.9	98	N/A	93.7/95.7	N/A	
	Ngcobo	100	97	N/A	96.8/98.8	100/100	
	Port Elizabeth	100	99	99.9	97.6/99.6	N/A	
	Queenstown	100	98	100	95.7/97.7	100/100	
	Qumbu	N/A	96	N/A	N/A	100/100	
	Sterkspruit	100	97	100	93.3/95.3	N/A	
	Uitenhage	100	98	99.9	98.6/99.9	96.6/100	

### 3. GENERAL AREAS REQUIRING INTERVENTION (Add to the list if necessary according to the needs of the subject)

3.1	<b>Establishment of Provincial Subject Committee 2013</b>							
	<b>Time frame:</b> February 2013							
	<b>Name</b>		<b>Contact details</b>			<b>Designation</b>		
			Cell	Fax	Email			
	1. ZN Fumba		082 793 66 53	086 516 70 78	znfumba@gmail.com	Chairperson		
	2. SL Bam		082 335 44 45	0436424713		Deputy Chairperson		
	3. M Makangala		072 406 37 65	0475401139		Secretary		
	4. K Rasi		083 241 91 26	0478780224		Member		
	5. M Weyer		082 211 22 85	0495072254		Member		
3.2	6. T Lekena		082 460 56 13	0392570956		Member		
	7. A Tantsi		071 689 38 08	0392531079		Member		
	Development of Committee Meeting agendas and reporting tools with timeframes							
	<b>Provincial Committee meeting dates</b>	<b>Proposed Agenda Items for discussion</b>	<b>Responsibility</b>	<b>Reporting tools</b>	<b>District Committee meeting dates</b>	<b>Proposed Agenda Items for discussion</b>	<b>Responsibility</b>	<b>Reporting tools</b>
	11-13 February 2013 SA's INDABA	<ul style="list-style-type: none"><li>Analysis of grade 10-12 results.</li><li>Findings on grade 12 marking</li><li>Discussions on examiners reports</li><li>CAPS implementation for grade 10 and 11</li><li>Discussion of Circular 01 of 2013</li></ul>	Subject planner and committee members	Agenda, report, minutes, attendance register	20-28 February 2013	<ul style="list-style-type: none"><li>Analysis of grade 10-12 results.</li><li>Findings on grade 12 marking</li><li>Discussions on examiners reports</li><li>CAPS implementation for grade 10 and 11</li><li>Discussion of Circular 01 of</li></ul>	DCES Languages, Subject advisors and committee member	Agenda, report, minutes, attendance register

		<ul style="list-style-type: none"> <li>SOPA, YCA training, SAMUN training</li> </ul>				2013 <ul style="list-style-type: none"> <li>SOPA, YCA training, SAMUN training</li> <li>common task for term 1 (task 5)</li> </ul>	Subject Planner, DCES Languages, Subject advisors and committee member, teachers	Agenda, report, attendance register
	10-11 April 2013	<ul style="list-style-type: none"> <li>Term 01 SBA and Oral Moderation</li> <li>YCA Competition</li> <li>SAMUN</li> </ul>	Subject Planner, Subject advisors, and teachers	Attendance registers, reports	2-3 May 2013	FET District Cluster Subject Committee Meetings	DCES Languages, Subject advisors and committee member	Agenda, report, minutes, attendance register
	04-05 September 2013	Planning for Centralised provincial moderation	Subject Planner	Attendance registers, reports	17-19 September 2013	FET District/Cluster Subject Committee Meetings ( <u>Term 3</u> )	DCES Languages, Subject advisors and committee member	Agenda, report, minutes, attendance register
	06-07 November 2013	Provincial FET Subject Committee Meetings ( <u>Term 4</u> )	Subject Planner	Attendance registers, reports	12-14 November 2013	FET District Cluster Subject Committee Meetings ( <u>Term 4</u> )	DCES Languages, Subject advisors and committee member	Agenda, report, minutes, attendance register
<b>3.3</b>	List professional development needs for Subject Advisors and Teachers with timeframes 3.3.1 Literary essay and Practical criticism: poetry/novel/drama/short stories 3.3.2 Marking using rubric for transactional writing and literary essay 3.3.3 Critical Language Awareness 3.3.4 Reporting template							
	How will the identified professional development needs be addressed?							
	<b>ACTIVITY</b>					<b>RESPONSIBILITY</b>		<b>TIMEFRAME</b>
	Literary essay and Practical criticism: poetry/novel/drama/short stories - mini workshop and					Committee members		April

	develop guidelines		
	Marking using rubric – mini workshop and develop guidelines	Committee members	11-13 February
	Critical Language Awareness- mini workshop and develop guidelines	Committee members	April
	Reporting template – suggest a template	Subject planner	11-13 February 2013
	List teaching and learning techniques to enhanced		
	3.4.1 Questioning techniques as guided by Taxonomies		
	3.4.2 Developing of quality formal and informal tasks		
	How will the teaching and learning methodologies identified be remediated together with timeframes		
3.5	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>TIMEFRAME</b>
	Questioning techniques as guided by Taxonomies – meeting	Subject advisors	First cluster meeting
	Developing of quality formal and informal tasks – workshop	Subject advisors	First cluster meeting
	List moderation processes and procedures to be developed		
	3.5.1. Capacitate SMTs in Level 1 SBA Moderation on remarking and reporting		
	3.5.2. Capacitate subject advisors in Level 2 SBA Moderation on remarking and reporting		
	How will the moderation processes and procedures identified be remediated together with timeframes		
	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>TIMEFRAME</b>
	Capacitate SMTs in Level 1 SBA Moderation on remarking and reporting- workshop on their roles and responsibility	Subject advisors	February
	Capacitate subject advisors in Level 2 SBA Moderation on remarking and reporting –workshop	Subject planner	11-13 February
3.6	List ways in which the interpretation of Policies and Guidelines is to be cascaded to Subject Advisors and teachers with timeframes		
	3.6.1 Subject advisors' Indaba		
	3.6.2 Provincial Committee meetings		
	3.6.3 District Committee meetings		
	3.6.4 Cluster meetings		
	How will the interpretation of Policies and Guideline be cascaded with timeframes		
	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>TIMEFRAME</b>
	Subject advisors' Indaba	Subject planner and committee members	Term meeting

	Provincial Committee meetings	Subject planner and committee members	Term meeting
	District committee meetings	DCES Languages and Subject advisors	Term meeting
	Cluster meetings	DCES Languages and Subject advisors	Term meeting
3.7	Identify Subject Planning needs (Work Schedule/ Annual Teaching Plan, Lesson Plans and Programme of Assessment) and how these will be accomplished with timeframes		
	3.7.1 Oral		
	3.7.2 SBA		
	How will the identified subject planning need be remediated together with timeframes		
	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>TIMEFRAME</b>
	Oral moderation: cluster/district	Subject advisors and teachers	April, July, October
	Term 1, term 2, term 3 cluster/district SBA moderation	Subject advisors and teachers	April, July, October
	Term 1, term 2,	Subject Planner and subject advisors	May and August
	Centralised SBA Moderation	Subject Planner, subject advisors and appointed teachers	23-27 October 2013
3.8	List classroom practice (questioning techniques, record keeping, discipline etc) to be developed		
	3.8.1 Questioning techniques (guided by Taxonomies)		
	3.8.2 Reading		
	3.8.3 Writing ( transactional)		
	How will the classroom practice identified be remediated together with timeframes		
	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>TIMEFRAME</b>
	Reading	Subject advisors and Teachers	On going
	Transactional writing	Subject advisors and Teachers	On going
	Questioning techniques (guided by Taxonomies)	Subject advisors and Teachers	On going
3.9	Problem areas identified in the teaching of content ( using SBA moderation reports, examiners reports, analysis of results, question by question analysis of Grade 12 Final examination question papers, memorandum discussion, interviews with chief markers and moderators)		
	3.9.1 <b>PAPER 1</b>		
	3.9.1.1 <i>Comprehension</i>		
	<ul style="list-style-type: none"> <li>Candidates struggle in high order questions; they struggle to interpret what the question demands.</li> <li>When they are required to quote ONE word or certain amount of words, they quote a big chunk of the sentence.</li> </ul>		



	3.9.1..2 <i>Summary</i>		
	<ul style="list-style-type: none"> <li>Candidates struggle to write in their OWN WORDS; they lift the words as they are from the text.</li> </ul>		
	3.9.1.3 <i>Language</i>		
	<ul style="list-style-type: none"> <li><u>Visual Literacy</u>: Candidates struggle to interpret different types of questions in advertisement; they demonstrate lack of depth in critical language awareness (CLA).</li> <li><u>Language use</u>: concords, tenses, direct and reported speeches etc.</li> </ul>		
	3.9.2 <b>PAPER 2</b>		
	<ul style="list-style-type: none"> <li>Candidates struggle with figures of speech, notably simile and metaphor.</li> <li>They struggle with higher order questions and cannot interpret the demands of the question;</li> <li>They struggle with differentiating between a text based question and a broader question about real life situation.</li> <li>In <u>literary essay</u>, they lack analytical skills; they retell the story.</li> </ul>		
	3.9.3 <b>PAPER 3</b>		
3.10	<ul style="list-style-type: none"> <li>Process writing (essay)</li> <li><i>Punctuation</i> is a challenge <ul style="list-style-type: none"> <li>Candidates write sentences without putting a FULL STOP in the end capital letters</li> <li>They do not know where to place a COMMA.</li> <li>They do not know where to put an APOSTROPHE in contracted words.</li> </ul> </li> <li><i>Structure</i> <ul style="list-style-type: none"> <li>Candidates do not write proper introduction, body and conclusion, or do not write a conclusion at all. There is no correlation. They leave the essay hanging.</li> </ul> </li> <li><i>Format in shorter transactional</i> <ul style="list-style-type: none"> <li>Candidates do not write address in a letter.</li> <li>They also struggle in other formats of shorter transactional writing.</li> </ul> </li> </ul>		
	Suggested remediation for identified problem areas:		
	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>TIMEFRAME</b>
	Paper 1: mini workshop on the listed aspects above	DCES Languages and Subject advisors	On going
	Paper 2: mini workshop on the listed aspects above	DCES Languages and Subject advisors	On going
	Paper 3: mini workshop on the listed aspects above	DCES Languages and Subject advisors	On going
	Problem areas identified in the setting of exam question papers and memoranda (using examiners reports, analysis of results, question by question analysis of Grade 12 Final examination question papers, memorandum discussion, interviews with chief markers and moderators)		
3.10	Suggested remediation for identified problem areas		
	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>TIMEFRAME</b>
	<b>PAPER 1</b>		
	1. <i>Comprehension</i>	Subject advisors	On going

	<ul style="list-style-type: none"> <li>During cluster meetings and on site support, subject advisors should build resource pack with teachers which should comprise the following: <ul style="list-style-type: none"> <li>Visual literacy</li> <li>Advertisements sourced from newspapers/magazines</li> <li>Cartoons/comic strips from newspapers which can be laminated for durability</li> <li>Booklet/file with previous question papers/exemplars</li> </ul> </li> </ul> <p>2. <i>Summary</i></p> <ul style="list-style-type: none"> <li>As in paper 1</li> </ul> <p>3. <i>Language</i></p> <ul style="list-style-type: none"> <li>As in paper 1</li> </ul>	and teachers	
	<p><b>PAPER 2</b></p> <ul style="list-style-type: none"> <li>Learners should be trained to answer questions based on specific extracts and teachers should give immediate feedback.</li> <li>Learners should be taught chronological order of events in a novel/drama/short story.</li> <li>Teachers should focus on teaching writing of structured coherent literary essay.</li> <li>Teachers should teach characterisation; teachers should provide sample essay questions that address events and characterisation.</li> <li>Teachers should accommodate stage performance to enhance learners' understanding.</li> </ul>	Teachers and subject advisors	On going
	<p><b>PAPER 3</b></p> <ul style="list-style-type: none"> <li>Teachers should teach how to write a well structured and coherent essay.</li> <li>Teachers should expose learners to different formats of transactional writings</li> </ul>	Teachers	On going
3.11	<p>Problem areas identified in the moderation of School Based Assessment (SBA) using Department of Basic Education Moderation report and the Provincial Moderation Reports</p> <p>3.11.1 <b>SBA MODERATION LEVEL 1 AND 2</b></p> <ul style="list-style-type: none"> <li>Quality of tasks in some districts</li> <li>Shadow marking is prevalent at both levels.</li> <li>No positive and constructive feedback given to learners by the teachers, HOD to teachers, and cluster / district moderators to teachers and SMTs.</li> <li>No submission of mark schedule to determine mark distribution and submission of correct learner evidence of work for moderation.</li> <li>No evidence of oral moderation and also no evidence of tasks. No instructions given in oral tasks</li> <li>Submission of candidates in the same category instead of top, middle and low.</li> <li>Over dependency on previous question papers. <ul style="list-style-type: none"> <li>Cut and paste practice which in some cases disorganizes numbering.</li> </ul> </li> <li>Low quality of tasks, mostly concentrating on level 1 and 2 of the taxonomies.</li> </ul>		

	<ul style="list-style-type: none"><li>○ Error –ridden work demonstrating lack of quality moderation and simple editing.</li><li>• Inconsistent marking: marking a learner wrong instead of otherwise and vice versa.</li><li>• Marking without using an appropriate rubric.</li><li>• Inability to use a marking an appropriate rubric.</li><li>• Setting own inappropriate marking rubric for oral.</li><li>• Absence of certain tasks in both teacher and learner files.</li><li>• Incorrect and inadequate instructions for essay tasks: instructions not given according to Exam Guidelines and SAG.</li></ul>						
	Suggested remediation of identified problem areas						
	<b>ACTIVITY</b>			<b>RESPONSIBILITY</b>	<b>TIMEFRAME</b>		
	Shadow marking is prevalent at both levels.			Subject advisor	On going		
	No positive feedback to learners by the HOD and to teachers and learners by Cluster/District moderators			Subject advisor	On going		
	No submission of mark schedule to determine mark distribution and submission of correct candidates for moderation.			Subject advisor	On going		
	Submission of candidates in the same category instead of top, middle and low.			Subject advisor	On going		
	Over dependency on previous question papers. <ul style="list-style-type: none"><li>• Cut and paste practice which in some cases disorganizes numbering.</li></ul>			Subject advisor	On going		
	Low quality of tasks, mostly concentrating on level 1 and 2 of the taxonomies. <ul style="list-style-type: none"><li>• Error –ridden work demonstrating lack of quality moderation and simple editing.</li></ul>			Subject advisor	On going		
	Inconsistent marking: marking a learner wrong instead of otherwise and vice versa.			Subject advisor	On going		
	Marking without using a rubric and Inability to use a marking rubric correctly. Setting own inadequate marking rubric for oral.			Subject advisor	On going		
	Absence of certain tasks in both teacher and learner files.			Subject advisor	On going		
	Incorrect and inadequate instructions for essay tasks: instructions not given according to Exam Guidelines and SAG. <ul style="list-style-type: none"><li>• No instructions given in oral tasks</li></ul>			Subject advisor	On going		
	3.12	Identify any co-curricular activities related to the subject that will be initiated or continued in 2013 and how information will be cascaded to subject advisors and teachers with timeframes					
		ACTIVITY	TIMEFRAME	TARGET GROUP	RESPONSIBILITY	METHOD OF ADVOCACY	WHAT WILL THE ACTIVITY ACHIEVE FOR THE SUBJECT?
		State of the Province Address Speech (SOPA)	January to March	Grade 10 to 12 learners	Teachers, Subject Advisors, Subject Planner, Office of the Premier (OTP)	Management plan and invitation letters to districts and schools.	English proficiency, research skills, public and debate skills and presentation skills (LO 1).

	Young Communicator Ambassadors (YCA)	March to August	Grade 10 to 12 learners	Teachers, Subject Advisors, Subject Planner	Management plan and invitation letters to districts and schools.	English proficiency, research skills, public and debate skills and presentation skills (LO 1).
	South African Model UN Debates (SAMUN)	March to October	Grade 10-11 learners	Teachers, Subject Advisors, Subject Planner	Management plan and invitation letters to districts and schools.	English proficiency, research skills, public and debate skills and presentation skills (LO 1).
	Nab'ubomi Film competition	June to November	Grade 10- 12 learners	Teachers, Subject Advisors, Subject Planner	Management plan and invitation letters to districts and schools.	English proficiency, research skills, public and debate skills and presentation skills (LO 1).
	Schools debate	April to July	Grade 10-12 learners	Teachers, Subject Advisors, Subject Planner	Management plan and invitation letters to districts and schools.	English proficiency, research skills, public and debate skills and presentation skills (LO 1).
	English Conference	June	Subject advisors and teachers	English Association, Rhodes University, Subject Planner	Management plan and invitation letters to districts and schools.	Empowerment and skilling of both teachers and subject advisors in research.
3.13	Explain how the coverage of curriculum content will be monitored and supported during the academic year with timeframes					
	ACTIVITY			RESPONSIBILITY		TIMEFRAME
	School readiness visits			School readiness teams		On going
	On site support			Subject planner/subject advisors		On going
3.14	SBA Moderation			Subject planner/subject advisors/teachers		On going
	Extra LTSM identified for usage					
	3.14.1 English Handbook and Study Guide					
	3.14.3 Reading cards					
3.15	3.14.3 Dictionary and thesaurus					
	List equipment and resources available					
	3.15.1 Computer / Internet / data projector					
	3.15.2 Photo copiers					

	4. ANALYSIS OF RESULTS						
4.1	Percentage pass rate for 2012 (12) in each district ENGLISH HOME LANGUAGE						
	Grade 12						
	Name of District	% Pass	Level 1 % Pass	Level 2-3 % Pass	Level 4-5 % Pass	Level 6-7 % Pass	Comments
	Butterworth	99.1	0.9	56	39.4	3.7	
	Cofimvaba	N/A	N/A	N/A	N/A	N/A	
	Cradock	100	0	17.9	67.9	14.3	
	Dutywa	97	3.0	73.9	2.3	0	
	East London	99.5	0.5	25	61	13.4	
	Fort Beaufort	100	0	58.6	40.5	0.9	
	Graaff Reinet	100	0	40.9	44.3	14.8	
	Grahamstown	100	0	21.8	64.1	14.1	
	King William's Town	98.4	1.4	35.7	51	11.7	
	Lady Frere	100	0	46.8	49.4	3.9	
	Libode	100	0	50	50	0	
	Lusikisiki	100	0	100	0	0	
	Maluti	98.5	1.5	32.3	54.6	11.5	
	Mbizana	N/A	N/A	N/A	N/A	N/A	
	Mount Fletcher	100	0	36	58.1	5.8	
	Mount Frere	N/A	N/A	N/A	N/A	N/A	
	Mthatha	99	0.6	40.7	54.7	3.5	
	Ngcobo	100	0	25.8	71	3.2	
	Port Elizabeth	99.8	0.2	34	52.2	13.6	

	Queenstown	99.6	0.4	41.3	49.1	9.2	
	Qumbu	N/A	N/A	N/A	N/A	N/A	
	Sterkspruit	97.2	2.8	43.9	50.5	2.8	
	Uitenhage	98.7	1.3	31.8	54.2	12.8	
	<b>Grade 12 ENGLISH FAL</b>						
		<b>% Pass</b>	<b>Level 1 % Pass</b>	<b>Level 2-3 % Pass</b>	<b>Level 4-5 % Pass</b>	<b>Level 6-7 % Pass</b>	<b>Comments</b>
	Butterworth	91.4	8.6	65.	25.5	0.8	
	Cofimvaba	95.5	4.5	57.9	33.7	3.9	
	Cradock	99.1	0.9	48.6	44.8	5.6	
	Dutywa	93.2	6.8	69.4	22.9	0.9	
	East London	96.2	3.8	58	34.9	3.3	
	Fort Beaufort	89	11	64.8	23.6	0.7	
	Graaff Reinet	97.5	2.5	49.2	41.9	6.4	
	Grahamstown	98.3	1.7	51.9	43.1	3.3	
	King William's Town	95.9	4.1	64.2	29.8	2	
	Lady Frere	95.1	4.9	63.6	30.3	1.2	
	Libode	89.1	10.8	67.3	21.3	0.6	
	Lusikisiki	93.8	6.2	68.5	24.5	0.8	
	Maluti	99.8	0.2	54.2	41.8	3.7	
	Mbizana	93	7	70.9	21.2	1	
	Mount Fletcher	96.9	2.9	66.4	29.1	1.4	
	Mount Frere	96.4	3.6	69.7	25.3	1.5	
	Mthatha	96.9	3.1	50.5	42.2	4.1	

	Ngcobo	96.2	3.7	67.9	27.5	1		
	Port Elizabeth	99.2	0.8	46.1	48	5.1		
	Queenstown	96.4	3.6	61.1	32.7	2.7		
	Qumbu	91.3	8.7	69.7	20.9	0.7		
	Sterkspruit	96	4.0	60.8	32.4	2.9		
	Uitenhage	99	1	44.2	44.8	10.1		
4.2	Comparison of the % pass rate to other years							
	DISTRICT	GRADE	2012	≤ ≥	2011	≤ ≥	2010	Identified reasons for the decline or increase in the % pass rate
	Butterworth	12	91.4	10.2	81.2	2	79.2	Schools that were below 80% were targeted to achieve a minimum of 80%. There was monitoring and support to the district
	Cofimvaba	12	95.5	-0.6	96.1	10	86.1	Schools that were below 80% were targeted to achieve a minimum of 80%. There was monitoring and support to the district
	Cradock	12	99.1	1.9	97.2	-1.2	98.4	Schools that were below 80% were targeted to achieve a minimum of 80%. There was monitoring and support to the district
	Dutywa	12	93.2	5	88.2	3.2	85	Schools that were below 80% were targeted to achieve a minimum of 80%. There was monitoring and support to the district
	East London	12	96.2	1.2	95	1	94	Schools that were below 80% were targeted to achieve a minimum of 80%. There was monitoring and support to the district
	Fort Beaufort	12	89	-0.3	89.3	2.6	86.7	Schools that were below 80% were targeted to achieve a minimum of 80%. There was monitoring and support to the district
	Graaff Reinet	12	97.5	1.6	95.9	1.8	94.1	Schools that were below 80% were targeted to achieve a minimum of 80%. There was monitoring and support to the district

	Grahamstown	12	98.3	0.3	98	4.1	93.9	Schools that were below 80% were targeted to achieve a minimum of 80%. There was monitoring and support to the district
	King William's Town	12	95.9	1	94.9	4.9	90	Schools that were below 80% were targeted to achieve a minimum of 80%. There was monitoring and support to the district
	Lady Frere	12	95.1	1.4	96.5	6.5	90	Schools that were below 80% were targeted to achieve a minimum of 80%. There was monitoring and support to the district
	Libode	12	89.1	5.9	83.2	1.1	82.1	Schools that were below 80% were targeted to achieve a minimum of 80%. There was monitoring and support to the district
	Lusikisiki	12	93.8	2.6	91.2	1	90.2	Schools that were below 80% were targeted to achieve a minimum of 80%. There was monitoring and support to the district
	Maluti	12	99.8	1.6	98.2	2.8	95.4	Schools that were below 80% were targeted to achieve a minimum of 80%. There was monitoring and support to the district
	Mbizana	12	93	1.6	91.4	8.6	82.8	Schools that were below 80% were targeted to achieve a minimum of 80%. There was monitoring and support to the district
	Mount Fletcher	12	96.9	1.3	95.6	8	87.6	There was monitoring and support to the district
	Mount Frere	12	96.4	4.6	91.8	-2.5	94.3	Schools that were below 80% were targeted to achieve a minimum of 80%. There was monitoring and support to the district
	Mthatha	12	96.9	0.9	96	4.6	91.4	Schools that were below 80% were targeted to achieve a minimum of 80%. There was monitoring and support to the district
	Ngcobo	12	96.2	0.8	95.4	4.4	91	Schools that were below 80% were targeted to achieve a minimum of 80%. There was monitoring and support to the district
	Port Elizabeth	12	99.2	1	98.2	1.2	96	Schools that were below 80% were targeted to achieve a minimum of 80%. There was monitoring and support to the district
	Queenstown	12	96.4	0.9	95.5	1.8	93.7	Schools that were below 80% were targeted to achieve a minimum of 80%.



								There was monitoring and support to the district
	Qumbu	12	91.3	2.9	94.2	6.2	88	Schools that were below 80% were targeted to achieve a minimum of 80%. There was monitoring and support to the district
	Sterkspruit	12	96	1.4	94.6	3.6	91	Schools that were below 80% were targeted to achieve a minimum of 80%. There was monitoring and support to the district
	Uitenhage	12	99	3	96	1.5	94.5	Schools that were below 80% were targeted to achieve a minimum of 80%. There was monitoring and support to the district

DISTRICT INTERVENTION STRATEGIES				
	DISTRICT	INTERVENTION / S	TIMEFRAME	METHOD / HOW?
	Butterworth	Targeted and focused support to the district and in schools under 80%	On going and during district support	Mini workshop and individual support to both district and schools under 80% on the content identified in 3.3 to 3.11 above.
	Cofimvaba	Targeted and focused support to the district and in schools under 80%	On going and during district support	Mini workshop and individual support to both district and schools under 80% on the content identified in 3.3 to 3.11 above.
	Cradock	Targeted and focused support to the district and in schools under 80%	On going and during district support	Mini workshop and individual support to both district and schools under 80% on the content identified in 3.3 to 3.11 above.
	East London	Targeted and focused support to the district and in schools under 80%	On going and during district support	Mini workshop and individual support to both district and schools under 80% on the content identified in 3.3 to 3.11 above.

	Fort Beaufort	Targeted and focused support to the district and in schools under 80%	On going and during district support	Mini workshop and individual support to both district and schools under 80% on the content identified in 3.3 to 3.11 above.
	Graaff Reinet	Targeted and focused support to the district and in schools under 80%	On going and during district support	Mini workshop and individual support to both district and schools under 80% on the content identified in 3.3 to 3.11 above.
	Grahamstown	Targeted and focused support to the district and in schools under 80%	On going and during district support	Mini workshop and individual support to both district and schools under 80% on the content identified in 3.3 to 3.11 above.
	Dutywa	Targeted and focused support to the district and in schools under 80%	On going and during district support	Mini workshop and individual support to both district and schools under 80% on the content identified in 3.3 to 3.11 above.
	King William's Town	Targeted and focused support to the district and in schools under 80%	On going and during district support	Mini workshop and individual support to both district and schools under 80% on the content identified in 3.3 to 3.11 above.
	Lady Frere	Targeted and focused support to the district and in schools under 80%	On going and during district support	Mini workshop and individual support to both district and schools under 80% on the content identified in 3.3 to 3.11 above.
	Libode	Targeted and focused support to the district and in schools under 80%	On going and during district support	Mini workshop and individual support to both district and schools under 80% on the content identified in 3.3 to 3.11 above.
	Lusikisiki	Targeted and focused support to the district and in schools under 80%	On going and during district support	Mini workshop and individual support to both district and schools under 80% on the content identified in 3.3 to 3.11 above.
	Maluti	Targeted and focused support to the district and in schools under 80%	On going and during district support	Mini workshop and individual support to both district and schools under 80% on the content identified in 3.3 to 3.11 above.
	Mbizana	Targeted and focused support to the district and in schools	On going and during district	Mini workshop and individual

		under 80%	support	support to both district and schools under 80% on the content identified in 3.3 to 3.11 above.
	Mount Frere	Targeted and focused support to the district and in schools under 80%	On going and during district support	Mini workshop and individual support to both district and schools under 80% on the content identified in 3.3 to 3.11 above.
	Mount Fletcher	Targeted and focused support to the district and in schools under 80%	On going and during district support	Mini workshop and individual support to both district and schools under 80% on the content identified in 3.3 to 3.11 above.
	Mthatha	Targeted and focused support to the district and in schools under 80%	On going and during district support	Mini workshop and individual support to both district and schools under 80% on the content identified in 3.3 to 3.11 above.
	Ngcobo	Targeted and focused support to the district and in schools under 80%	On going and during district support	Mini workshop and individual support to both district and schools under 80% on the content identified in 3.3 to 3.11 above.
	Port Elizabeth	Targeted and focused support to the district and in schools under 80%	On going and during district support	Mini workshop and individual support to both district and schools under 80% on the content identified in 3.3 to 3.11 above.
	Queenstown	Targeted and focused support to the district and in schools under 80%	On going and during district support	Mini workshop and individual support to both district and schools under 80% on the content identified in 3.3 to 3.11 above.
	Qumbu	Targeted and focused support to the district and in schools under 80%	On going and during district support	Mini workshop and individual support to both district and schools under 80% on the content identified in 3.3 to 3.11 above.
	Sterkspruit	Targeted and focused support to the district and in schools under 80%	On going and during district support	Mini workshop and individual support to both district and schools under 80% on the content identified in 3.3 to 3.11 above.
	Uitenhage	Targeted and focused support to the district and in schools under 80%	On going and during district support	Mini workshop and individual support to both district and schools

				under 80% on the content identified in 3.3 to 3.11 above.
4.3	Questions in which the learners did not answer successfully			
	<p>Paper 1</p> <ul style="list-style-type: none"> <li>The following questions were poorly answered because candidates could not interpret what was required. Weaker candidates struggled with the terminology. These are the questions: 1.202, 1.5, 1.6, 1.7, 1.10, 1.11, 1.13, and 1.14. Candidates responded by lifting indiscriminately from the passage.</li> <li>The following questions were also poorly answered: 3.3, 3.4, and 3.5, 4.1, 4.13, 4.2.2</li> </ul> <p>Paper 2</p> <ul style="list-style-type: none"> <li>The following questions were challenging to candidates: 1, 2, 3, 5,</li> </ul>			
4.4	Suggested reasons (e.g. content was not taught, content not assessed during SBA)			
	<ul style="list-style-type: none"> <li>Candidates failed to follow instructions.</li> <li>Many candidates quoted blindly from paragraph 3.</li> <li>Many candidates are unable to explain figurative language.</li> <li>Question 3 presented a serious challenge to many learners because they merely paraphrased 3.3 and could not convey the “advertiser’s view”.</li> <li>Candidates literally looked at the words and many responded with “stop following me around” and did not offer the correct answer.</li> <li>4.4 presented a challenge to candidates as they struggle to deal with open-ended questions.</li> </ul>			
4.5	Remedial action in identified challenge areas.			
	<ul style="list-style-type: none"> <li>Learners must be exposed to comprehension exercises at least once a week.</li> <li>Teachers must make use of newspaper/magazine articles from which text A and B are selected so learners are exposed to the format of the paper.</li> <li>Learners need to be taught the importance of answering questions in their own words.</li> <li>More open-ended questions must be set.</li> <li>Teachers must encourage learners to read. Reading newspapers/magazines must be linked to oral activities.</li> <li>Visual literacy should be well taught</li> </ul>			
4.6	Questions in which learners did well			
	Paper 3 was generally done well.			
4.7	Suggested reasons			

	There is a wide variety of choices of topics
4.8	How can these reasons be translated into good practice for other areas of the curriculum?
	Teachers need to strengthen where weaknesses were identified.
4.9	Identified content which appeared in the exam paper which was not taught during the year in certain schools and districts. Why?
	<i>How to write literary essay. Teachers are not clear about how to teach it.</i>
4.10	Implications of the non-coverage of content during the academic year
	<i>It has an adverse results in the performance of learners in the final examinations because candidates cannot answer questions on content they were never taught, e.g. literary essay.</i>
4.11	How were the distribution of the three cognitive levels distributed across the range of questions in the Grade 11 and 12 final exam papers?
	<i>The cognitive levels were balanced as per the requirements of the Examination Guidelines.</i>
4.12	How can this information in terms of the three cognitive levels determine remedial lesson planning?
	<i>Teachers will be guided by this knowledge so that the tasks they set in their schools or clusters can be of good quality.</i>

5. OUTLINE OF INTERVENTIONS FOCUSSING ON THREE IMPACT AREAS				
	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
1	PLANNING	Develop Subject Improvement plans based on 2011 results and findings from examiners reports	Subject Planner/Subject Advisor/teacher	January 2013
		Province to set targets for Districts and Districts for schools		
		Election of Subject Committees at school, district and provincial level and	Subject Planner/Subject Advisor	On going
		Identify needs/problem content areas of each district/school		
		Cluster meetings will be hold each term but monthly were necessary		
		Identify underperforming schools ( <b>with level 1 and 2 pass rate in the subject</b> )	Subject Planner/Subject Advisor	On going
		Develop a programme for each term/semester to support and monitor teachers especially in underperforming schools (also consult Chief Directorate Year Planner 2012).	Subject Planner/Subject Advisor	Subject Advisors Indaba
		Subject Planner identifies districts without Subject Advisors and Subject Advisors identify schools without teachers and develop a support programme for affected learners.		
		Strengthening the subject committees and making sure that they are active and functional in all districts by submission of evidence of their meetings and minutes by Subject Advisors to Head Office	Subject Planner/Subject Advisor	On going
		Development of common formal assessment tasks at Provincial and district level		
		Intensify revision and doing more activities on writing during Winter School and Spring School 2012.	Subject Planner/Subject Advisor	May / June
		Clear programmes should be set: <ul style="list-style-type: none"> <li>• Winter school revision of term 1 and 2 work and midyear question papers</li> <li>• Spring school revision of the year's work and trial exam question papers.</li> <li>• Revision on poorly performed sections</li> </ul>	Subject Advisor	January
		Subject Advisors to ensure that schools use Grades 9 & 10 performance in 2012 to plan for 2013	Subject Advisor	January
		Subject Advisors to ensure that schools analyse Grade 11 exams to identify learner weaknesses per question and plan for 2013	Subject Advisor	January
		Subject Advisors to guide teachers in developing SIP	Subject Advisor	Subject Advisors Indaba
		Districts should submit SIP to the province		

2	TEACHING	Ensure that time table reflects a minimum of 4,5 hrs teaching time per week.	Subject Advisor	January and during on site support
		<b>Drop Everything and Read</b> principles should be adopted by all schools and be supported and monitored by SA if it is done correctly	Subject Advisor	
		Subject Advisors should assist all the schools in developing debating societies and have live leagues which are active from grade 10 to 12 and encourage also the feeder schools	Subject Advisor	On going
		Content gap training for Subject Advisors and teachers on literature.	Subject Planner	
		Training of teachers on how to teach, assess and mark essays i.e. Paper 03 and essay type questions on P 02 during cluster meetings by Subject Advisors assisted by makers as it was discovered that these are problematic.		
		Regular monitoring of teaching, learning and assessment by both Subject Advisors and Subject Planner.		
		Conducting regular content gap workshops on difficult areas and discuss the strategies and approaches that can be used by teachers in the classroom. Sections such as: Literature more especially novel and poetry Summary writing Essay marking: rubric for marking essays and transactional writing How to plan and teach an essay		
		Use of neighbouring higher education institutions in order to enrich their knowledge more especially language section as they assist learners on research, planning, and presentation skills on speeches and debates		
3	ASSESSMENT	Develop Provincial Common tasks for the Programme of Assessment	Subject Advisors	On going
		to mediate tasks to teachers and monitor their implementation; teachers must provide more tasks for pool.		
		Training of SESSs/DCEs on procedures and processes of SBA moderation		
		Training of SMT's by Subject Advisors on procedures and processes of SBA Moderation as this is still a challenge in our schools		
		Develop training manual to empower SMT, cluster leaders, teachers on moderation of POA tasks; Capacitate so as to improve standard of moderation		
		Ensure that exemplar question papers and previous question papers are made available to learners		
		Districts must distribute exemplar question papers and previous question papers to all schools		

4	<b>MONITORING AND SUPPORT</b>	Identification of areas of weakness during on-site support visits, using examiners reports and moderation reports from district and Provincial SBA Moderation:	Subject Planner/subject advisors	On going
		Content coverage		
		Quality of tasks and adherence to Taxonomies		
		Quality of marking		
		Understanding how to develop and design rubrics by many teachers		
		Ensure that teaching, learning and assessment is line with the National and		
		Provincial policy		
		Ensuring that pre and post moderation is done at school level and followed by a		
		comprehensive report for the development of a teacher		
		Ensuring that contact time is protected at all levels and utilized effectively		
		Provincial Committee to set Common Tasks for ALL Grades for the whole year		