



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

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**DIRECTORATE: CURRICULUM FET  
PROGRAMMES**

**PROVINCIAL  
SUBJECT IMPROVEMENT PLAN**

**FOR  
INDIGENOUS LANGUAGES  
2013**

## PROVINCIAL SUBJECT IMPROVEMENT PLAN FOR INDIGENOUS LANGUAGES

1. GENERAL INFORMATION		
1.1	NAME OF SUBJECT PLANNER	TN MKHUTSHULWA
	DESIGNATION	DCES
1.2	<b>CONTACT DETAILS :</b> <b>Tel: 040 608 4570      Cell: 083 2964 783      Fax: 0867598258      email: nmkhutshulwa@gmail.com</b>	

2. INTRODUCTION		
2.1	<b>Purpose of the Provincial Subject Improvement Plan for Indigenous languages.</b>	The purpose of this Provincial Subject Improvement Plan for Indigenous languages is to sustain the quantity of pass rate and improve the quality. The National Senior Certificate (NSC) starts from Grade 10-12, it is therefore crucial that attention and effort to improve quality of teaching, learning and assessment should be applied by teachers equally across the Grades. Our learners manage to move from level 2 and are now between level 3 and 7 but few distinctions. Though the Provincial pass rate for Indigenous languages is between 99% and 100 % but the top learner for 2009 was 89%, 2010 was 88%, 2011 was 89% and 2012 88,9 %. Our 2013 target is 91%(top learner with distinctions )
2.2	<b>How will the Subject Improvement Plan be used?</b>	This subject improvement plan will be used by the subject planner, subject advisors, SMT's 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 meetings for the districts and clusters, during onsite support visits and at school level during teaching, learning and assessment. This must influence what is actually happening to the classroom to improve teaching, learning and assessment
2.3	<b>My vision for my subject for</b>	Working together we can make a difference, speaking with one voice, one spirit and

	<b>2013</b>	commitment we can do better to improve the quality of our indigenous languages grades 10 - 12.	
<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>• All school to achieve not less than level 4</li> <li>• The following districts will have at least 10% distinctions: Cofimvaba, Cradock, Mthatha, Libode and Ngcobo</li> <li>• Our 2013 target for top learner is 91%</li> <li>• 100% district participation in co-curricular activities</li> <li>• To have a uniform approach in conducting Orals and have a sample provincial term moderation</li> <li>• Common tasks for all the formal tasks across the entire province set by districts as agreed in our committee meeting</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>
		Butterworth	100% levels 4 – 7
		Cofimvaba	100% levels 5 – 7 with 10% distinctions
		Cradock	100% levels 5 - 7 with 10% distinctions
		East London	100% levels 4 - 7
		Fort Beaufort	100% levels 4 - 7
		Graaff Reinet	100% levels 4 - 7
		Grahamstown	100% levels 4 - 7
		Dutywa	100% levels 5 - 7 with 10% distinctions
		King William's Town	100% levels 5 – 7 with 5% distinctions
		Lady Frere	100% levels 4 - 7
		Libode	100% levels 5 - 7 with 10% distinctions
		Lusikisiki	100% levels 4 - 7
		Maluti	100% levels 4 - 7
		Mbizana	100% levels 4 - 7
		Mount Frere	100% levels 4 - 7

		Mount Fletcher	100% levels 4 - 7
		Mthatha	100% levels 5 - 7 with 10% distinctions
		Ngcobo	100% levels 5 - 7 with 10% distinctions
		Port Elizabeth	100% levels 4 - 7
		Queenstown	100% levels 5 – 7 with 5% distinctions
		Qumbu	100% levels 4 - 7
		Sterkspruit	100% levels 4 - 7
		Uitenhage	100% levels 4 - 7

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

#### 3.1 Provincial Subject Committee 2013

Name	Contact details			Designation
	Cell	Fax	Email	
Mkhutshulwa Nompumelelo	0832964783	086 7598258	nmkhutshulwa@gmail.com	Subject Planner
Njaba Xoliswa	0834958996	047 8740422	xoliswanjaba@gmail.com	DCES
Qamata Fundiswa	0824188907	047 5481257	qamata.fundiswa66@gmail.com	SES
Matshoba Nokwanda	0822222557	039 2550791	matshobanv@gmail.com	DCES
Mtshizana Sindie	0837451239	047 5371978	sindymtshizana@yahoo.com	DCES
Mdangayi Mathabo	0730239878	041 4034503	mdangaye.mathabo@gmail.com	SES
Bolosha Nomandlovu	0844317870	051 6110364	boloshae@gmail.com	SES
Ntloko Sidima	0835459807	039 2560866	ntloko@edulss.co.za	DCES
Lekana Thapelo	0839885162	039 2570596	g03L5047@campus.co.za	DCES
Mahalefele Polo	0794577800	051 6110364		DCES
Molotsi Maele	0842718312	039 2570596		SES

#### 3.2 Development of Committee Meeting agendas and reporting tools with timeframes

Provincial Committee meeting dates	Proposed Agenda Items for discussion	Responsibility	Reporting tools	District Committee meeting dates	Proposed Agenda Items for discussion	Responsibility	Reporting tools
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 Grades 10 &amp; 11</li> <li>Discussion of Circular 01 of 2013</li> <li>SOPA &amp; YCA Training</li> </ul>	Subject planner and committee members	<ul style="list-style-type: none"> <li>Agenda</li> <li>Report</li> <li>Minutes</li> <li>Attendance register</li> </ul>	20- 28 February 2013	<ul style="list-style-type: none"> <li>Establishment of committee members</li> <li>Role functions</li> <li>Analysis of grade 10 – 12 results</li> <li>Findings on grade 12 marking</li> <li>Discussions on examiners reports</li> <li>CAPS</li> </ul>	DCES Languages, Subject advisors and committee members	<ul style="list-style-type: none"> <li>Agenda</li> <li>Report</li> <li>Minutes</li> <li>Attendance Register</li> </ul>

						implementation for Grades 10 & 11 <ul style="list-style-type: none"> <li>• Discussion of Circular 01 of 2013</li> <li>• SOPA &amp; YCA Training</li> <li>• Term common tasks( task 05 test)</li> </ul>		
	10 – 11 April 2013	<ul style="list-style-type: none"> <li>• Freedom day debates</li> <li>• Term 01 SBA Moderation as well as Oral moderation</li> <li>• Indigenous languages speech competition</li> <li>• Essay writing competition for all school grade 10 - 12</li> </ul>	Subject planner and committee members	<ul style="list-style-type: none"> <li>• Agenda</li> <li>• Report</li> <li>• Minutes</li> <li>• Attendance register</li> </ul>	2 – 3 May 2013	<ul style="list-style-type: none"> <li>• Freedom day debates</li> <li>• Term 01 SBA Moderation as well as Oral moderation</li> <li>• Indigenous languages speech competition</li> <li>• Essay writing competition for all school grade 10 - 12</li> </ul>	DCES Languages, Subject advisors and committee members	<ul style="list-style-type: none"> <li>• Agenda</li> <li>• Report</li> <li>• Minutes</li> <li>• Attendance Register</li> </ul>
	04 – 05 September 2013	<ul style="list-style-type: none"> <li>• Planning for Centralized provincial moderation</li> </ul>			17 – 19 September 2013	<ul style="list-style-type: none"> <li>• Planning for Centralized</li> </ul>		

		<ul style="list-style-type: none"> <li>Findings of term 1- 3 SBA moderation</li> <li>Findings of Final Oral moderation</li> <li>Revision activities such as Radio lesson, morning, Saturday classes</li> <li>Interventions to assist schools with problems such as syllabus coverage</li> </ul>				provincial moderation <ul style="list-style-type: none"> <li>Findings of term 1- 3 SBA moderation</li> <li>Findings of Final Oral moderation</li> <li>Revision activities such as Radio lesson, morning, Saturday classes</li> <li>Interventions to assist schools with problems such as syllabus coverage</li> </ul>		
	06 – 07 November 2013	<ul style="list-style-type: none"> <li>Review of 2013 work, challenges and planning for 2014</li> </ul>	Subject planner and committee members	<ul style="list-style-type: none"> <li>Agenda</li> <li>Report</li> <li>Minutes</li> <li>Attendance register</li> </ul>	12 – 14 November 2013	<ul style="list-style-type: none"> <li>Review of 2013 work, challenges and planning for 2014</li> </ul>	DCES Languages, Subject advisors and committee members	<ul style="list-style-type: none"> <li>Agenda</li> <li>Report</li> <li>Minutes</li> <li>Attendance Register</li> </ul>

3.3	List professional development needs for Subject Advisors and Teachers with timeframes		
	3.3.1 Reporting template		
	3.3.2 Mini workshop on Practical criticism (literature: poetry, novel. Drama, folklore)		
	3.3.3 Mini workshop on Oral response to literature(task 8 )		
	3.3.4 Critical language awareness		
	3.3.5 Marking rubric for transactional writing and literal essay		
	How will the identified professional development needs be addressed?		
	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>TIMEFRAME</b>
	Reporting template	Subject planner	11 – 13 Feb 2013
3.4	Guideline documents on Practical criticism	Provincial committee	April
	PowerPoint presentation on critical language awareness	Provincial committee	April
	Marking rubric for transactional writing and literal essay	Provincial committee	11 – 13 Feb 2013
	One pager guideline document on Oral response to literature	Subject planner	11 – 13 Feb 2013
	List teaching and learning techniques to be enhanced		
	3.4.1 Questioning techniques as guided by Taxonomies		
	3.4.2 Critical language awareness		
	3.4.3 Developing of quality informal as well as formal tasks		
	How will the teaching and learning techniques identified be enhanced together with timeframes		
	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>TIMEFRAME</b>
	Mini workshop on Questioning techniques as guided by Taxonomies	Subject Advisors	First cluster meeting
	Mini Workshop on Critical language awareness	Subject Planner and Provincial Committee	April
	Guideline document on how to develop quality informal as well as formal tasks	Subject Advisors	First cluster meeting
3.5	List moderation processes and procedures to be enhanced		
	3.5.1. Capacitate SMT,s on remarking and reporting (level 01)		
	3.5.2. Capacitate SA on remarking and reporting ( level 02)		
	How will the moderation processes and procedures identified be remediated together with timeframes		
	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>TIMEFRAME</b>
	Mini workshop for SMT's on their roles and responsibilities using a guideline document	Subject Advisors	Feb 2013



	with examples of activities to be moderated. (Setting quality tasks, marking and moderation of the task)		
	Mini workshop for Subject Advisors on their roles and responsibilities using a guideline document with examples of activities to be moderated. (Setting quality tasks, marking and moderation of the task)	Subject Planner and Provincial Committee	11 – 13 Feb 2013
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 3.6.3 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 Provincial Committee	Each term meeting
	Provincial Committee meetings	Subject Planner and Provincial Committee	Each term meeting
	District Committee meetings	DCES Languages & Subject Advisor	Each term meeting
	Cluster meetings	DCES Languages, Subject Advisor & district committee	Each 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>
	Quarterly cluster Oral moderation	Subject Advisors & teachers	April, July, October
	Term 01, term 02, term 03 district/cluster moderation	Subject Advisors & teachers	April, July, October
	Term 01, term 02 SBA Provincial moderation	Subject Planner and Subject Advisors	May & August
	Centralized SBA moderation	Subject Planner and Appointed moderators	23 – 27 October 2013
3.8	List classroom practice (questioning techniques, record keeping, discipline etc) to be developed		
	3.8.1 Reading 3.8.2 Questioning techniques (guided by Taxonomies) 3.8.3 Writing		

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
Questioning techniques (guided by Taxonomies)		Subject advisors and teachers	On going
Writing		Subject advisors and teachers	On going
<b>3.9</b>	<p>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)</p> <p><b>3.9.1 PAPER 1</b></p> <p><b>3.9.1.1 Comprehension</b></p> <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> <p><b>3.9.1.2 Summary</b></p> <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> <p><b>3.9.1.3 Language</b></p> <ul style="list-style-type: none"> <li>• <u>Visual Literacy</u>: Candidates struggle to interpret different types of questions in advertisement, Cartoons etc; they demonstrate lack of depth in critical language awareness (CLA).</li> <li>• Teaching of language in context as well idioms and proverbs</li> </ul> <p><b>3.9.2 PAPER 2</b></p> <ul style="list-style-type: none"> <li>• Candidates do not follow instructions as such they do not answer according to the given instructions</li> <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 as a result such they tell instead of analyzing</li> <li>• Correct use of rubrics to marks P2 by teachers i.e. essay type questions</li> </ul> <p><b>3.9.3 PAPER 3</b></p> <ul style="list-style-type: none"> <li>• <i>Process writing (essays and transactional texts)</i> <ul style="list-style-type: none"> <li>◦ Teaching of process writing</li> <li>◦ <i>Format in transactional texts (longer and shorter pieces)</i> .</li> </ul> </li> <li>• <i>Punctuation</i> is a challenge <ul style="list-style-type: none"> <li>◦ Candidates write sentences without putting a Capital letter and FULL STOP in the end.</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, sometimes no conclusion at all. There is no correlation between them. They leave the essay hanging.</li> <li>◦ They also struggle in other formats of longer and shorter transactional pieces.</li> </ul> </li> </ul>		

	Suggested remediation for identified problem areas:		
	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>TIME FRAME</b>
	P 1 – Mini workshop on the above listed aspects	DCES Languages, Subject Advisor	On going
	P 2 – Mini workshop on the above listed aspects	DCES Languages, Subject Advisor	On going
	P 3 – Mini workshop on the above listed aspects	DCES Languages, Subject Advisor	On going
<b>3.10</b>	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)		
	Suggested remediation for identified problem areas		
	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>TIME FRAME</b>
	<b>PAPER 1</b> 1. <i>Comprehension</i> 2. <i>Summary</i> 3. <i>Language</i>	Subject Planner and Provincial Committee DCES Languages, Subject advisors and district committee members	Ongoing
	<b>PAPER 2</b> Practical criticism (literature: poetry, novel. Drama, folklore)	Subject Planner and Provincial Committee DCES Languages, Subject advisors and district committee members	Ongoing
	<b>PAPER 3</b> Process writing (essays and transactional texts)	Subject Planner and Provincial Committee DCES Languages, Subject advisors and district committee members	Ongoing
<b>3.11</b>	Problem areas identified in the moderation of School Based Assessment (SBA) using Department of Basic Education Moderation report and the Provincial Moderation Reports		
	<b>3.11.1 SBA MODERATION LEVEL 1 AND 2</b> <ul style="list-style-type: none"> <li>➤ Quality of tasks on some districts</li> <li>➤ Shadow marking is prevalent at both levels.</li> <li>➤ No positive and constructive feedback given by teachers to learners, by the HOD to teachers as well cluster/district moderators to teachers and SMT's</li> <li>➤ No submission of mark schedule to determine mark distribution and submission of correct learners evidence of work for moderation.</li> <li>➤ No evidence of Oral moderation as well as oral 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.</li> </ul>		

	<ul style="list-style-type: none"><li>○ Cut and paste practice which in some cases disorganizes numbering.</li><li>➤ 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></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 an appropriate rubric marking rubric correctly.</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>		
	Quarterly cluster Oral moderation		Subject Advisors & teachers	April, July, October		
	Term 01, term 02, term 03 district/cluster moderation		Subject Advisors & teachers	April, July, October		
	Term 01, term 02 SBA Provincial moderation		Subject Planner and Subject Advisors	May & August		
	Centralized SBA moderation	Subject Planner and Appointed moderators	23 – 27 October 2013			
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					
	<b>ACTIVITY</b>	<b>TIMEFRAME</b>	<b>TARGET GROUP</b>	<b>RESPONSIBILITY</b>	<b>METHOD OF ADVOCACY</b>	<b>WHAT WILL THE ACTIVITY ACHIEVE FOR THE SUBJECT?</b>
	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 with dates and invitation letters to districts and schools.	IsiXhosa and Sesotho proficiency, research skills, public speaking, listening, debating as well as presentation skills (LO 1).
	Freedom Day Debates	April to May	Grade 10 to 12	Teachers, Subject Advisors, Subject Planner	Management plan with dates and invitation letters to districts and schools	IsiXhosa and Sesotho proficiency, research skills, public speaking, listening, debating as well as presentation skills (LO 1).
	Indigenous languages Provincial	June Vacation	Subject Planner, Subject advisors and teachers	Subject Planner, Indigenous languages Association, Rhodes University, WSU Subject	Management plan and invitation	Empowerment and skilling of both teachers and subject advisors in all

	Conference			Planner	letters to districts, schools. Rhodes University, WSU	aspects that involve teaching of the language.
	Indigenous languages speech contest	March to August	Grade 10 to 12 learners	Teachers, Subject Advisors, Subject Planner	Management plan with dates and invitation letters to districts and schools.	IsiXhosa and Sesotho proficiency, research skills, public speaking, listening, debating as well as presentation skills (LO 1).
	Essay writing competition	March to October	Grade 10-12 learners	Teachers, Subject Advisors, Subject Planner	Management plan with dates and invitation letters to districts and schools	IsiXhosa and Sesotho proficiency, research skills, planning, drafting, editing as well as presentation skills (LO 3 process writing).
	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.	IsiXhosa proficiency, research skills, public and debate skills and presentation skills (LO 1).
	SEK Mqhayi day (essay writing, poetry writing)	August to September	Grade 10-12 learners	Teachers, Subject Advisors, Subject Planner	Management plan and invitation letters to districts and schools.	IsiXhosa skills, planning, drafting, editing as well as presentation skills (LO 3 process writing).
<b>3.13</b>	Explain how the coverage of curriculum content will be monitored and supported during the academic year with timeframes					
	<b>ACTIVITY</b>		<b>RESPONSIBILITY</b>		<b>TIMEFRAME</b>	
	School readiness visits		School readiness teams		Ongoing	
	On site support		Subject Planner and Subject Advisors		Ongoing	
	SBA Moderation		Subject Planner, Subject Advisors & teachers		Ongoing	

<b>3.14</b>	<p>Extra LTSM identified for usage It is advisable for the teachers to use these books as additional together with the prescribed ones if they can find them</p> <p>3.14.1. Igrama noncwadi by Satyo 3.14.3 Isixhosa by Pahl 3.14.3 Uphengululo lwesiXhosa by Satyo 3.14.4. Amaciko 3.14.5. Imvavanyo zesiXhosa 3.14.6. Izaci namaqhalo by Mesatywa 3.14.7. Ubuqholo besihobe 3.14.8 Newspapers for reading</p>
<b>3.15</b>	<p>List equipment and resources available</p> <p>3.15.1 Subject statements, LPG, SAG for NCS (grade 12) 3.15.2 CAPS (grade 10 – 11) 3.15.3 IsiXhosa Creative writing document 3.15.4 Document for Nyana wam Nyana wam 3.15.5 Document for poetry analysis</p>

	4. ANALYSIS OF RESULTS						
4.1	Percentage pass rate for 2012 Grades 12 in each district						
	Name of District	Subject	% pass rate	No of Schools Levels 1 – 2	No of Schools Levels 3 – 4	No of Schools Levels 5 – 7	No of level 07's
	Butterworth	IsiXhosa HL	99,9%	06	973	2891	13
		IsiXhosa FAL	100%	NIL	05	89	04
	Cofimvaba	IsiXhosa HL	100%	Nil	135	1429	22
	Cradock	IsiXhosa HL	100%	NIL	110	379	00
		Sesotho HL	100%	NIL	2	05	00
	Dutywa	IsiXhosa HL	100%	05	235	2912	65
		IsiXhosa FAL	100%	Nil	04	20	00
	East London	IsiXhosa HL	100%	03	840	3130	25
		IsiXhosa FAL	100%	NIL	255	1139	89
	Fort Beaufort	IsiXhosa HL	100%	02	743	1023	07
		IsiXhosa FAL	100%	NIL	NIL	01	00
	Graaff Reinet	IsiXhosa HL	100%	NIL	48	97	00
	Grahamstown	IsiXhosa HL	100%	NIL	116	412	03

		IsiXhosa FAL	100%	01	29	207	45
King William's Town		IsiXhosa HL	99,9%	04	683	3906	39
		IsiXhosa FAL	100%	NIL	26	194	29
Lady Frere		IsiXhosa HL	100%	NIL	247	1005	06
Libode		IsiXhosa HL	99,9%	10	693	3573	19
Lusikisiki		IsiXhosa HL	100%	02	495	3104	07
		IsiXhosa FAL	100%	NIL	NIL	01	00
Maluti		IsiXhosa HL	100%	Nil	142	900	08
		<i>Sesotho HL</i>	100%	01	67	465	29
Mbizana		IsiXhosa HL	100%	03	637	2316	06
Mount Frere		IsiXhosa HL	100%	NIL	393	1962	10
		IsiXhosa FAL	100%	NIL	01	04	00
Mount Fletcher		IsiXhosa HL	100%	Nil	78	771	10
		IsiXhosa FAL	100%	NIL	01	NIL	00
		<i>Sesotho HL</i>	100%	01	57	320	22
Mthatha		IsiXhosa HL	100%	03	478	5000	50
		IsiXhosa FAL	100%	NIL	07	43	03
Ngcobo		IsiXhosa HL	100%	01	199	1285	18
Port Elizabeth		IsiXhosa HL	100%	04	740	2556	06



		IsiXhosa FAL	100%	01	142	466	34
	Queenstown	IsiXhosa HL	99,9%	04	573	1392	06
		IsiXhosa FAL	100%	01	120	714	84
	Qumbu	IsiXhosa HL	100%	01	299	1899	08
	Sterkspruit	IsiXhosa HL	100%	NIL	423	1043	01
		Sesotho HL	100%	NIL	63	177	10
	Uitenhage	IsiXhosa HL	99,8%	03	327	794	8
		IsiXhosa FAL	100%	NIL	31	168	10

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	IsiXhosa HL	12	99,9%	=	99,9%	<	100%	Administration issues at school and non co-operation of teachers
		IsiXhosa FAL	12	100%	=	100%	=	100%	
	Cofimvaba	IsiXhosa HL	12	100%	=	100%	=	100%	
	Cradock	IsiXhosa HL	12	100%	=	100%	=	100%	
		Sesotho HL	12	100%	=	100%	=	100%	
	Dutywa	IsiXhosa HL	12	99,9%	<	100%	=	100%	Administration issues at school and non co-operation of teachers

		IsiXhosa FAL	12	100%	=	100%	=	100%	
	East London	IsiXhosa HL	12	100%	=	100%	=	100%	
		IsiXhosa FAL	12	100%		100%	=	100%	
	Fort Beaufort	IsiXhosa HL	12	100%	>	99,8%	<	100%	
		IsiXhosa FAL	12	100%	=	NIL	=	100%	
	Graaff Reinet	IsiXhosa HL	12	100%	=	100%	=	100%	
	Grahamstown	IsiXhosa HL	12	100%	=	100%	=	100%	
		IsiXhosa FAL	12	100%	=	100%	=	100%	
	King William's Town	IsiXhosa HL	12	99,9%	<	100%	=	100%	
		IsiXhosa FAL	12	100%	=	100%	=	100%	
	Lady Frere	IsiXhosa HL	12	100%	=	100%	=	100%	
	Libode	IsiXhosa HL	12	99,9%	=	99,9%	<	100%	Administration issues at school and non co-operation of teachers
	Lusikisiki	IsiXhosa HL	12	100%	=	100%	=	100%	
		IsiXhosa FAL	12	100%		nil		nil	
	Maluti	IsiXhosa HL	12	100%	>	99,9%	=	99,9%	No subject advisor
		Sesotho HL	12	100%	=	100%	=	100%	
	Mbizana	IsiXhosa HL	12	100%	=	100%	=	100%	
	Mount Frere	IsiXhosa HL	12	100%	>	99,9%	<	100%	

		IsiXhosa FAL	12	100%		1005		NIL	No Subject Advisor
	Mount Fletcher	IsiXhosa HL	12	100%	=	100%	=	99,8%	
		IsiXhosa FAL	12	100%		nil		nil	
		Sesotho HL	12	100%	=	100%	>	99.4%	
	Mthatha	IsiXhosa HL	12	99,9%	<	100%	=	100%	
		IsiXhosa FAL	12	100%	=	100%	=	100%	
	Ngcobo	IsiXhosa HL	12	99,9%	<	100%	=	100%	Administration issues at school and non co-operation of teachers
	Port Elizabeth	IsiXhosa HL	12	100%	=	100%	=	100%	
		IsiXhosa FAL	12	100%	=	100%	=	100%	
	Queenstown	IsiXhosa HL	12	99,9%	<	100%	=	100%	No subject advisor, administration issues at school and non co-operation of teachers
		IsiXhosa FAL	12	100%	=	100%	=	100%	
	Qumbu	IsiXhosa HL	12	100%	=	99,9%	<	100%	
	Sterkspruit	IsiXhosa HL	12	100%	>	99,9%	<	100%	
		Sesotho HL	12	100%	=	100%	=	100%	
	<b>Uitenhage</b>	IsiXhosa HL	12	99,8%	<	100%	>	99,9%	Administration issues at school and non co-operation of teachers
		IsiXhosa FAL	12	100%	=	100%	=	100%	

District intervention strategies				
	DISTRICT	INTERVENTION / S	TIMEFRAME	METHOD / HOW?
	Butterworth	<ul style="list-style-type: none"> <li>• Active participation of Subject Committees Mini workshop during cluster meetings on summary writing and marking, poetry, literal essay with the rubrics relevant to each paper</li> <li>• Mini workshops on Practical criticism(literature, poetry, novel, drama and folklore)</li> <li>• Sample Oral moderation for each term during SBA Provincial moderation by Subject Planner</li> <li>• Intensive on site support visits by Subject Planner and Subject Advisors focusing on CAPS Implementation for Grade 10-11</li> <li>• Alignment of all co-curricular activities to teaching, learning and assessment</li> </ul>	Ongoing	Through Subject Committee meetings, Mini workshops, cluster meetings, term moderation and on site support visits
	Cofimvaba	<ul style="list-style-type: none"> <li>• Active participation of Subject Committees Mini workshop during cluster meetings on summary writing and marking, poetry, literal essay with the rubrics relevant to each paper</li> <li>• Mini workshops on Practical criticism(literature, poetry, novel, drama and folklore)</li> <li>• Sample Oral moderation for each term during SBA Provincial moderation by Subject Planner</li> <li>• Intensive on site support visits by Subject Planner and Subject Advisors focusing on CAPS Implementation for Grade 10-11</li> <li>• Alignment of all co-curricular activities to teaching, learning and assessment</li> </ul>	Ongoing	Through Subject Committee meetings, Mini workshops, cluster meetings, term moderation and on-site support visits
	Cradock	<ul style="list-style-type: none"> <li>• Active participation of Subject Committees Mini workshop during cluster meetings on summary writing and marking, poetry, literal essay with the rubrics relevant to each paper</li> <li>• Mini workshops on Practical criticism(literature, poetry, novel, drama and folklore)</li> <li>• Sample Oral moderation for each term during SBA Provincial moderation by Subject Planner</li> <li>• Intensive on site support visits by Subject</li> </ul>	Ongoing	Through Subject Committee meetings, Mini workshops, cluster meetings, term moderation and on-site support visits

		Planner and Subject Advisors focusing on CAPS Implementation for Grade 10-11 <ul style="list-style-type: none"> <li>• Alignment of all co-curricular activities to teaching, learning and assessment</li> </ul>		
	East London	<ul style="list-style-type: none"> <li>• Active participation of Subject Committees Mini workshop during cluster meetings on summary writing and marking, poetry, literal essay with the rubrics relevant to each paper</li> <li>• Mini workshops on Practical criticism(literature, poetry, novel, drama and folklore)</li> <li>• Sample Oral moderation for each term during SBA Provincial moderation by Subject Planner</li> <li>• Intensive on site support visits by Subject Planner and Subject Advisors focusing on CAPS Implementation for Grade 10-11</li> <li>• Alignment of all co-curricular activities to teaching, learning and assessment</li> </ul>	Ongoing	Through Subject Committee meetings, Mini workshops, cluster meetings, term moderation and on-site support visits
	Fort Beaufort	<ul style="list-style-type: none"> <li>• Active participation of Subject Committees Mini workshop during cluster meetings on summary writing and marking, poetry, literal essay with the rubrics relevant to each paper</li> <li>• Mini workshops on Practical criticism(literature, poetry, novel, drama and folklore)</li> <li>• Sample Oral moderation for each term during SBA Provincial moderation by Subject Planner</li> <li>• Intensive on site support visits by Subject Planner and Subject Advisors focusing on CAPS Implementation for Grade 10-11</li> <li>• Alignment of all co-curricular activities to teaching, learning and assessment</li> </ul>	Ongoing	Through Subject Committee meetings, Mini workshops, cluster meetings, term moderation and on-site support visits
	Graaff Reinet	<ul style="list-style-type: none"> <li>• Active participation of Subject Committees Mini workshop during cluster meetings on summary writing and marking, poetry, literal essay with the rubrics relevant to each paper</li> <li>• Mini workshops on Practical criticism(literature, poetry, novel, drama and folklore)</li> <li>• Sample Oral moderation for each term during SBA Provincial moderation by Subject Planner</li> <li>• Intensive on site support visits by Subject</li> </ul>	Ongoing	Through Subject Committee meetings, Mini workshops, cluster meetings, term moderation and on-site support visits

		Planner and Subject Advisors focusing on CAPS Implementation for Grade 10-11 <ul style="list-style-type: none"> <li>• Alignment of all co-curricular activities to teaching, learning and assessment</li> </ul>		
	Grahamstown	<ul style="list-style-type: none"> <li>• Active participation of Subject Committees Mini workshop during cluster meetings on summary writing and marking, poetry, literal essay with the rubrics relevant to each paper</li> <li>• Mini workshops on Practical criticism(literature, poetry, novel, drama and folklore)</li> <li>• Sample Oral moderation for each term during SBA Provincial moderation by Subject Planner</li> <li>• Intensive on site support visits by Subject Planner and Subject Advisors focusing on CAPS Implementation for Grade 10-11</li> <li>• Alignment of all co-curricular activities to teaching, learning and assessment</li> </ul>	Ongoing	Through Subject Committee meetings, Mini workshops, cluster meetings, term moderation and on-site support visits
	Dutywa	<ul style="list-style-type: none"> <li>• Active participation of Subject Committees Mini workshop during cluster meetings on summary writing and marking, poetry, literal essay with the rubrics relevant to each paper</li> <li>• Mini workshops on Practical criticism(literature, poetry, novel, drama and folklore)</li> <li>• Sample Oral moderation for each term during SBA Provincial moderation by Subject Planner</li> <li>• Intensive on site support visits by Subject Planner and Subject Advisors focusing on CAPS Implementation for Grade 10-11</li> <li>• Alignment of all co-curricular activities to teaching, learning and assessment</li> </ul>	Ongoing	Through Subject Committee meetings, Mini workshops, cluster meetings, term moderation and on-site support visits
	King William's Town	<ul style="list-style-type: none"> <li>• Active participation of Subject Committees Mini workshop during cluster meetings on summary writing and marking, poetry, literal essay with the rubrics relevant to each paper</li> <li>• Mini workshops on Practical criticism(literature, poetry, novel, drama and folklore)</li> <li>• Sample Oral moderation for each term during SBA Provincial moderation by Subject Planner</li> <li>• Intensive on site support visits by Subject</li> </ul>	Ongoing	Through Subject Committee meetings, Mini workshops, cluster meetings, term moderation and on-site support visits

		Planner and Subject Advisors focusing on CAPS Implementation for Grade 10-11 <ul style="list-style-type: none"> <li>• Alignment of all co-curricular activities to teaching, learning and assessment</li> </ul>		
	Lady Frere	<ul style="list-style-type: none"> <li>• Active participation of Subject Committees Mini workshop during cluster meetings on summary writing and marking, poetry, literal essay with the rubrics relevant to each paper</li> <li>• Mini workshops on Practical criticism(literature, poetry, novel, drama and folklore)</li> <li>• Sample Oral moderation for each term during SBA Provincial moderation by Subject Planner</li> <li>• Intensive on site support visits by Subject Planner and Subject Advisors focusing on CAPS Implementation for Grade 10-11</li> <li>• Alignment of all co-curricular activities to teaching, learning and assessment</li> </ul>	Ongoing	Through Subject Committee meetings, Mini workshops, cluster meetings, term moderation and on-site support visits
	Libode	<ul style="list-style-type: none"> <li>• Active participation of Subject Committees Mini workshop during cluster meetings on summary writing and marking, poetry, literal essay with the rubrics relevant to each paper</li> <li>• Mini workshops on Practical criticism(literature, poetry, novel, drama and folklore)</li> <li>• Sample Oral moderation for each term during SBA Provincial moderation by Subject Planner</li> <li>• Intensive on site support visits by Subject Planner and Subject Advisors focusing on CAPS Implementation for Grade 10-11</li> <li>• Alignment of all co-curricular activities to teaching, learning and assessment</li> </ul>	Ongoing	Through Subject Committee meetings, Mini workshops, cluster meetings, term moderation and on-site support visits
	Lusikisiki	<ul style="list-style-type: none"> <li>• Active participation of Subject Committees Mini workshop during cluster meetings on summary writing and marking, poetry, literal essay with the rubrics relevant to each paper</li> <li>• Mini workshops on Practical criticism(literature, poetry, novel, drama and folklore)</li> <li>• Sample Oral moderation for each term during SBA Provincial moderation by Subject Planner</li> <li>• Intensive on site support visits by Subject</li> </ul>	Ongoing	Through Subject Committee meetings, Mini workshops, cluster meetings, term moderation and on-site support visits

		Planner and Subject Advisors focusing on CAPS Implementation for Grade 10-11 <ul style="list-style-type: none"> <li>• Alignment of all co-curricular activities to teaching, learning and assessment</li> </ul>		
	Maluti	<ul style="list-style-type: none"> <li>• Active participation of Subject Committees Mini workshop during cluster meetings on summary writing and marking, poetry, literal essay with the rubrics relevant to each paper</li> <li>• Mini workshops on Practical criticism(literature, poetry, novel, drama and folklore)</li> <li>• Sample Oral moderation for each term during SBA Provincial moderation by Subject Planner</li> <li>• Intensive on site support visits by Subject Planner and Subject Advisors focusing on CAPS Implementation for Grade 10-11</li> <li>• Alignment of all co-curricular activities to teaching, learning and assessment</li> </ul>	Ongoing	Through Subject Committee meetings, Mini workshops, cluster meetings, term moderation and on-site support visits
	Mbizana	<ul style="list-style-type: none"> <li>• Active participation of Subject Committees Mini workshop during cluster meetings on summary writing and marking, poetry, literal essay with the rubrics relevant to each paper</li> <li>• Mini workshops on Practical criticism(literature, poetry, novel, drama and folklore)</li> <li>• Sample Oral moderation for each term during SBA Provincial moderation by Subject Planner</li> <li>• Intensive on site support visits by Subject Planner and Subject Advisors focusing on CAPS Implementation for Grade 10-11</li> <li>• Alignment of all co-curricular activities to teaching, learning and assessment</li> </ul>	Ongoing	Through Subject Committee meetings, Mini workshops, cluster meetings, term moderation and on-site support visits
	Mount Frere	<ul style="list-style-type: none"> <li>• Active participation of Subject Committees Mini workshop during cluster meetings on summary writing and marking, poetry, literal essay with the rubrics relevant to each paper</li> <li>• Mini workshops on Practical criticism(literature, poetry, novel, drama and folklore)</li> <li>• Sample Oral moderation for each term during SBA Provincial moderation by Subject Planner</li> <li>• Intensive on site support visits by Subject</li> </ul>	Ongoing	Through Subject Committee meetings, Mini workshops, cluster meetings, term moderation and on- site support visits



		Planner and Subject Advisors focusing on CAPS Implementation for Grade 10-11 <ul style="list-style-type: none"> <li>• Alignment of all co-curricular activities to teaching, learning and assessment</li> </ul>		
	Mount Fletcher	<ul style="list-style-type: none"> <li>• Active participation of Subject Committees Mini workshop during cluster meetings on summary writing and marking, poetry, literal essay with the rubrics relevant to each paper</li> <li>• Mini workshops on Practical criticism(literature, poetry, novel, drama and folklore)</li> <li>• Sample Oral moderation for each term during SBA Provincial moderation by Subject Planner</li> <li>• Intensive on site support visits by Subject Planner and Subject Advisors focusing on CAPS Implementation for Grade 10-11</li> <li>• Alignment of all co-curricular activities to teaching, learning and assessment</li> </ul>	Ongoing	Through Subject Committee meetings, Mini workshops, cluster meetings, term moderation and on-site support visits
	Mthatha	<ul style="list-style-type: none"> <li>• Active participation of Subject Committees Mini workshop during cluster meetings on summary writing and marking, poetry, literal essay with the rubrics relevant to each paper</li> <li>• Mini workshops on Practical criticism(literature, poetry, novel, drama and folklore)</li> <li>• Sample Oral moderation for each term during SBA Provincial moderation by Subject Planner</li> <li>• Intensive on site support visits by Subject Planner and Subject Advisors focusing on CAPS Implementation for Grade 10-11</li> <li>• Alignment of all co-curricular activities to teaching, learning and assessment</li> </ul>	Ongoing	Through Subject Committee meetings, Mini workshops, cluster meetings, term moderation and on-site support visits
	Ngcobo	<ul style="list-style-type: none"> <li>• Active participation of Subject Committees Mini workshop during cluster meetings on summary writing and marking, poetry, literal essay with the rubrics relevant to each paper</li> <li>• Mini workshops on Practical criticism(literature, poetry, novel, drama and folklore)</li> <li>• Sample Oral moderation for each term during SBA Provincial moderation by Subject Planner</li> <li>• Intensive on site support visits by Subject</li> </ul>	Ongoing	Through Subject Committee meetings, Mini workshops, cluster meetings, term moderation and on-site support visits

		Planner and Subject Advisors focusing on CAPS Implementation for Grade 10-11 <ul style="list-style-type: none"> <li>• Alignment of all co-curricular activities to teaching, learning and assessment</li> </ul>		
	Port Elizabeth	<ul style="list-style-type: none"> <li>• Active participation of Subject Committees Mini workshop during cluster meetings on summary writing and marking, poetry, literal essay with the rubrics relevant to each paper</li> <li>• Mini workshops on Practical criticism(literature, poetry, novel, drama and folklore)</li> <li>• Sample Oral moderation for each term during SBA Provincial moderation by Subject Planner</li> <li>• Intensive on site support visits by Subject Planner and Subject Advisors focusing on CAPS Implementation for Grade 10-11</li> <li>• Alignment of all co-curricular activities to teaching, learning and assessment</li> </ul>	Ongoing	Through Subject Committee meetings, Mini workshops, cluster meetings, term moderation and on-site support visits
	Queenstown	<ul style="list-style-type: none"> <li>• Active participation of Subject Committees Mini workshop during cluster meetings on summary writing and marking, poetry, literal essay with the rubrics relevant to each paper</li> <li>• Mini workshops on Practical criticism(literature, poetry, novel, drama and folklore)</li> <li>• Sample Oral moderation for each term during SBA Provincial moderation by Subject Planner</li> <li>• Intensive on site support visits by Subject Planner and Subject Advisors focusing on CAPS Implementation for Grade 10-11</li> <li>• Alignment of all co-curricular activities to teaching, learning and assessment</li> </ul>	Ongoing	Through Subject Committee meetings, Mini workshops, cluster meetings, term moderation and on-site support visits
	Qumbu	<ul style="list-style-type: none"> <li>• Active participation of Subject Committees Mini workshop during cluster meetings on summary writing and marking, poetry, literal essay with the rubrics relevant to each paper</li> <li>• Mini workshops on Practical criticism(literature, poetry, novel, drama and folklore)</li> <li>• Sample Oral moderation for each term during SBA Provincial moderation by Subject Planner</li> <li>• Intensive on site support visits by Subject</li> </ul>	Ongoing	Through Subject Committee meetings, Mini workshops, cluster meetings, term moderation and on-site support visits

		Planner and Subject Advisors focusing on CAPS Implementation for Grade 10-11 <ul style="list-style-type: none"> <li>Alignment of all co-curricular activities to teaching, learning and assessment</li> </ul>		
	Sterkspruit	<ul style="list-style-type: none"> <li>Active participation of Subject Committees Mini workshop during cluster meetings on summary writing and marking, poetry, literal essay with the rubrics relevant to each paper</li> <li>Mini workshops on Practical criticism(literature, poetry, novel, drama and folklore)</li> <li>Sample Oral moderation for each term during SBA Provincial moderation by Subject Planner</li> <li>Intensive on site support visits by Subject Planner and Subject Advisors focusing on CAPS Implementation for Grade 10-11</li> <li>Alignment of all co-curricular activities to teaching, learning and assessment</li> </ul>	Ongoing	Through Subject Committee meetings, Mini workshops, cluster meetings, term moderation and on-site support visits
	Uitenhage	<ul style="list-style-type: none"> <li>Active participation of Subject Committees Mini workshop during cluster meetings on summary writing and marking, poetry, literal essay with the rubrics relevant to each paper</li> <li>Mini workshops on Practical criticism(literature, poetry, novel, drama and folklore)</li> <li>Sample Oral moderation for each term during SBA Provincial moderation by Subject Planner</li> <li>Intensive on site support visits by Subject Planner and Subject Advisors focusing on CAPS Implementation for Grade 10-11</li> <li>Alignment of all co-curricular activities to teaching, learning and assessment</li> </ul>	Ongoing	Through Subject Committee meetings, Mini workshops, cluster meetings, term moderation and on-site support visits
4.3	<b>Questions in which the learners did not answer successfully</b>			
	P1 Q 2 summary & Q5 language P 2 Analysis of literature and instructions on how to choose questions and Poetry P3 Section B & C – Longer and Shorter pieces more especial friendly letter and an advert			
4.4	<b>Suggested reasons (e.g. content was not taught, content not assessed during SBA)</b>			

	<p>Content was not properly taught more especially Q5(grammar)</p> <p>Attitude of learners towards the language</p> <p>No teachers in some schools as well subject advisors in other districts</p> <p>Time table as learners may not have enough time to revise because they were writing morning and afternoon session for P1 &amp; 2</p> <p>SBA not properly done at school as well as cluster level as no constructive feedback and suggestions given to both learners and teachers</p> <p>During the course of the year learners must be given a choose of question for P2 with clear instructions as outlines on the Examination guidelines on the structure of each question paper and how to choose question for each section</p>
4.5	<p><b><i>Remedial action in identified challenge areas.</i></b></p> <p>All the aspects of the language must be taught equally and be given attention they deserve and must be taught from grade 8 - 12</p> <p>Motivational speakers must be used to motivate our learners so that they can be proud and love their language</p> <p>More exercises must be given to learners on summary writing schools using the CAPS documents as they were clearly outlined for</p> <p>The additional books identified here must be used as additional material to the prescribed book to remedy the situation regarding all the aspects mentioned in 4.3</p> <p>P 3 as whole must be taught i.e. the process writing following all the steps identified in the Subject Statement as well CAPS with specially emphasis on the format more especially with longer and shorter pieces</p>
4.6	<p><b><i>Questions in which learners did well</i></b></p> <p>P 1 Q 1, 3 &amp;4</p> <p>P2 Section B and C (Novel and Drama)</p> <p>P 3 Section A Essays &amp; Section B shorter pieces</p>
4.7	<p><b><i>Suggested reasons</i></b></p> <p>P 1 Q 1, 3 &amp;4: They understood them well as there is not choosing question</p> <p>P2 Section B and C (Novel and Drama): reading and analysis is improving because the problem is not with answering but on how to choose</p> <p>P 3 Section A _Essays &amp; Section B shorter pieces</p>
4.8	<p><b><i>How can these reasons be translated into good practice for other areas of the curriculum?</i></b></p> <p>Concentration of the work given must not rely on formal tasks only, more activities must be given to learners so that they can have enough time to practice for them to perform at the end of the year.</p>
4.9	<p><b><i>Identified content which appeared in the exam paper which was not taught during the year in certain schools and districts. Why?</i></b></p>

	Grammar, idioms and proverbs for P 1 and Transactional writing more especially longer and shorter pieces
4.10	<b><i>Implications of the coverage non-coverage of content during the academic year</i></b> Content coverage gives learners more change to perform better. Unlike non-coverage as it puts them on a disadvantage of not able to answer all the questions in a proper way
4.11	<b><i>How the distributions of the three cognitive levels were distributed across the range of questions in the Grade 11 and 12 final exam papers?</i></b> Well distributed
4.12	<b><i>How can this information in terms of the three cognitive levels determine remedial lesson planning?</i></b> Learners should be given activities that will cover all the cognitive levels for them to be ready for Final examination throughout the year

5. OUTLINE OF INTERVENTIONS FOCUSING ON THREE IMPACT AREAS				
ITEM No.	AREA	ACTIVITY	RESPONSIBILITY	TIME FRAME
1	PLANNING	<ul style="list-style-type: none"> <li>Provincial plan for 2013 has been issued to Subject Advisors during the provincial committee meeting on the 04-05 November 2012 for implementation and distribution to schools</li> <li>Submission of district plans to schools with projected dates for all the events for the year</li> <li>Election of Subject Committees at school, district and provincial level and <ul style="list-style-type: none"> <li>➤ identify needs/problem content areas of each district/school</li> <li>➤ cluster meetings will be held each term but monthly where necessary with the agenda, minutes signed by all members present and decisions taken for implementation</li> <li>➤ identify underperforming schools (<b>with level 1 &amp; 2 pass rate in the subject</b>)</li> <li>➤ develop a programme for each term/semester to support and monitor teachers especially in underperforming schools (also consult Chief Directorate Year Planner 2013).</li> <li>➤ Appointment of district examiners and moderator for district common</li> </ul> </li> </ul>	Subject Planner and Provincial Committee  SES's  SES, DCES, SUBJECT PLANNER	November 2012  December 2012 to January 2013  Jan - Feb 2013

		<p>tasks grade 10 -12 with the Subject Advisor being the chief moderator</p> <ul style="list-style-type: none"> <li>➤ Completing work schedules for 10-12 within the allocated time</li> <li>➤ Sharing good practices by schools during cluster meetings and by districts.</li> <li>➤ Ensuring that all schools have resources for both teachers and learners. such as textbooks, literature books and any material that is useful to support teaching, learning and assessment</li> </ul>		
		<ul style="list-style-type: none"> <li>• Subject Planner identifies districts without Subject Advisors and Subject Advisors identify schools without teachers and develop a support programme for affected learners.</li> </ul>	Subject Planner, SESs, DCESS, EDO	Jan 2013 Ongoing
		<ul style="list-style-type: none"> <li>• Effective implementation of CAPS grade 10 – 11</li> <li>• Effective use of Work schedule for Grades 12 NCS implementation and making sure that the pacing of teaching is always on target so that all the 03 papers work is covered and completed i.e. syllabus coverage.</li> </ul> <p><b>Note:</b> CAPS implementation in Grade 10 - 11 and Orientation in grade 12 in 2013 for Teachers and subject Advisors.</p>	Subject Planner, Provincial Committee, Subject Committees, SESs, DCESS	Ongoing
		<ul style="list-style-type: none"> <li>• Identify new difficult Content areas in Grade 10 and 11 CAPS such folklore and develop material for short workshops per district/cluster focusing more on new teachers.</li> <li>• Mop-up training for the new and untrained teachers on CAPS Grade 11</li> </ul>	Subject Planner, Provincial Committee Subject Committees, SESs, DCESS	February 2013
		<ul style="list-style-type: none"> <li>• Conducting regular content gap workshops during school holidays and week-ends on difficult areas and discuss the strategies and approaches that can be used by teachers in the classroom. Sections such: summary, essay questions for literature and P 3 as a whole more especially shorter and longer pieces</li> <li>• Literature more especially novel and poetry analysis</li> <li>• Summary writing and marking</li> <li>• How to teach and plan an essay focusing on classroom practice and external examination ( process writing)</li> <li>• Rubrics for marking transactional writing</li> </ul>	Subject Planner, Provincial Committee Subject Committees, SESs, DCESS	Ongoing
		<ul style="list-style-type: none"> <li>• Strengthening the subject committees and making sure that they are active and functional in all districts by submission of evidence of their meetings , dates, minutes signed by all members attended and attendance registers by Subject Advisors to the Subject Planner at Head Office</li> </ul>	Subject Planner, Provincial Committee Subject Committees, SESs, DCESS	Ongoing

		<ul style="list-style-type: none"> <li>Development of common formal assessment tasks at Provincial for P 3 and at district level for P 1 and P 2 as decided by committee members</li> </ul>	Subject Planner, Provincial Committee Subject Committees, SESSs, DCESSs	February, April and July 2013
		<ul style="list-style-type: none"> <li>Acknowledge and encourage good effort by learners and teachers – provide awards and incentives.</li> </ul>	DCES, CES, Subject Advisors	Quarterly
		<ul style="list-style-type: none"> <li>Supporting the worst performing schools i.e. where learners perform at L1, l2 and L 3 through regular school visits. Develop mind maps / concept maps to summarize some topics.</li> </ul>	SESSs, DCESSs	Ongoing
		<ul style="list-style-type: none"> <li>Intensify revision and doing more activities on writing and reading during Winter School, Spring School 2013 as well as Morning, Afternoon and Saturday classes.</li> </ul>	Subject Committees, teachers, SESSs, DCESSs	Ongoing
2	TEACHING	a) Ensure that time table reflects a minimum of 4, 5 hrs teaching time per week.	Teachers, SESSs, DCESSs	January
		b) Teachers must provide learners with activities which develop skills like listening, speaking, reading, viewing, writing, practicing and presenting.	Subject Advisor, HOD, Teachers	Ongoing
		c) <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	HOD, Teachers, Subject Advisor,	Ongoing
		d) 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 GET feeder schools	HOD, Teachers, Subject Advisor, Subject Committees	Ongoing
		e) Content gap training for Subject Advisors and teachers on literature that will be done by Subject planner assisted by Subject Advisors and identified teachers.	Subject Planner, Provincial Committee Subject Committees, SESSs, DCESSs	May 2013
		f) Ten points guidelines developed by the Province must be used to guide and prepare learners for final exams	Subject Planner	July 2013
		g) 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 using the current marking grid provided by National.	Subject Advisors, HOD, Teachers.	Ongoing
		h) Intensify the participation of all schools in SOPA, Freedom day debates, essay writing competitions, Indigenous languages speeches and SEK Mqhayi day more especially the underperforming schools so that learners can improve all the language skills such as listening, speaking, reading, viewing, writing, practicing		

		and presenting. This will be done not as stand alone events but as part teaching, learning and assessment			
		i) Establishment of debating society and reading clubs for all the schools to assist and improve research, reading, listening and speaking skills for learners	HOD, Teachers, Subject Advisor,	Ongoing	
		j) Encourage schools to participate on SEK Mqhayi essay writing competitions so that their language, research, planning, writing and presentation skill can improve	HOD, Teachers, Subject Advisor,	Ongoing	
		k) Regular monitoring of teaching, learning and assessment by both Subject Advisors and Subject Planner to check content coverage, SBA requirements per term.	Subject Advisors, SMT, HOD,	Ongoing	
		l) Identify topics and presenters for radio lessons.	Subject Advisors	Ongoing	
		m) Use of neighboring 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	Teachers, HOD, Subject Advisor,	Ongoing	
3	ASSESSMENT	Develop Subject Improvement plans based on 2012 results and findings from examiners reports	Provincial, District Subject and School Improvement Plans	Subject Advisor, Subject Committee, Teachers	Feb 2013
		Develop Provincial as well as district Common tasks as prescribed in the Programme of Assessment for grade 10 - 12	Subject Advisors to mediate tasks to teachers and monitor their implementation; teachers must provide more tasks for pool. Appoint examiners and moderators to set common tasks from Grade 10 - 12	Subject Advisors, Subject Committee, HOD, Teachers.	Feb – May 2013 Ongoing
		Training of SESs/DCESs on procedures and processes of SBA moderation concentrating on SBA moderation findings for 2012 i.e. Provincial as well as centralized moderation Training of SMT's and teachers procedures and processes of SBA moderation concentrating on SBA moderation findings for 2012 i.e. Provincial as well as centralized moderation	Develop training manual to empower subject advisors, cluster leaders, teachers on moderation of POA tasks; Capacitate them so as to improve quality of tasks and standard of moderation process as whole.	Subject Planner, Provincial Committee, Subject Advisors	Feb 2013 until the end of term 03
		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	Provincial Planner, Provincial Committee, Subject Advisors	March 2013



			moderation		
		Improve the standard of the Teacher Master file and Learner evidence file SMT's and educators should also use moderation reports for cluster as well as provincial moderation more especially the comprehensive report to improve SBA implementation at school level	Provide teachers with guideline on the organization of Teacher Master file and Learner Evidence of work	Provincial Committee, Subject Advisors, DCES, HOD, Teachers	Jan-Feb 2013
		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	Subject Advisor, DCES, HOD, Teachers	Ongoing
		Regular support and monitoring of Teaching, Learning and Assessment.	Negotiated class visits for Grades 10 - 12	SMT, HOD, DCES, Subject Advisor.	Ongoing
		Identify the most needy schools and areas that need improvement during SBA moderation.	<ul style="list-style-type: none"> <li>Strengthen post moderation evaluation and feedback after every Cluster/District/Provincial moderation;</li> <li>Develop intervention strategies to support the most needy school on SBA</li> </ul>	SMT, HOD, DCES, Subject Advisor, Cluster Leaders, Teachers	Ongoing
		<ul style="list-style-type: none"> <li>Ensuring that teachers administer daily informal tasks that linked to formal tasks to consolidate and scaffold knowledge base</li> </ul>		Teachers, HOD, Subject Advisor, DCES,	Ongoing
4	<b>MONITORING AND SUPPORT</b>	<ul style="list-style-type: none"> <li>Identification of areas of weakness during on-site support visits, using examiners reports and moderation reports from district and Provincial SBA Moderation:</li> <li>Focus more on Content coverage</li> <li>Quality of tasks and adherence to Taxonomies</li> <li>Quality of marking</li> <li>Understanding how to develop and design rubrics by many teachers</li> <li>Ensure that teaching, learning and assessment is line with the National and Provincial policy</li> <li>Focusing on SBA requirements and implementation by all levels such teacher, SMT,s and Subject Advisors</li> <li>Ensuring the implementation of CAPS in grade 10 and 11</li> <li>Ensuring that pre and post moderation is done at school level and followed by a comprehensive reports for the development of a teacher</li> <li>Sample moderation by subject advisors during onsite support with special emphasis on Oral tasks more especially Oral response to literature for Grade 12</li> <li>Ensuring that contact time is protected at all levels and utilized effectively</li> </ul>		Teachers, HOD's, Principals, Subject Advisors	Ongoing

5	<b>OTHER ACTIVITIES THAT SUPPORT TEACHING, LEARNING AND ASSESSMENT</b>	• STATE OF THE PROVINCE ADDRESS (SOPA) - Speech contest	Teachers, HOD's, Principals, Subject Advisors and Subject Planner	February - March 2013
		• Training of learners, teachers and Subject Advisors on communication and research schools	Rhodes university students	March 2013
		• Essay writing competitions for Grade 10 -12	Teachers, HOD's, Principals, Subject Advisors and Subject Planner	April – May 2013
		• Freedom day debates	Teachers, HOD's, Principals, Subject Advisors and Subject Planner	April – May 2013
		• Indigenous languages speech contest	Teachers, HOD's, Principals, Subject Advisors and Subject Planner	May 2013
		• IsiXhosa writers day i.e.SEK Mqhayi DAY ( essay writing, speech, imbongi yosiba nembongi yomthonyama)	Teachers, HOD's, Principals, Subject Advisors and Subject Planner	August – September 2013