



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

**DIRECTORATE: CURRICULUM
FET PROGRAMMES**

**PROVINCIAL
SUBJECT IMPROVEMENT PLAN**

**TOURISM
2013**

PROVINCIAL SUBJECT IMPROVEMENT PLAN FOR TOURISM

	1. GENERAL INFORMATION	
1.1	NAME OF SUBJECT PLANNER	MS N.A POHLONGO
	DESIGNATION	DCES: SERVICES LEARNING FIELD
1.2	CONTACT DETAILS : Tel: 040 – 608 4392 Cell: 082 083 6107 Fax: 040 - 6084394 email: bongwe.pohlongo@edu.ecprov.gov.za	

2. INTRODUCTION		
2.1	Purpose of the Provincial Subject Improvement Plan for Tourism	<ul style="list-style-type: none"> To guide Subject Advisors on planning for effective teaching, learning and assessment so as to improve results To assist schools to set target for national examination, implement academic activities with a clear understanding of the subject perspective.
2.2	How will the Subject Improvement Plan be used?	This is a resource document to be used by Subject Advisors to advise, monitor, give instruction and evaluate actions / performance of teachers in the classroom. This should be adapted or customized to suit the context of the particular district.
2.3	My vision for my subject for 2013	<ul style="list-style-type: none"> To strive for 100% pass in Tourism To improve the quality of levels achieved by learners starting from level 3 as the intended minimum and increase in level 7 passes.
2.4	Personal achievable/do-able goals set for my	<ul style="list-style-type: none"> Achieving 100% pass in Grade 12 in 2013

	subject for the current school year	<ul style="list-style-type: none"> Improving the quality of SBA tasks developed during the course of the year Improving the performance of learners in PAT that will lead to a better pass at the end of the year. 	
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%
		Dutywa	100%
		King William's Town	100%
		Lady Frere	100%
		Libode	100%
		Lusikisiki	100%
		Mbizana	100%
		Mount Fletcher	100%
		Mount Frere	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

Name	Contact details			Designation
	Cell	Fax	Email	
Ms. NA Pohlongo	082 083 6107	040 608 4605	bongwe.pohlongo@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	Overview of 2012, Analysis of results, Election of Provincial Committee, Roles and responsibilities, Induction of new Subject Advisors	Subject Planner	Agenda, Attendance register, Minutes & Report	20 -28 February	Resolutions taken at the Subject Advisors' Indaba	Subject Advisor	Agenda, Attendance register, Minutes & Report

	10 – 11 April	Grade 10 & 11 CAPS implementation, Grade 12 CAPS training, Provincial moderation, June Exam, Trainings for Services subjects (2013), PAT moderation	Subject Planner	Agenda, Attendance register, Minutes & Report	02 – 03 May	Resolutions taken in the Provincial Subject Committee meeting held on 10 – 11 April 2013	Subject Advisor	Agenda, Attendance register, Minutes & Report
	29 – 31 July	½ Yearly Subject Advisors Workshop Agenda and deliverables	Subject Planner	Agenda, Attendance register, Minutes & Report	12 – 13 August	Resolutions as at ½ Yearly meeting	Subject Advisor	Agenda, Attendance register, Minutes & Report
	04 – 05 Sep	National Tourism Careers Expo, Trial Exam, PAT moderation	Subject Planner	Agenda, Attendance register, Minutes & Report	17 -19 September	Resolutions taken in the Provincial Subject Committee meeting held on 04 – 05 September 2013	Subject Advisor	Agenda, Attendance register, Minutes & Report
	06 – 07 Nov	Subject Improvement Plan for 2014, Planning for 2014	Subject Planner	Agenda, Attendance register, Minutes & Report	12 – 14 Nov	Resolutions taken in the Provincial Subject Committee meeting held on 06 – 07 November 2013	Subject Advisor	Agenda, Attendance register, Minutes & Report
3.3	Professional development needs for Subject Advisors and Teachers with timeframes							
	3.3.1 Designing a reporting template 3.3.2 Questioning taking into consideration Bloom's Taxonomy 3.3.3 Designing minute taking template 3.3.4 Content gap training 3.3.5 Conducting moderation sessions							
	How will the identified professional development needs be addressed?							

	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Designing a reporting template	Subject Planner	11 – 13 February 2013
	Mediation of questioning techniques	Subject Advisors	Ongoing
	Discussions on moderation conducting skills	Subject Planner & Subject Advisors	11 – 13 February 2013
3.4	Teaching and learning techniques and skills to be enhanced		
	3.4.1 Formulating higher order questions		
	3.4.2 Summary writing skills / Note taking skills		
	3.4.3 Designing and marking of a project		
	How will the teaching and learning methodologies identified be remediated together with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Assessment workshop for teachers	Subject Planner & Subject Advisors	February 2013
	Moderation of question papers	Subject Advisors	Ongoing
3.5	Moderation processes and procedures to be developed		
	3.5.1. Conducting moderation sessions at cluster level		
	3.5.2. Moderation process versus shadow marking		
	3.5.3 Empowering SMT on moderation		
	How will the moderation processes and procedures identified be remediated together with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Discussion on how to conduct a moderation session	Subject Planner & Subject Advisors	11 – 13 February 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 Subject Advisors Indaba		
	3.6.2 Workshops		
	3.6.3 Subject Committee meetings, Cluster meetings, Memoranda		
	How will the interpretation of Policies and Guideline be cascaded with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Development of pamphlets.	Subject Planner	As per need

	Designing power point presentations	Subject Planner	As per need
	Memorandum to districts	Subject Planner	As per need
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 Unpacking Practical Assessment Task 3.7.2 How to develop a case study How will the identified subject planning need be remediated together with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Discussions around PAT	Subject Planner & Subject Advisors	During Subject Advisors Indaba
	Development of exemplars for case studies	Subject Advisors & teachers	During subject / cluster meetings
3.8	Classroom practice (questioning techniques, record keeping, discipline etc) to be developed 3.8.1 Use of an assessment tool when marking a project and PAT 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
	Discussion of PAT and project before implementation	Subject Advisors	At the beginning of the year
	Districts setting common controlled tests and common June examination	Subject Advisors & teachers	Ongoing
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 Time zones 3.9.2 Foreign Exchange Suggested remediation for identified problem areas:		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	Content gap training	Subject Planner	As indicated in the Year Planner
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) NONE		

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 Developing higher order questions when setting controlled tests and common exams					
	3.11.2 Shadow marking instead of genuine moderation					
	3.11.3 Lack of developmental comments on the part of SMTs and Subject Advisors					
	3.11.5 Conversion of marks					
	3.11.6 Cut and paste of questions from previous question papers					
	3.11.7 Designing of case studies					
Suggested remediation of identified problem areas						
ACTIVITY		RESPONSIBILITY		TIMEFRAME		
Assessment workshop / revisit Bloom's Taxonomy in the CASS document		Subject Planner & Subject Advisors		February 2013		
Close monitoring and support by Subject Advisors during cluster moderation		Subject Advisors		Cluster moderation sessions		
Districts setting common controlled tests and common June examination		Subject Advisors		During the year		
3.12	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?
	National Tourism Careers Expo	September 2013	Learners and teachers	National Department of Tourism, DEDEAT officials, Subject Planner & Subject Advisors	Meetings & memos to districts and schools	Empowering teachers with content knowledge on challenging topics
	Educators' Seminars	September 2013	Teachers	National Department of Tourism, DEDEAT officials, Subject Planner & Subject Advisors	Meetings & memos to districts and schools	Empowering teachers with content knowledge on challenging topics
	Awareness Day for Services subjects	Date convenient for the district	Subject Advisors, District managers, EDOs, Principals, SMTs & teachers	Subject Advisors and CES Curriculum	Meetings and memos to schools	Awareness about Services subjects

3.13	Explain how the coverage of curriculum content will be monitored and supported during the academic year with timeframes		
	ACTIVITY	RESPONSIBILITY	TIMEFRAME
	School support visits – checking progress as per ATP & work schedule, lesson preparation and learners' work	Subject Advisors & Subject Planner	Ongoing
3.14	Extra LTSM identified for usage 3.14.1 GSA magazines 3.14.2 Data projectors for Tourism teachers		
3.15	Equipment and resources available 3.15.1 Well equipped classroom for teaching Tourism 3.15.2 Access to internet for teachers and learners		

4. ANALYSIS OF RESULTS

4.1

Percentage pass rate for 2012 (Grades 12) in each district

Grade 12

Name of District	% pass rate	No of learners Levels 1	No of learners Levels 2	No of learners Levels 3	No of learners Levels 4	No of learners Levels 5	No of Schools Levels 6	No of Schools Levels 7
Butterworth	97.2	8	79	125	44	24	3	0
Cofimvaba	95.1	4	23	26	24	5	0	0
Cradock	100	0	21	66	57	25	5	2
Dutywa	97.7	4	45	58	76	28	4	2
East London	96.9	47	271	470	424	178	80	23
Fort Beaufort	94.6	36	207	240	123	45	14	2
Graaff Reinet	97.9	4	20	56	59	34	17	4
Grahamstown	97.6	2	17	41	14	4	4	0
King William's Town	92	102	404	453	233	90	28	6
Lady Frere	93.5	9	57	28	35	9	1	0
Libode	99.6	1	20	72	100	43	11	0
Lusikisiki	99.4	2	49	135	95	32	13	0
Maluti	98.2	6	56	126	86	36	14	4
Mbizana	95.2	15	102	115	60	17	4	0
Mount Fletcher	98.2	5	45	106	80	36	9	3

	Mount Frere	97.5	6	70	94	47	22	1	0	
	Mthatha	97.3	13	63	130	118	89	54	16	
	Ngcobo	99.1	0	33	56	18	5	0	0	
	Port Elizabeth	98.4	29	261	593	454	276	106	40	
	Queenstown	88.7	59	162	185	82	28	6	1	
	Qumbu	100	0	39	97	75	19	7	0	
	Sterkspruit	100	0	92	169	115	40	6	4	
	Uitenhage	93.3	45	140	206	146	84	41	14	
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	97.2	≥	78.3	≥	92.6	As per reports outlined in section 4 below		
	Cofimvaba	12	95.1		100	≤	96.0			
	Cradock	12	100	≥	97.7	≥	89.8			
	Dutywa	12	97.7	≥	97.5	≥	96.0			
	East London	12	96.9	≥	94.5	≥	87.1			
	Fort Beaufort	12	94.6	≤	96.9	≤	99.0			
	Graaff Reinet	12	97.9	≤	99.6	≥	93.0			
	Grahamstown	12	97.6	≤	100	≥	90.3			
	King Williams Town	12	92	≥	91.6	≥	85.0			
	Lady Frere	12	93.5	≤	95.2	≥	91.8			
	Libode	12	99.6	≥	98.3	≥	97.9			
	Lusikisiki	12	99.4	≤	100	≥	92.6			

	Maluti	12	98.2	≥	96.8	≥	89.5	
	Mbizana	12	95.2	≥	87.3	≥	76.9	
	Mt Fletcher	12	98.2	≤	98.7	≥	96.3	
	Mt Frere	12	97.5	≥	92.9	≥	94.7	
	Mthatha	12	97.3	≥	94.0	≥	95.8	
	Ngcobo	12	99.1	≥	99.0	≥	95.6	
	Port Elizabeth	12	98.4	≥	97.6	≥	89.2	
	Queenstown	12	88.7	≤	89.3	≤	94.1	
	Qumbu	12	100	=	100	≥	99.2	
	Sterkspruit	12	100	≥	99.2	≥	96.0	
	Uitenhage	12	93.3	≤	97.1	≥	92.6	
	District intervention strategies							
	DISTRICT	INTERVENTION / S			TIMEFRAME		METHOD / HOW?	
	Butterworth	<ul style="list-style-type: none"> To be supported and monitored on regular basis Committee meetings SBA Cluster moderations Content Gap workshops Expos & Indabas Grade 12 Learners support activities Development of materials to support teaching & learning 			As per dates in Curriculum Year Planner		Workshops Meetings Memoranda Printed material	
	Cofimvaba							
	Cradock							
	Dutywa							
	East London							
	Fort Beaufort							
	Graaff Reinet							
	Grahamstown							
	King Williams Town							
	Lady Frere							

	Libode	<ul style="list-style-type: none">• To be supported and monitored on regular basis• Committee meetings• SBA Cluster moderations• Content Gap workshops• Expos & Indabas• Grade 12 Learners support activities• Development of materials to support teaching & learning	As per dates in Curriculum Year Planner	Workshops Meetings Memoranda Printed material
	Lusikisiki			
	Maluti			
	Mbizana			
	Mt Fletcher			
	Mt Frere			
	Mthatha			
	Ngcobo			
	Port Elizabeth			
	Queenstown			
	Qumbu			
	Sterkspruit			
	Uitenhage			
4.3	Questions in which the learners did not answer successfully			
	<ul style="list-style-type: none">• Learners did not answer successfully in Question 3.1 and 3.2 (Green tourism)• Questions 6 (Time zones) and 7 were poorly answered.			
4.4	Suggested reasons (e.g. content was not taught, content not assessed during SBA)			
	<ul style="list-style-type: none">• The majority of candidates gave direct quotations from the extract• The learners did not understand the “Green” tourism concept• Learners struggled to locate places on the time zone map. They don’t know how to calculate time zone• Learners did not use calculators when calculating FOREX			
4.5	Remedial action in identified challenge areas.			
	<ul style="list-style-type: none">• Encourage learners to answer in their own words and not to quote• Start a green tourism club at school and thus create an awareness of the environment• Seemingly teachers themselves do not understand “Time Zones” hence there is still a need for a workshop on time zones• Teachers must keep abreast with current events that have an impact in Tourism. They must not only focus on textbooks			

	<ul style="list-style-type: none"> • Learners must practice calculating FOREX with both BBR and BSR. • Teachers must ensure that all learners are in possession of calculators when writing Tourism examination
4.6	Questions in which learners did well
	<ul style="list-style-type: none"> • Learners did well in Question 1 (Short questions). The average mark was 23/40 • Questions 4 (Sustainable and responsible tourism). • Learners also performed well in Questions 8 (Customer care and communication) and 9
4.7	Suggested reasons
	<ul style="list-style-type: none"> • It is evident that teachers managed to cover the content as stipulated in the Work Schedule. This is also proved by the increase in pass percentage for 2012. In 2011 the pass percentage was 94.9 % and in 2012 it was 96.3%. • It is easy to score high marks in a question which requires short responses, especially when all content has been covered • Most learners seemed to understand the “Triple bottom line approach” or the three pillars of Sustainable Tourism. • Learners are becoming more aware of the latest technology.
4.8	How can these reasons be translated into good practice for other areas of the curriculum?
	Regular access to internet which is a requirement in Tourism exposes learners to current trends in Tourism
4.9	Identified content which appeared in the exam paper which was not taught during the year in certain schools and districts. Why?
	NONE
4.10	How the distribution of the three cognitive levels was across the range of questions in the Grade12 final exam papers?
	The three cognitive levels were well distributed across a range of questions in the Grade 12 final exam paper
4.11	How can this information in terms of the three cognitive levels determine remedial lesson planning?
	Teachers must take into consideration the three cognitive levels when setting controlled tests and June examination for Grades 11 and 12

5. OUTLINE OF INTERVENTIONS FOCUSING ON THREE IMPACT AREAS

	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
1	PLANNING	CAPS GRADE 10 AND 11 Theoretical Topics: Teachers need to familiarize themselves with the overview of theoretical topics per grade in the CAPS document. Teaching Plan: <ul style="list-style-type: none"> Teachers must stick to the annual teaching plan for each Grade. This serves as a guide on what must be taught in each term. The sequence within the term is not compulsory and the teacher can cover it in any appropriate sequence. N.B: It is compulsory to do the content in the term indicated.	SMTs Teachers	Cluster Committee meetings as per Curriculum management Year Planner
		GRADE 12 Work Schedule: <ul style="list-style-type: none"> Teachers should adhere to the Work Schedule which is provided by the National Department of Education for NCS Grades 12 This would ensure uniformity in terms of the sequence and the pace in which the content is dealt with This would also enable Grade 12 learners to write a possible common June examination at district level To ensure that all Assessment Standards have been dealt with thoroughly for Grade12, check the Content Framework as it states clearly the content to be covered. 	SMTs Teachers and Subject Advisors	Cluster Committee meetings as per Curriculum management Year Planner
		Examination guidelines: Subject Advisors must ensure that all Grade 12 teachers are in possession of examination guidelines (2009)	SMTs Teachers and Subject Advisors	Cluster Committee meetings as per Curriculum management Year Planner

5. OUTLINE OF INTERVENTIONS FOCUSING ON THREE IMPACT AREAS				
	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
		Lesson Preparation: <ul style="list-style-type: none"> The lesson planning has been done away with and instead the lesson preparation must be the main focus. Teachers would realize how they can best utilize the planning template in order to minimize complex planning 	SMTs Teachers and Subject Advisors	Ongoing
		Lesson Preparation: <ul style="list-style-type: none"> The lesson planning has been done away with and instead the lesson preparation must be the main focus. Teachers would realize how they can best utilize the planning template in order to minimize complex planning 	SMTs Teachers and Subject Advisors	Ongoing
2	TEACHING	Number of periods <ul style="list-style-type: none"> Teachers must ensure that they have the correct number of periods per week Four hours per week is allocated for Consumer Studies Out of the 4 hours per week, 1 ½ hours is for practical work (e.g a double period of 45 minutes) 	SMTs Teachers	Ongoing
		Content Coverage Content coverage is crucial. All Learning Outcomes and Assessment Standards should be addressed in Grade 12 Mastery of Concepts Teachers should drill learners on basic concepts, principles, rules, functions etc.	SMTs Teachers	Cluster Committee meetings as per Curriculum management Year Planner
		<ul style="list-style-type: none"> The use of textbook is key to teaching and learning which means that every learner must be in possession of a textbook in all grades Teachers must expose learners to the terminology and concepts of Consumer Studies more often. The use of terminology booklet where learners can jot down important terms and definitions is essential. Learners must also be given tasks on how to make mind 	SMTs Teachers	Ongoing

5. OUTLINE OF INTERVENTIONS FOCUSING ON THREE IMPACT AREAS

	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
		maps and summaries on what has been taught.		
		<ul style="list-style-type: none"> Teaching must be done according to the LOs and ASs indicated in the Work Schedule for Grade 12 	SMTs & Teachers	<ul style="list-style-type: none"> SBA Moderation sessions as per Assessment Instruction 10 Of 2013 Cluster Committee meetings as per Curriculum management Year Planner and Circular 03 of 2013
		<ul style="list-style-type: none"> Teachers must also take examination guidelines into consideration when teaching 	SMTs & Teachers	
		<ul style="list-style-type: none"> Teachers should relate the content to relevant contexts in order to make it meaningful. 	SMTs & Teachers Subject Advisors	<ul style="list-style-type: none"> SBA Moderation sessions as per Assessment Instruction 10 Of 2013 Cluster Committee meetings as per Curriculum management Year Planner and Circular 03 of 2013
		<ul style="list-style-type: none"> Teachers are also advised to share content expertise in teaching areas where they experience difficulty. 	SMTs & Teachers Subject Advisors	<ul style="list-style-type: none"> SBA Moderation sessions as per Assessment Instruction 10 Of 2013 Cluster Committee

5. OUTLINE OF INTERVENTIONS FOCUSING ON THREE IMPACT AREAS				
	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
				meetings as per Curriculum management Year Planner and Circular 03 of 2013
3	ASSESSMENT	<ul style="list-style-type: none"> Teachers are expected to develop Annual Assessment Plan and submit it to the SMT before the start of the school year This will be used to draw up a School Assessment Plan which should be provided to learners and parents in the first week of the first term. 	SMTs Teachers Subject Advisors	At the beginning of the year
		SBA Tasks <ul style="list-style-type: none"> PoA – 6 tasks for grades 10 – 12 Subject Advisors must ensure that correct recording sheets are used for entering marks. Marks must also be entered in the correct percentages as required by the policy. Tests <ul style="list-style-type: none"> Tests in the Programme of Assessment are controlled tests and should be written under controlled conditions. Note that there is a difference between a controlled test and a class test Controlled tests should cover the terms' work and focus on different cognitive levels. Teachers must enter marks as reflected on the recording sheets regardless of the total for a given test or a project e.g if a test given was out of 100 / 200 it must be converted to the required percentage 	SMTs Teachers Subject Advisors	<ul style="list-style-type: none"> SBA Moderation sessions as per Assessment Instruction 10 Of 2013 Cluster Committee meetings as per Curriculum management Year Planner and Circular 03 of 2013 On-site visits
		June / Trial & Final Examination papers <ul style="list-style-type: none"> Make use of Provincial and National exemplars as basis for setting internal question papers. Refrain from cut and 	Subject Advisors and Teachers	<ul style="list-style-type: none"> SBA Moderation sessions as per Assessment

5. OUTLINE OF INTERVENTIONS FOCUSING ON THREE IMPACT AREAS

	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
		<p>paste from previous question papers when setting question papers</p> <ul style="list-style-type: none"> It is advisable that common June examination be written at district level so that teachers can be supported and guided by Subject Advisors on setting quality question papers Outline the format of the question paper to learners as stipulated in the 2008 Subject Assessment Guidelines Tourism. 		<p>Instruction 10 Of 2013</p> <ul style="list-style-type: none"> Cluster Committee meetings as per Curriculum management Year Planner and Circular 03 of 2013 On-site visits
		<p>Cluster Moderation</p> <ul style="list-style-type: none"> Ensure that all learners have completed the formal tasks in the Programme of Assessment. Post moderation meeting must be conducted to evaluate the standard of work presented by schools 	SMTs Teachers Subject Advisors	<ul style="list-style-type: none"> SBA Moderation sessions as per Assessment Instruction 10 Of 2013 Cluster Committee meetings as per Curriculum management Year Planner and Circular 03 of 2013 On-site visits
	PRACTICAL ASSESSMENT TASKS	<ul style="list-style-type: none"> Practical Assessment Tasks for Grades 10 – 12 should be completed as stipulated in the PAT Document PAT counts 25% of the final mark Teachers must unpack the PAT to learners and guide them when they are doing it The Provincial moderation has revealed that most teachers do not unpack PAT before giving it to learners and this impacts negatively on learner performance. 	SMTs Teachers Subject Advisors Subject Planner	<ul style="list-style-type: none"> SBA Moderation sessions as per Assessment Instruction 10 Of 2013 Cluster Committee meetings as per Curriculum management Year Planner and Circular

5. OUTLINE OF INTERVENTIONS FOCUSSING ON THREE IMPACT AREAS				
	AREA	ACTIVITY	RESPONSIBILITY	TIMEFRAME
				03 of 2013 <ul style="list-style-type: none"> • On-site visits • PAT moderation as per Curriculum Year Planner dates