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OFFICE OF THE MEC**

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Gauteng Department of Education

Presentation to National Council of Provinces (NCOP)
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This presentation focuses on:

- ◆ 2004 Grade 12 results
- ◆ Grade 12 Recovery Plan
- ◆ I.TSM Plan for 2005
- ◆ Learners under trees process



2004 Senior Certificate Examinations

◆ In 1999 the Gauteng Department of Education set a target to attain a 73% pass rate by the year 2003. This target was surpassed in 2002 by attaining a pass rate of 78.07%. The province proudly announced a pass rate of 81.45% for 2003. However the province did not sustain this feat and the class of 2004 achieved a pass rate of 76.7%. A decrease of 4.75%

PASS RATES FOR THE PAST FIVE-YEARS

	2000	2001	2002	2003	2004	Difference
Overall Senior Certificate Pass Rate	47.3%	53.7%	49.1%	51.4%	49.7%	-4.7%
Pass rate for Senior Certificate with Enforcement	0.8%	2.3%	21.9%	23.3%	22.4%	-1.2%
Number of enforcement students	12 822	12 023	14 881	13 805	13 786	-154
Number of successful candidates	14 173	17 066	14 221	20 650	21 220	+1812

Summary Of Overall Pass Rate

Category	2000	2001	2002	2003	2004
Senior Certificate	47.3%	53.7%	49.1%	51.4%	49.7%
Senior Certificate with Enforcement	0.8%	2.3%	21.9%	23.3%	22.4%
Number of enforcement students	12 822	12 023	14 881	13 805	13 786
Number of successful candidates	14 173	17 066	14 221	20 650	21 220

ENROLMENT

The number of Senior Certificate entries for 2004 increased from 70293 to 73530 (+4.60%).

The number of candidates who failed was only 164 less than the previous year, although the percentage failure was 4.75%.

Enrolment Comparison (Full Time)


Description	Number 2002	Number 2003	Number 2004
Candidates that entered Senior Certificate with endorsement	27330	23392	29744
Candidates that entered for endorsement and failed SC (with endorsement) outright	3193	2548	3019
Candidates entered for SC without endorsement	30506	30877	41077
Candidates that entered SC and passed Senior Certificate (without endorsement)	25777	23788	28099
Candidates that entered Senior Certificate with endorsement but passed with only Senior Certificate	4007	4124	5319
Total no. of candidates who wrote Grade 12 examinations	63028	64303	71468

What Changed

- There was a substantial decrease in English Second Language pass rate. The failures increased by 5662 which led to an overall increase of the failure rate by 5.56%. A failure in a language results in a failure of the year for 70% of all candidates.
- However there was a marked increase of the Afrikaans Second Language pass rate. The number of candidates that failed decreased by 2301 which led to an overall decrease of the failure rate by 2.25%


What Changed

- The change in these two pass rates counteract one another resulting in an overall failure of 3.3%(5.56 - 2.25)
- The above figure is largely responsible for the overall increase of the failure rate which was 4.75%
- Only 1.4% of the decrease in pass rate is as a result of increased failures in other subjects




The Effect of Other Subjects

Substantial increase in failures occurred in Accounting SG, Physical Science SG, Business Economics SG, Mathematics SG and Biology SG as seen in the next slide.




The Effect of Other Subjects

Subject description	Increase in Failures
ENGLISH SECOND LANGUAGE HG	5662
ACCOUNTING SG	2784
PHYSICAL SCIENCE SG	2049
BUSINESS ECONOMICS SG	1833
MATHEMATICS SG	1267
BIOLOGY SG	1111
HISTORY SG	957
BIOLOGY HG	675
ECONOMICS SG	627
ECONOMICS HG	479
ACCOUNTING HG	403
AFRIKAANS SECOND LANGUAGE HG	-2301




Top 100 Candidates

Candidate		Percentage of total marks obtained			
Rank	Score	High	Low	High	Low
101	49	2009	2000	2000	2000




Full Time Versus Part Time

Year	F/T Entries	P/T Entries	P/T Write
2000	67 856	44 499	32 446
2001	63 630	47 582	31 378
2002	63 928	53 457	35 358
2003	68 303	55 072	37 369
2004	73 707	56 227	37529



Pass Rate in Selected HG Subjects

Year	Eng 1L	Eng 2L	Maths	Science	Biol
2000	94.34	78.75	77.14	70.89	69.88
2001	93.54	90.3	74.55	72.23	70.84
2002	95.18	96.31	71.69	65.33	68.39
2003	94.45	95.32	74.05	66.45	71.68
2004	95.35	83.18	70.72	63.47	68.10



Continuous Assessment

- ◆ Even though Continuous Assessment will not drastically alter the candidates final marks, the effect of CASS is more in the preparation for writing exams.
- ◆ Formal testing, standardized preparatory exams, etc. all have a positive effect on preparing candidates and can possibly be classified as the most successful intervention program.
- ◆ It is particularly our quality assurance moderation process that lends credibility to learners work.

Subject statistics

Subject	Total	Pass	% Pass
ENGLISH SECOND LANGUAGE 10	2007	1700	84.70
ENGLISH SECOND LANGUAGE 10	2007	1700	84.70
MATHEMATICS 10	2007	1700	84.70
MATHEMATICS 10	2007	1700	84.70
PHYSICAL SCIENCE 10	2007	1700	84.70
PHYSICAL SCIENCE 10	2007	1700	84.70
BIOLOGY 10	2007	1700	84.70
BIOLOGY 10	2007	1700	84.70
ACCOUNTING 10	2007	1700	84.70
ACCOUNTING 10	2007	1700	84.70
HISTORY 10	2007	1700	84.70
HISTORY 10	2007	1700	84.70

GRADE 12 RECOVERY PLAN

Introduction

- Pass rate declined from 81,45% with 33,1% enrolment rate in 2003 to 76,4% overall and 27,3% enrolment rate in 2004
- Reasons are varied but poor performance in English (2 G1) and major topics
- Performance in ex-G11 and ex-G12 schools especially worrying
- Need to bounce back immediately in 2005 pass rate
- Interventions by nature will have to be targeted and intense but should also have a developmental dimension that will ensure systemic improvements and sustainability of learner performance
- The recovery plan has two elements:
 - direct access to quality curriculum support for identified category of learners
 - All schools to develop a school based support programme focusing on grade 10 to 12 with minimum assessment management systems operational and pilot schools in operation
- The plan should start no later than the 1st week of March 2005

INTERVENTION PROJECT

The focused intervention will consist of two thrusts

- ◆ Direct support to an identified category of learners
- ◆ School based support programmes



Direct Learner Support (1)

- ◆ A service provider will be appointed
- ◆ Subjects include the gateway subjects, also
- ◆ "at risk" learners who scored between 35% and 50% in the Grade 11 examinations in 2004
- ◆ Tuition to be provided for a total of 38 160 learners (just over 50% of possible full-time candidates.)
- ◆ Utilise allocated SSIP budget, this makes provision for R314.00 per learner/subject.
- ◆ Classes in specific geographic areas




Direct Learner Support (continue)

- ◆ Curriculum content to be presented would be prioritised on the basis of moderator/examiner reports
- ◆ Intervention should start no later than the first week in March 2005
- ◆ Extend into part of the April vacation, thereafter Saturday mornings and "winter "school" in June/July
- ◆ District monitoring requirements – Annexure 1




MATRIC SUPPORT PROGRAMME

1. Peer-group Study Syndicates
 - ◆ All schools/ sites to audit resources provided to SSIP sites
 - ◆ These resources to be packaged per subject
 - ◆ a roster for rotation from school to school in a defined geographic area to be drawn up.
 - ◆ The learners then working in syndicate groups could have access to the materials on a rotation basis.
 - ◆ Within schools the most able learner in a particular subject could be tasked to lead a study group
 - ◆ Educators would be involved in the management of the resources, and providing additional tuition, on request from the learners



MATRIC SUPPORT PROGRAMME


2. **Assessment Management System Basic Documentation to be available in an organized accessible manner (Annexure 2)**
3. **Schools to ensure full participation of teachers in subject clusters**
4. **School support programmes should be linked to the requirements of IQMS**
5. **School Improvement Plans (SIP)**
6. **District Improvement Plans (DIP)**



LTSM REPORT ON PREPARATIONS FOR DEVELOPMENT AND PROCUREMENT 2005/6

Introduction


- ♦ LTSM focuses on Learner Support Materials for Grade 1-12 (in all Public ordinary schools) and Teacher Support Materials for the implementing grades (Gr 7 and 10)
- ♦ Provisioning for LTSM entails 100% budget allocation for the implementing grades and 10% top-up for other grades
- ♦ The latter is linked to a vigorous retrieval system
- ♦ Life-span of book (3-5 years)
- ♦ Stationery supply constitutes full replacement and is based on Norms and Standards for curriculum delivery
- ♦ The LTSM SUPPLY chain incorporates 2 processes: policy and strategy development and the procurement, supply and allocation



Steps in the LTSM process Map


IN THE PRE-PROCUREMENT PROCESS

- ♦ Development of LTSM
- ♦ Call for publishers' submissions
- ♦ Evaluation of LTSM
- ♦ Approval, rejection and conditional approval depending on the appropriateness
- ♦ Development and distribution of catalogue of catalogue




IN THE PROCUREMENT PROCESS

- ◆ Requisitioning of desired LTSM
- ◆ Capturing of requisitions
- ◆ Placement of Orders with suppliers, publishers and printers respectively
- ◆ Delivery to schools
- ◆ Distribution to end-users
- ◆ Retrieval of LTSM from end-users



Preparation for readiness to implement LOETA policy

- ◆ District LTSM coordinators appointed and orientated on pre-procurement and some procurement aspects
- ◆ School LTSM coordinators have been trained
- ◆ e-Tool used for all school's procurement
- ◆ Budget allocations to be finalized by April 2005



Arrangements for on-time delivery 2005/6


- ◆ Management plans and **Process Map** for the development of booklists **and catalogues** (see attached schedules)
- ◆ Gantt Chart and project plan for the procurement and delivery process (see attached schedule)
- ◆ Management plan for procurement and pre-procurement stages (see below)
- ◆ GDE adheres to 18 Month pre-implementation period for RNCS (To keep pace with DoE rollout plan)

Process steps as plotted on Management plan


Activity	responsibility	Timeframe
Development of LTSM	*PUBLISHERS	2004
Call for publishers' submissions	*GDB	Aug 2004
Evaluation of LTSM	*GDB	March 2005
Approval, rejection and conditional approval depending on the appropriateness	*GDB	March 2005

Activity	responsibility	Timeframe
Development and distribution of catalogue of catalogue	*GDE	Apr- May 2005
Issuing of indicative budgets to schools	*GDE	Apr-May 2005
Requisitioning of desired LTSM	*SCHOOLS	May - June 2005
Capturing of requisitions	*GDE	May - Jun 2005
Placement of Orders with suppliers, publishers and printers respectively	*GDE *SBC, *SCHOOLS *STAKEHOLDERS	Jun-Aug 2005

Activity	responsibility	Timeframe
Delivery to schools	*GDB *STAKEHOLDERS	Sep Oct 2005
Distribution to end-users	*SLISM/SGE *GDB	Jan 2006
Retrieval of LTSM from end-users	*GDB/ *SLISM/SGE	2006 continuous

 **SOME MAJOR STEPS TAKEN BY GDE AS PER POLICY**


- ◆ **Negotiation of evaluation criteria with materials developers/ Stakeholders**
GDE adopts and implements an **outcomes-based approach of giving criteria upfront to the materials developers (RNCS-compliant criteria contained in the evaluation instrument)**

 ◆ **Development of an evaluation instrument**

- ◆ The GDE is preparing an RNCS-based evaluation instrument to be utilized by evaluators, educators at the evaluation centre (for Grade 10 a National instrument is to be utilized)

The instrument caters for both qualitative and quantitative evaluation of TSM

- ◆ Upon completion of the evaluation process will develop an electronic catalogue that provides details, images and short reviews of the approved materials

 **Delivery will assist in achieving the following in 2006:**

- ◆ facilitating the implementation of the National Curriculum Statements in schools by providing a framework for educator development as well as **classroom practice and management, monitoring, evaluation and support**
- ◆ Preparing educators adequately to deal with the pedagogic **transformation** required by the NCS in terms of curriculum content, didactic approaches and assessment
- ◆ Availing **new resources** and competences to comply with the delivery of new subjects and assessment standards



PROGRESS ON REMOVAL OF LEARNERS UNDER TREES

◆ There are no learners physically receiving instruction under trees or outside, full-time.



◆ Although none of our schools are operating as full-time institutions under trees, we do however have a situation at two schools where a problem is experienced during certain class periods. Especially during language periods where the schools offer a number of different languages and learners then split into numerous small groups, there are not enough classrooms to accommodate all these various small groups. Mobile classrooms are being provided to these two school to resolve the problem.
