



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

**DIRECTORATE: CURRICULUM
FET PROGRAMMES**

**PROVINCIAL
SUBJECT IMPROVEMENT PLAN**

**RELIGION STUDIES
2013**

PROVINCIAL SUBJECT IMPROVEMENT PLAN FOR RELIGION STUDIES

	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 Religion studies	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 a Advisors as a guide to give advice, instruct, support and monitor Religion Studies 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 better pass percentage in Religion Studies, where districts that obtained a pass in the 80s would improve to 95% and those in the 90s would obtain 100%. To improve the quality of the levels achieved by learners, with level 3 as the intended minimum.

2.4	Personal achievable/do-able goals set for Religion Studies 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. • Monitoring SBA and moderation at all levels. 	
2.5	Subject Pass rate pledge for Grade 12 for 2013 in each of the districts	NAME OF DISTRICT	TARGET PASS RATE FOR 2013
		Cofimvaba	95
		Graaff-Reinet	100
		Libode	100
		Port Elizabeth	95
		Queenstown	95
		Qumbu	100
		Uitenhage	100

3. GENERAL AREAS REQUIRING INTERVENTION

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 11 and 12 Content-gap Assessment	Subject Planner	Minutes and report Attendance Register	20 – 28 Feb	Implementation of resolutions taken at Prov .Comm. meeting, viz.: Grade 10 & 11 CAPS implementation. CAPS orientation grade 12 Content-gap Assessment	Subject Advisor	Minutes and report. Attendance Register
	10-11 Apr	Planning for Term 1 moderation and	Subject Planner	Minutes and report.	02-03 May	Term 1 moderation	Subject Advisor	Minutes and report.

		June Exams		Attendance Register		June Exams		Attendance Register
	29-31 July	Analysis of June Exams results Assessment Term 3	Subject Planner	Minutes and report Attendance Register	17-19 September	Implementation of resolutions taken at Half Yearly meeting	Subject Advisor	Minutes and report. Attendance Register
	04-05 Sept	Provincial moderation analysis. Preparation for Final exams. Content coverage.	Subject Planner	Minutes and report. Attendance Register	8-18 October	Provincial moderation analysis. Preparation for Final exams. Content coverage.	Subject Advisor	Minutes and report. Attendance Register
	06-07 Nov	Final Examinations Reflection on achievement of set goals. Planning for 2014	Subject Planner	Minutes and report. Attendance Register	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 Writing of reports.							
	3.3.2 Developing quality tasks							
	3.3.3 Conducting Moderation sessions							
	How will the identified professional development needs be addressed?							
	ACTIVITY			RESPONSIBILITY			TIMEFRAME	
	Designing a reporting template.			Subject Planner			March 2013	
Power-point presentation on questioning techniques			Subject Planner			11 – 13 February 2013		
Oral presentation conducting a moderation session			Subject Planner			11 – 13 February 2013		

3.4	Teaching and learning techniques and skills to be enhanced		
	3.4.1 Questioning skills 3.4.2 Note taking skills 3.4.3 Essay writing and response to various questioning command verbs.		
	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
	Exposing learners to note- taking and essay writing skills.	Subject Advisor and Teacher	On-going
3.5	Moderation processes and procedures to be developed		
	3.5.1. Empowering SMTs on Moderation 3.5.2 Conducting Moderation sessions at Cluster level		
	How will the moderation processes and procedures identified be remediated together with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Presentation on how school and cluster moderation should be conducted	Subject Planner and Subject Advisors	11 – 13 February (Subject Advisor) On-going (Subject Advisors)
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 presentations. 3.6.3 Development of memoranda and any other relevant communication. 3.6.4 Curriculum website		
	How will the interpretation of Policies and Guideline be cascaded with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Inclusion as agenda items for discussion in each of the two Subject Advisors' Indaba	Curriculum Planner	11 – 13 February 2013 and 29 -31 July 2013
	Presentation on areas that need interpretation.	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 Weighting of topics as per Annual Teaching Plan (Grade 10 & 11)		
	3.7.2 Designing a Programme of Assessment		
	3.7.3 Lesson preparation.		
	How will the identified subject planning need be remediated together with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Discussions on each of the above	Subject Planner and subject advisors	11 – 13 February 2013 and 29 -31 July 2013
	Development of exemplars	Subject advisors	On-going
3.8	List classroom practice (questioning techniques, record keeping, discipline etc) to be developed		
	3.8.1 Development of a project		
	3.8.2 Skills on developing questions in relation to Bloom's Taxonomy		
	How will the classroom practice identified be remediated together with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Presentation on what a project should entail	Subject Planner	On-going
	Discussion on questioning techniques	Subject Planner and subject advisors	Subject Planner and subject advisors
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 Differentiation between "nature of man" and "origin of man"		
	3.9.2 Secular world views		
	3.9.3 Exposure of learners to parables from religions other than Christianity		
	Suggested remediation for identified problem areas:		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Discussions in Subject Advisors Indaba	Subject Planner and subject advisors	11 – 13 February 2013
	Research on parables from religions other than	Subject Planner and subject advisors	April 2013

	Christianity					
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 Developing of questions in line with Bloom's Taxonomy					
	3.10.2 Designing of Projects					
	Suggested remediation for identified problem areas					
	ACTIVITY	RESPONSIBILITY		TIMEFRAME		
	Discussion of developed material on the issue.	Subject Planner		11-13 February 2013		
	Power-point presentation on development of tasks.	Subject Planner		11-13 February 2013		
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 Development of tasks of poor quality.					
	3.11.2 Shadow marking instead of genuine moderation.					
	3.11.3 Failure to give developmental comments					
	Suggested remediation of identified problem areas					
	ACTIVITY	RESPONSIBILITY		TIMEFRAME		
	Mini workshops on moderation processes.	Subject Planner		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?
	General knowledge quiz.	July 2012	Grade 12 learners	Subject Advisors and Teachers	Writing of a memorandum to affected districts.	Improvement in learner attainment.
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 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 	Subject Advisor.	On-going 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 Charts 3.14.3 Dictionaries 3.14.3 Various normative sources 3.14.4 Magazines 3.14.5 Newspaper articles		
3.15	List equipment and resources available 3.15.1 Human Resources from various religions 3.15.2 CAPS Documents 3.15.3 Textbooks		

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	
	Cofimvaba	6	8	15	9	7	0	1	87.0	
	Graaff-Reinet	1	3	11	18	20	12	5	98.6	
	Libode	9	13	28	42	51	29	21	95.3	
	Port Elizabeth	1	0	4	3	3	0	0	83.3	
	Queenstown	8	3	5	9	9	7	9	84.0	
	Qumbu	11	22	16	25	24	13	12	91.1	
	Uitenhage	13	25	53	35	24	26	13	93.1	
	Grade 12									
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		
	Cofimvaba	12	87.0	≤	96.0	≤	100			
	Graaff-Reinet	12	98.6	≥	82.8	≥	95.0			
	Libode	12	95.3	≤	98.3	≥	92.6	No dedicated subject Advisor for support and monitoring.		
	Port Elizabeth	12	83.3	≤	95.7	≤	100	No dedicated subject Advisor for support and monitoring.		
	Queenstown	12	84.0	≤	100	≤	93.3			

	Qumbu	12	91.1	≤	96.8	≤	94.8	
	Uitenhage	12	93.1	≤	99.4	≤	92.4	
	DISTRICT	INTERVENTION / S			TIMEFRAME		METHOD / HOW?	
	Cofimvaba	<ul style="list-style-type: none">Giving guidance on the quality of set tasks.Constant monitoring.			On-going		<ul style="list-style-type: none">Support to be offered by the Subject Advisor.Constant district visit by Subject Planner.	
	Graaff-Reinet							
	Libode							
	Port Elizabeth							
	Queenstown							
	Qumbu							
	Uitenhage							
4.3	Questions in which the learners did not answer successfully Paper 1 Q 2 Learners did not master the Internal Differences of Islam. There was misunderstanding between “Teachings and Practices”, learners confused the two. Q 3 Co-operation between religions and political bodies was not successfully answered. Q 5 Learners did not answer successfully Religion and Media coverage. Secular world views were a challenge. Paper 2 Q 2 Learners discussed ‘The nature of man” instead of “origin of man” Q 3 Learners did not know Parables from religions other than Christianity.							
4.4	Suggested reasons (e.g. content was not taught, content not assessed during SBA) <ul style="list-style-type: none">Learners failed to understand what the question required of them e.g. failure to understand the key conceptsContent not taught viz. Parables from religions other than Christianity.Inability to express their ideas appropriatelyLack of essay writing skills							
4.5	Remedial action in identified challenge areas. <ul style="list-style-type: none">Exposing learners verbs associated with higher order questionsAffording learners a glossary of conceptsAffording learners essay writing skills and engaging them in essay type questions on a regular basisRevisiting the Content Framework so as to guarantee total content coverage.							

4.6	Questions in which learners did well Question 1 viz. short answer question on both papers
4.7	Suggested reasons <ul style="list-style-type: none"> • Some questions appear every year and learners seem to be comfortable in answering them • Questions phrased clearly and unambiguously.
4.8	How can these reasons be translated into good practice for other areas of the curriculum? <ul style="list-style-type: none"> • Revision of previous question papers. • Setting of clear and straight forward questions during the year. • Familiarizing learners with questions of different levels according to Bloom's taxonomy.
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"> • Parables from religions other than Christianity
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 not pleasing.
4.11	How the distribution of the three cognitive levels was across the range of questions in the Grade 12 final exam papers? 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 	Subject Advisor	
		<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 ✓ Teachers handling subject for the 1st time 	Subject Advisors	January 2013
		Planning teaching and learning Grades 10 & 11 <ul style="list-style-type: none"> Subject advisors to conduct special mini orientation workshops on Grade 11 CAPS. 	Subject Advisors	January 2013
		<ul style="list-style-type: none"> Planning meetings should be held focusing on the following: <ul style="list-style-type: none"> ✓ Use of the Teaching Plan as outlined in 	Subject Advisors	January 2013

		<ul style="list-style-type: none"> the CAPS document (Section 3.2). ✓ Weighing of topics as per Annual Teaching Plan (emphasis on covering all the prescribed topics in each term) ✓ Designing a Programme of Assessment detailing the various tasks and time frames. ✓ Preparation of lessons 		
		<ul style="list-style-type: none"> Guiding teachers in developing a simplified lesson preparation that expands on what is to be taught. This must state the topic (skills, values, and knowledge) covered, date started and completed, methodology, resources used and type of assessment. 	Subject Advisors	January 2013
		<p>Planning teaching and learning Grade 12</p> <ul style="list-style-type: none"> Planning meetings should be held focusing on the following: <ul style="list-style-type: none"> ✓ Mediation of the Subject Framework and Work Schedule so as to ensure that the required content is covered. ✓ Guiding teachers in the use of the provincial Lesson Plans ✓ Designing a Programme of Assessment detailing the various tasks and time frames. NB. It should be noted that the Work Schedules and the Lesson Plans should be contextualised, so as to accommodate the varying situations in which schools operate. 	Subject Advisors	February 2013
2	TEACHING	<p>Content Coverage</p> <ul style="list-style-type: none"> Mediating the examiners' and moderator's reports and identification of areas that need attention. 	Subject Advisors	February / March 2013

		<ul style="list-style-type: none"> Conducting content gap workshops focusing on the following: <ul style="list-style-type: none"> ✓ A brief orientation of Religion Studies Grades 10 & 11 teachers in approaching the content paying particular attention to the 4 topics (Refer to Section 3 CAPS document). ✓ Unpacking of the Grade 12 Learning Outcomes and Assessment Standards ✓ Discussion and scrutinising of specific challenging themes as per the need of teachers. 		
		<ul style="list-style-type: none"> Designing of a glossary of terms as a basis for the understanding of the content. 	Subject Advisors and Subject Committee	March 2013
		<ul style="list-style-type: none"> Continuous support through on-site visits, development of memoranda and any other form of communication so as to assist in the implementation of CAPS. 	Subject Advisors	On-going
		<p>Monitoring content coverage</p> <p>On site visits monitoring focusing on the following:</p> <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 <p>Checking the learners tasks regarding the areas on which they have been assessed</p>	Subject Advisors	On-going
		<p>Teaching Strategies</p> <ul style="list-style-type: none"> Learners should be exposed to activities that promote skills like, data collection and handling, interpretation, analysis, research and investigation, effective communication. The topic "Topical issues in society" should not be taught in isolation. This integrates well 	Subject Advisors and teachers	On-going

		with subjects like Life Orientation, History etc. Teachers should be encouraged to keep abreast of current religious events and social issues so as to engage learners to real life situations.		
4	ASSESSMENT	Planning of Assessment <ul style="list-style-type: none"> Holding a meeting 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 Developing of bank questions where necessary.	Subject Advisors and Subject Committee	February 2013
		Assessment Grade 10 & 11 N.B. It should be noted that assessment in Religion Studies should not focus on the critical assessment of personal faith and beliefs but the way in which in which operative concepts and thinking skills are applied to religion as a social phenomenon. <ul style="list-style-type: none"> Guiding Subject Advisors and teachers in developing open-book extended writing task. Guiding Subject Advisors and teachers in developing a project. Guiding Subject Advisors and teachers in choosing suitable and a variety of sources for tasks. 	Subject Planner and Subject Advisor	On going
		Assessment Grade 12 The following guidance should be given to teachers regarding the designing of the following tasks: Investigation: This could be an investigation of media coverage	Subject Planner and subject advisors	On- going

		<p>on an important public issue with religious implications over a period of time in which learners:</p> <ul style="list-style-type: none"> • Identify the issue. • Identify the different media. • Identify factors to be investigated. • Present findings which demonstrate critical insight. <p>Assignment: This could be a research or enrichment assignment set within a context covering one of the following issues:</p> <ul style="list-style-type: none"> • The role of the media in presenting and influencing public opinion and attitudes with reference to religion • The involvement of religion in areas of conflict in South Africa, and the world. <p>Source-based writing task: This could be an open-book task where learners interrogate one normative source for interpretive reasons.</p>		
		Guiding teachers in developing questions according to Bloom's Taxonomy.	Subject Advisor	February 2013
		<p>Moderation</p> <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. 	Subject Advisor	March 2013
		<ul style="list-style-type: none"> • Offering support to schools i.r.o. school based moderation 	Subject Advisor	On going
		<ul style="list-style-type: none"> • Conducting Cluster / District moderations 	Subject Advisor	9 – 26 April 2013 15 – 26 July 2013

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