



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

**DIRECTORATE: CURRICULUM
FET PROGRAMMES**

**PROVINCIAL
SUBJECT IMPROVEMENT PLAN**

**LIFE ORIENTATION
2013**

PROVINCIAL SUBJECT IMPROVEMENT PLAN FOR LIFE ORIENTATION

1. GENERAL INFORMATION		
1.1	NAME OF SUBJECT PLANNER	C.N. TAMBODALA
	DESIGNATION	DCES
1.2	CONTACT DETAILS : Tel: 040 608 4392 Cell: 0828759603 Fax: 0406084394 email:nokwanda.tambodala@edu.ecprov.gov.za	

2. INTRODUCTION		
2.1	Purpose of the Provincial Subject Improvement Plan for Life Orientation	To guide Subject Advisors on planning annual activities, supporting and monitoring teachers so as to accomplish effective teaching and learning and thus improving learner attainment.
2.2	How will the Subject Improvement Plan be used?	It is a resource document to be used by Subject Advisors as a guide to give advice, instruct, support and monitor Life Orientation teachers. This should be adapted so as to suit the context of a particular district.
2.3	My vision for my subject for 2013	To strive for a 100% pass in Life Orientation. To improve the quality of the levels achieved by learners, with level 3 as the intended minimum.
2.4	Achievable/do-able goals set for my subject for the current school year	<ul style="list-style-type: none"> Achieving a 100% pass in Grade 12 in 2013. Improving the quality of the tasks developed during the course of the year. Improving the quality of moderation.

2.5	Subject Pass rate pledge for Grade 12 for 2013 in each of the 23 districts	NAME OF DISTRICT	TARGET PASS RATE FOR 2013
		Butterworth	100%
		Cofimvaba	100%
		Cradock	100%
		Dutywa	100%
		East London	100%
		Fort Beaufort	100%
		Graaff Reinet	100%
		Grahamstown	100%
		King William's Town	100%
		Lady Frere	100%
		Libode	100%
		Lusikisiki	100%
		Maluti	100%
		Mbizana	100%
		Mount Fletcher	100%
		Mount Frere	100%
		Mthatha	100%
		Ngcobo	100%
		Port Elizabeth	100%
		Queenstown	100%
		Qumbu	100%
		Sterkspruit	100%
		Uitenhage	100%

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

3.1	Establishment of Provincial Subject Committee 2013							
	Time frame: 11- 13 February 2013 (To be elected in the Subject Advisors' Indaba)							
	Name	Contact details			Designation			
		Cell	Fax	Email				
	C.N. Tambodala	0828759603	0406084394	nokwanda.tambodala@edu.ecprov.gov.za	Chairperson			
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 Feb	Grade 10 & 11 CAPS implementation CAPS training grade 12 Content-gap Assessment	Subject Planner	Minutes and report Attendance Register	20 – 28 Feb	Discussion of items discussed in the Subject Advisors Indaba	Subject Advisor	Minutes and report Attendance Register
	10-11 Apr	Term 1 moderation June Exams	Subject Planner	Minutes and report. Attendance Register	02-03 May	Term 1 moderation June Exams	Subject Advisor	Minutes and report Attendance

								Register
	29-31 July	Analysis of June Exams results Reflection on Umalusi and DBE moderation Planning for the Final CAT	Subject Planner	Minutes and report Attendance Register	17-19 September	Implementation of resolutions taken at Half Yearly meeting	Subject Advisor	Analysis of June Exams results Reflection on Umalusi and DBE moderation Planning for the Final CAT
	04-05 Sept	Provincial & Umalusi moderation analysis. Preparation for Final exams. Centralised Provincial Moderation	Subject Planner	Minutes and report. Attendance Register	17-19 September	Discussion of moderation reports Reflection on learner performance in the June examinations.	Subject Advisor	Minutes and report Attendance Register
	06-07 Nov	Final Examinations Reflection on achievement of set goals. Planning for 2014	Subject Planner		12 – 14 November	Reflection on achievement of set goals. Planning for 2014	Subject Advisor	Minutes and report Attendance Register
3.3	Professional development needs for Subject Advisors and Teachers with timeframes 3.3.1 Physical Education performance skills and its assessment 3.3.2 Developing quality tasks. 3.3.3 Conducting Moderation sessions							

	How will the identified professional development needs be addressed?		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Orientation of newly-employed Subject advisors	Subject Planner	11 – 13 February 2013
	Physical Education Task Workshop	Subject Planner	29 - 31 May 2013
	Power-point presentation on questioning techniques	Subject Planner	11 – 13 February 2013
	Oral presentation on conducting a moderation session	Subject Planner	11 – 13 February 2013
3.4	Teaching and learning methodologies to be developed		
	3.4.1 Questioning skills 3.4.2 Note taking skills 3.4.3 Skills on response to various types of questions.		
	How will the teaching and learning methodologies identified be remediated together with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Presentation on each of the above	Subject Advisor	On-going / district subject meetings
3.5	Moderation processes and procedures to be developed		
	3.5.1. Strengthening of moderation skills 3.5.2. Physical Education on-site moderation tool 3.5.3 Empowering SMTs on Moderation		
	How will the moderation processes and procedures identified be remediated together with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Discussion on how school and cluster moderation should be conducted.	Subject Planner and Subject Advisors	11 – 13 February 2013 (Subject Planner) On-going (Subject Advisors)
	Development of a Physical Education on-site moderation tool	Subject Planner and Subject Advisors	29 – 31 July 2013
	Monitoring on-site moderation of Physical Education	Subject Planner	14 – 23 August 2013
	Monitoring of District Moderation	Subject Planner	9 – 26 April 2013 15 – 26 July 2013 8 – 18 October 2013

3.6	Ways in which the interpretation of Policies and Guidelines is to be cascaded to Subject Advisors and teachers with timeframes		
	3.6.1 Interpretation and discussion in meetings.		
	3.6.2 Oral and power-point presentations.		
	3.6.3 Development of memoranda and any other relevant communication.		
	3.6.4 Curriculum website		
	How will the interpretation of Policies and Guidelines be cascaded with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Inclusion as agenda items for discussion in Subject Advisors Indaba	Curriculum Planner	11 – 13 February 2013 and 29 -31 July 2013
	Presentation on issues that need clarification.	Subject Planner and Subject Advisors	11 – 13 February 2013 and 29 -31 July 2013
	Development of pamphlets, memoranda and any other relevant material.	Subject Planner and Subject Advisors	On- going
	District workshops and onsite visits and support	Subject Advisors	On-going
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 CAPS content		
	3.7.2 Lesson preparation		
	3.7.3 Question paper development		
	3.7.4 Assessment of the Physical Education		
	How will the identified subject planning need be remediated together with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Mediation of new CAPS content	Subject Advisors	On going
	Guidance on Lesson preparation	Subject Advisors	February 2013
	Guidance on the requirements for development of tasks.	Subject Planner / Subject Advisors	Ongoing 11 – 13 February 2013
	Workshop on Physical Education Assessment	Subject Planner	29 – 31 May 2013
3.8	Classroom practice (questioning techniques, record keeping, discipline etc) to be developed		
	3.8.1 Portfolio arrangement		
	3.8.2 Questioning techniques		
	3.8.3 Recording of PET scores		

	How will the classroom practice identified be remediated together with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Guidance on Portfolio arrangement	Subject Advisor	On-going
	Development of a pamphlet on Questioning techniques	Subject Planner	February 2013
	Interpretation of PET recording sheet	Subject Planner / Subject Advisors	29 – 31 May 2013
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 Core elements of a job contract, conditions of service, relevant labour laws etc. (LO4 As3)		
	3.9.2 Entrepreneurship and identification of a niche market.		
	3.9.3 Physical Education content		
	Suggested remediation for identified problem areas:		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Reflection on the 2012 CAT, with emphasis on the discussion of the Guidelines, learner performance on the task against the June Examinations.	Subject Advisors	February / March 2013
	Unpacking LO4 for deeper understanding of the content. Reference should be made to the Subject Statement and the LPG.	conducting	February 2013
	Mediation of the National Report on SBA Moderation	Subject Planner and Subject Advisors	February 2013
	Analysis of LO3 so as to distinguish between participation and theory Assessment Standards	Subject Planner and Subject Advisors	February / March 2013
3.10	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)		
	3.10.1 Mark allocation that lack clarity in relation to the depth of the expected response		
	3.10.2 Asking questions that are too loaded		
	3.10.3 Choice of sources on which questions are to be based		

	Suggested remediation for identified problem areas					
	ACTIVITY		RESPONSIBILITY		TIMEFRAME	
	Guidance on the requirements for development of tasks.		Subject Planner / Subject Advisors		February 2013 and ongoing	
	Guidance on choice of sources for source-based questions.		Subject Planner / Subject Advisors		On-going	
3.11	Problem areas identified in the moderation of School Based Assessment (SBA) using Department of Basic Education Moderation report and the Provincial Moderation Reports					
	3.11.1 Failure to set questions of good standard in terms of Bloom's taxonomy					
	3.11.2 June Examination question papers that do not adhere to the 2008 SAG with regard to the structure, mark allocation and quality of questions.					
	3.11.3 Setting of PET tasks that are not clear and appropriate. Failure to include assessment tools for PET.					
	Suggested remediation of identified problem areas					
	ACTIVITY		RESPONSIBILITY		TIMEFRAME	
	Discussion on moderation processes.		Subject Planner		11-13 February 2013	
	Monitoring District / Cluster moderation.		Subject Planner		9- 26 April 2013 15-26 July 2013 8 – 18 Oct 2013	
	Conducting Decentralised SBA Moderation		Subject Planner / Subject Advisors		7 -10 May 2013 05 - 07 August 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				
ACTIVITY		TIMEFRAME	TARGET GROUP	RESPONSIBILITY	METHOD OF ADVOCACY	WHAT WILL THE ACTIVITY ACHIEVE FOR THE SUBJECT?
Career Expos / Advocacy		On-going	Grade 10-12 learners	District Curriculum CES Subject Advisor	Meetings Memo to schools Holding exhibitions	Proper choice of subjects and good choice of careers
3.13	Explain how the coverage of curriculum content will be monitored and supported during the academic year with timeframes					
	ACTIVITY		RESPONSIBILITY		TIMEFRAME	
	On site visits monitoring focusing on the		Subject Planner and Subject Advisor.		On-going	

	following: <ul style="list-style-type: none"> Monitoring the Lesson preparations in relation to the W/schedule or Annual Teaching Plan. Monitoring coverage during Cluster SBA moderation. Checking the learners tasks regarding the areas on which they have been assessed 		As per Cluster SBA moderation dates in the Year Planner
	<ul style="list-style-type: none"> Development of common tasks. 	Subject Advisor and Teachers	Beginning of each term
3.14	Extra LTSM identified for usage 3.14.1 PACE resource material 3.14.3 Teenactive material 3.14.3 Heartlines booklet		
3.15	List equipment and resources available 3.15.1 PACE resource material 3.15.2 Teenactive material 3.15.3 Heartlines booklet		

4. ANALYSIS OF RESULTS

4.1	Percentage pass rate for 2012 (Grade 12) in each district									
	Grade 12									
	Name of District	No of Learners Level 1	No of Learners Level 2	No of Learners Level 3	No of Learners Level 4	No of Learners Level 5	No of Learners Level 6	No of Learners Level 7	% Pass	
	Butterworth	4	16	458	1,125	1,405	792	247	99.8	
	Cofimvaba	3	5	120	503	662	257	46	99.8	
	Cradock	1	8	110	299	307	130	48	99.9	
	Dutywa	7	73	384	880	1,285	555	123	99.8	
	East London	7	38	477	1,572	2,220	1,114	620	99.9	
	Fort Beaufort	27	60	409	729	555	211	51	98.7	
	Graaff Reinet	2	1	24	169	314	144	75	99.7	
	Grahamstown	42	2	72	205	310	159	83	95.2	
	King William's Town	45	103	992	1,747	1,449	750	187	99.0	
	Lady Frere	27	25	214	435	436	185	32	98.0	
	Libode	2	5	196	1,022	1,960	1,424	392	99.9	
	Lusikisiki	3	58	865	1,539	895	263	62	99.9	
	Maluti	0	5	119	379	661	465	121	100	
	Mbizana	8	15	270	937	1,299	411	70	99.7	
	Mount Fletcher	0	2	64	324	541	346	85	99.9	
	Mount Frere	0	19	185	752	896	448	88	99.9	

	Mthatha	0	10	343	1,445	2,127	1,536	562	99.9	
	Ngcobo	1	4	215	584	554	179	21	99.8	
	Port Elizabeth	17	138	691	1,784	2,275	1,420	713	99.7	
	Queenstown	6	75	489	874	763	267	171	99.7	
	Qumbu	1	5	88	648	875	504	96	100	
	Sterkspruit	3	32	413	756	639	146	42	99.9	
	Uitenhage	4	52	384	765	776	518	375	99.8	
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	99.8	≤	99.9	≥	99.1			
	Cofimvaba	12	99.8	≤	99.9	=	99.8			
	Cradock	12	99.9	≤	100	≥	99.5			
	Dutywa	12	99.8	=	99.8	=	99.8			
	East London	12	99.9	≥	99.8	≥	99.3			
	Fort Beaufort	12	98.7	≤	99.0	≤	99.4			
	Graaff Reinet	12	99.7	≤	100	≤	100			
	Grahamstown	12	95.2	≤	99.9	≥	99.0			
	King William's Town	12	99.0	≤	99.9	≤	99.4			
	Lady Frere	12	98.0	≤	99.5	≤	99.9			
	Libode	12	99.9	≥	99.7	≥	99.7			
	Lusikisiki	12	99.9	=	99.9	≥	99.7			
	Maluti	12	100	≥	99.5	≥	99.4			

	Mbizana	12	99.7	≥	99.6	≥	99.2	
	Mount Fletcher	12	99.9	≥	99.7	≥	99.4	
	Mount Frere	12	99.9	=	99.9	≥	98.9	
	Mthatha	12	99.9	=	99.9	≥	98.0	
	Ngcobo	12	99.8	≥	99.5	≥	99.4	
	Port Elizabeth	12	99.7	≥	99.5	≥	99.4	
	Queenstown	12	99.7	≤	99.9	≤	99.9	
	Qumbu	12	100	=	100	≥	99.8	
	Sterkspruit	12	99.9	≥	99.5	≥	99.7	
	Uitenhage	12	99.8	≤	99.9	=	99.8	
	District intervention strategies							
	DISTRICT	INTERVENTION / S			TIMEFRAME		METHOD / HOW?	
	Butterworth							
	Cofimvaba							
	Cradock							
	East London							
	Fort Beaufort	Reduction of the number of learners obtaining Level 1 achievement.						
	Graaff Reinet							
	Grahamstown	Reduction of the number of learners obtaining Level 1 achievement.						
	Dutywa							
	King William's Town	Reduction of the number of learners obtaining Level 1 achievement.						
	Lady Frere	Reduction of the number of learners obtaining Level 1 achievement.						

	Libode			
	Lusikisiki			
	Maluti			
	Mbizana			
	Mount Frere			
	Mount Fletcher			
	Mthatha			
	Ngcobo			
	Port Elizabeth	Reduction of the number of learners obtaining Level 1 achievement.		
	Queenstown			
	Qumbu			
	Sterkspruit			
	Uitenhage			
4.3	Questions in which the learners did not answer successfully <ul style="list-style-type: none"> • Question 4 (4.2 and 4.3) • Question 5 • Question 7 			
4.4	Suggested reasons <ul style="list-style-type: none"> • Question 4 focus was on theoretical aspects of sport and it seems teachers do not pay much attention on this. The learner responses indicated that the following were not taught: <ul style="list-style-type: none"> ✓ Differences between 'Sport in western and traditional societies' ✓ Negative perception of the media on "Woman in sport" • The section on "Skills of listening and Empathy" in Question 5 was confusing and this adversely affected the learners performance. There was no clarity regarding what was expected of candidates. • Learners seem to have an understanding of Human rights, however the scenario in which the question was applied was rather unfamiliar to them. This made it difficult for them to give practical solutions and challenges for each solution. 			

4.5	Remedial action in identified challenge areas. <ul style="list-style-type: none"> • Subject Advisors to unpack the core knowledge and concepts for each Learning Outcome as stipulated in the Curriculum Statement and the 2012 Guidelines for Common Assessment Task. • Revision of the Exemplar and final question paper. • Exposing learners to tasks that involve application of knowledge. • Familiarizing teachers to the command verbs used in development of questions as outlined in Bloom's Taxonomy.
4.6	Questions in which learners did well Question 1 Question 2
4.7	Suggested reasons <ul style="list-style-type: none"> • Question 1 is dominated by short responses. Learners with difficulty in the language were not challenged as in essay-type questions. • Question 2 dealt with familiar content viz. 'Alcohol abuse among teenagers'.
4.8	How can these reasons be translated into good practice for other areas of the curriculum? <ul style="list-style-type: none"> • Focus on familiar aspects. • Improving the language command of the learners. • Choice of sources that are clear and rich with information.
4.9	Identified content which appeared in the exam paper which was not taught during the year in certain schools and districts. Why? <ul style="list-style-type: none"> • Sport in Western and Traditional societies • Entrepreneurship i.e. "The Niche Market"
4.10	Implications of the non-coverage of content during the academic year <ul style="list-style-type: none"> • Learners unable to respond to some questions. • Learners' response was inadequate.
4.11	How the three cognitive levels were distributed across the range of questions in the Grade 12 Common Assessment Task? <ul style="list-style-type: none"> • Fairly distributed. Different levels were employed even within questions.
4.12	How can this information in terms of the three cognitive levels determine remedial lesson planning? <ul style="list-style-type: none"> • Lesson planning and lesson preparation should always integrate assessment. • The assessment forms should be varied so as to accommodate the various cognitive levels. • Teachers need to be taken through the verbs associated with the different levels.

5. OUTLINE OF INTERVENTIONS FOCUSING ON THREE IMPACT AREAS

	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
1	PLANNING	Planning of the year's events. <ul style="list-style-type: none"> Each Subject advisor should develop a year planner detailing his / her activities. This should include for example: <ul style="list-style-type: none"> ✓ Intervention strategies and timeframes ✓ Meetings with teachers (Dates & agendas) ✓ Subject Committee Meetings (Dates & agendas) ✓ On-site visits plans ✓ Development of tasks (dates) ✓ Moderation dates ✓ Workshop dates ✓ Any other activity according to the needs of the district. 	Subject Advisors	January 2013
		<ul style="list-style-type: none"> Collection of teacher data reflecting aspects like: <ul style="list-style-type: none"> ✓ Teachers per Grade and their experiences in the subject <p>Teachers handling subject for the 1st time</p>	Subject Advisors	January 2013
		Planning teaching and learning Grades 10 & 11 <ul style="list-style-type: none"> Meetings should be held to ensure that all teachers teaching Life Orientation have been orientated in CAPS. Plan regular audit on current documents e.g. CAPS. 	Subject Advisors	January 2013

		<ul style="list-style-type: none"> Mini workshops where teachers are guided in the use of the Annual Teaching Plan as outlined in the CAPS document (Section 3.2) viz. <ul style="list-style-type: none"> ✓ Covering of prescribed topics within each term. ✓ Development of material on 'New Content' e.g. Decision Making process in Grade 10 and assisting teachers in mastering these. ✓ Adherence to the prescribed Physical Education Component per term. ✓ Suggesting the various activities in which learners could be engaged. 	Subject Advisors	January / February 2013
		<ul style="list-style-type: none"> An audit should be made so as to ascertain that the textbooks used are relevant for CAPS. 	Subject Advisors	January 2013
		<ul style="list-style-type: none"> Guiding teachers in developing simplified preparation that expands on what is to be taught should be drawn up by each teacher. This must state the topic (skills, values and knowledge) covered; commencement date, methodology, resources, and type of assessment. The completion date should be indicated at the end. 	Subject Advisors	January 2013
		Planning teaching and learning Grade 12 <ul style="list-style-type: none"> Conducting the auditing of teachers teaching Grade 12 for the first time. 	Subject Advisors	January / February 2013
		<ul style="list-style-type: none"> Holding meetings focusing on the following: <ul style="list-style-type: none"> ✓ Taking teachers through the core content as stipulated in the Subject Framework. 	Subject Advisors Teachers	January / February 2013

		<ul style="list-style-type: none"> ✓ Distribution of the correct templates and any other necessary documents for. ✓ Development and discussion of A programme of Assessment ✓ Planning 		
		<ul style="list-style-type: none"> • Planning of Physical Education should be related to the components suggested in the Work Schedule for each term viz.: Term 1: Recreation and relaxation activities in and out of school. Term 2: Participation in fitness. Term 3: Participation in sporting activities. <p>This should briefly indicate the activity to be done in each case and also state the resources to be used.</p>	Subject Advisors Teachers	On-going
		<p>It is advisable that teachers should design Lesson Plans to suit the school environment, however this should not compromise the coverage of content.</p> <p>The Provincially designed Lesson plans could serve as a base on which these are developed.</p>	Teachers	On-going
2	TEACHING	<p>Time allocation</p> <ul style="list-style-type: none"> • The teaching time should be in accordance with the policy specification viz. 2 hrs per week. • The timetable should explicitly indicate the Physical Education period. 	Subject Advisors and Teachers	January 2013
		<p>Content Coverage Grade 10 & 11 CAPS</p> <ul style="list-style-type: none"> • Teachers to be supported in the new Grade10 and 11 content. 	Subject Advisors	On-going

		<ul style="list-style-type: none"> Content gap: pamphlet on Democracy and Human Rights with specific emphasis on “National and international instruments and conventions”. On- site support visits should be organized to address this. <p>It is compulsory to cover the given topics in each term (Refer Section 3.2 CAPS document).</p>		
		Content Coverage Grade 12 <ul style="list-style-type: none"> Teachers should be guided on the core Content as per the Content Framework. Mediation of the work schedule so as to guide on the pacing of the topics. All Learning Outcomes and Assessment Standards should be addressed. Provision of schools with the additional material supplied by TEENACTIV 	Subject Advisors and Teachers	On-going
		Monitoring content coverage On site visits monitoring focusing on the following: <ul style="list-style-type: none"> Monitoring coverage as per the Work Schedule or the Annual Teaching Plan Monitoring the Lesson preparations in relation to the W/schedule or ATP Checking the learners’ tasks regarding the areas on which they have been assessed.	Subject Advisors	On-going
		Teaching Strategies The nature of Life Orientation compels teachers to: <ul style="list-style-type: none"> Expose learners to life skills education thus engaging learners to activities that promote skills like problem solving, decision making and effective 	Subject Advisors and Teachers	On-going

		<p>communication, assertiveness, study skills etc.</p> <ul style="list-style-type: none"> • Put emphasis on activity-based learning, where learners are afforded an opportunity to explore and engage in a variety of activities. • Promote co-operative learning so that learners can develop skills of working collaboratively, however this does not rule out individual learning as the case may demand. • The content taught should be related to current issues where possible. • It is advisable to make use of Case Studies and scenarios in the teaching of some skills like decision making. 		
4	ASSESSMENT	<p>Planning of Assessment</p> <ul style="list-style-type: none"> • Holding a meeting on Planning of Assessment with the Subject committee focusing on the implementation the Programme of Assessment. This should focus on: <ul style="list-style-type: none"> • Discussions and decision on how tasks will be set i.e. setting of cluster common task or district common tasks • Assigning tasks to various individuals • Development of bank questions for examinations and other tasks. 	Subject Advisor	January / February 2013
		<p>The Two tasks</p> <ul style="list-style-type: none"> ✓ One task must be a Project, and the subject advisor together with the subject committee should decide and suggest themes suitable for this task. ✓ Teachers should be taken through the Curriculum News stipulating the requirements of a project. 	Subject Advisor and Subject Committee	February 2013

		<p>In choosing the form of assessment for the second task the following should be taken into consideration:</p> <ul style="list-style-type: none"> • The task should not be a test. • An Oral Presentation should not be a stand-alone but form part of another form of assessment. • A task may include one or more pieces of evidence • A single task may comprise one or more forms of assessment • A task can be administered over different periods of time/ stages <p>Should address a substantial volume of content (i.e. KSVs) and be comprehensive in nature.</p>		
		<p>The Two Examinations</p> <ul style="list-style-type: none"> • Each district should decide whether the June and November Grades 10 & 11, and June Grade 12 examination papers will be set by individual schools or common papers will be set at cluster or district level. • The grade 12 learners will write a Common Assessment Task at the end of the year. • The following should be noted regarding the examinations: <ul style="list-style-type: none"> ✓ Format / structure specifications on page 10 of the SAG, and p30 of the CAPS document. ✓ Questions to be set taking into consideration Bloom's Taxonomy. ✓ Content coverage for each examination papers should be in line with the pacing of the content in Work Schedule (Grade 12) and the CAPS document for Grade 	CES Curriculum and Subject Advisor.	February 2013

		10 & 11		
		<ul style="list-style-type: none"> Revision of the 2012 CAT with special emphasis on questions where learners did not perform well e.g. Questions 5 and 7. 	Subject Advisor and Teachers	On-going
		The Physical Education Task (PET) <ul style="list-style-type: none"> Teachers to be reminded that the PET should reflect the three movement components viz. fitness, sport/games and recreational activities in each grade as stipulated in the CAPS document and the SAG. Teachers should familiarize themselves with the mark allocation namely 15 marks for 'Frequency of Participation'(FOP) and 10 marks for 'Movement Performance (MP)' (Grade 12) and 10 FOP and 10 MP for grades 10 and 11. 	Subject Advisor and Teachers	On-going
		<ul style="list-style-type: none"> Evidence of participation should be visible in learners e.g. logbook and or a description of the performance and the date. 	Subject Advisor and Teachers	On-going
		<ul style="list-style-type: none"> Clear instructions and tool for the PET should be evident in teacher portfolios. 	Teachers Subject Advisors to monitor	On-going
		Provision of the PET correct marksheets.	Subject Advisor	February
		Moderation <ul style="list-style-type: none"> Preparing a document for teachers and SMTs on conducting moderation so as to control shadow marking at school and cluster levels. Conducting Cluster / District moderations Conducting LO on- site PET moderation 	Subject Advisor	March 2013 9 – 26 April 2013 15 – 26 July 2013 8 – 18 October 2013 14 – 23 august 2013