
CHIEF DIRECTORATE: CURRICULUM MANAGEMENT

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CURRICULUM INSTRUCTION CM01 OF 2021

**TO: DEPUTY DIRECTORS-GENERAL
CHIEF DIRECTORS
HEAD OFFICE DIRECTORS AND DISTRICT DIRECTORS
CHIEF EDUCATION SPECIALISTS
EDUCATION DEVELOPMENT OFFICERS
DEPUTY CHIEF/ SENIOR EDUCATION SPECIALISTS
PRINCIPALS OF PUBLIC & INDEPENDENT SCHOOLS OFFERING GRADES R-12
TEACHER UNIONS AND SCHOOL GOVERNING BODIES**

DATE: 02 FEBRUARY 2021

<p>IMPLEMENTATION OF CURRICULUM COVERAGE ONLINE REPORTING TOOLS FOR GRADES 1-12</p>
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1. BACKGROUND

- 1.1 Educational research has shown that curriculum coverage is a key contributing factor in determining learner performance. Consequently, inadequate curriculum coverage results in poor learning outcomes, and vice versa.
- 1.2 The monitoring of curriculum coverage should therefore, feature as an inherent part of curriculum delivery, i.e. teaching and learning, and as such, form part of the curriculum management process implemented by those responsible for oversight across the different levels of the Basic Education sector, i.e. nationally, provincially, in districts and in schools.
- 1.3 The Department of Basic Education (DBE) recently workshopped the different tools in use across the provinces and it was found that a need exists for the development and use of a national standardised tool to do justice to reporting on curriculum coverage in the sector. In the main, the qualitative aspect of reporting was found to be wanting and different interpretations exist on how to quantify actual coverage.
- 1.4 The Eastern Cape Department of Education (ECDOE) developed and published standardised online reporting tools, one for GET and one for FET, to determine the extent of curriculum coverage across the province in 2019. While the DBE is working with

provinces to finalise a national tool, the 2019 ECDOE reporting tools are to be administered with immediate effect in the interim until further notice.

- 1.5 The Annual Teaching Plans (ATPs) published in the CAPS provide the benchmark per subject per grade against which to track curriculum delivery in the classroom. However, to mitigate the impact of the COVID-19 pandemic, the curriculum content to be covered per subject per grade had to be revised, and the Recovery ATPs (available at <http://bit.ly/ATP-2021>) published by the DBE in December 2020 are the benchmark against which curriculum coverage is to be tracked, monitored and reported for the 2021, 2022 and 2023 academic years.

2. WHO IS RESPONSIBLE FOR REPORTING ON CURRICULUM COVERAGE?

- 2.1 Subject/ Departmental Heads are responsible for monitoring the status of curriculum coverage per subject per grade and for reporting the findings to the Principal on a monthly basis. Use should be made of the Revised Annual Teaching Plans (ATPs) availed for 2021-2023 to monitor the extent of curriculum delivery in the subjects they are responsible for on a regular basis.
- 2.2 Principals of all Public and Independent schools are responsible for consolidating the curriculum coverage reports submitted per subject per grade and for reporting on the curriculum coverage of their schools in all subjects per grade on a monthly basis (i.e. by the last working day of every month) via the ECDOE online reporting tools. A separate tool must be completed for GET and FET respectively.

3. DATES FOR THE SUBMISSION OF CURRICULUM COVERAGE



It is important that Principals timeously complete and submit the online reporting tools for GET and/or FET (whatever is applicable to their school) on the scheduled dates to facilitate monthly reporting on curriculum coverage in the Basic Education sector. The due dates for online reports for the 2021 academic year are as follows:

Report	Due Date
1	26 March 2021
2	30 April 2021
3	28 May 2021
4	25 June 2021
5	30 July 2021
6	27 August 2021
7	23 September 2021

4. HOW TO ACCESS AND COMPLETE THE ONLINE CURRICULUM COVERAGE TOOL

- 4.1 All curriculum coverage reporting is to take place via the online reporting tools availed by the ECDOE.

- 4.2 Two online forms have been developed: one for GET and one for FET. Principals of schools which offer both phases, must fill out both forms.
- 4.3 Principals should use a computer, Tablet or mobile device which has Internet connectivity and go to the relevant websites to access the online forms. Alternatively, the QR Codes provided below can be scanned with a mobile device which will also give access to the same online forms:

GET Phase Online Form	FET Phase Online Form
https://bit.ly/GETcoverage2021	https://bit.ly/FETcoverage2021
	

- 4.4 If a mobile device is used, it is recommended that the landscape view is activated to assist with the viewing of the online tools.
- 4.5 All fields marked **REQUIRED** must be populated/ completed on the form and those not marked **REQUIRED** must only be responded to if applicable to the school. The **SUBMIT** icon must be clicked when reaching the end of the form to submit the input captured. Each form must only be submitted **once** per reporting cycle.

5. GENERAL

- 5.1 Principals are requested to mediate Curriculum Instruction CM01 of 2021 to their staff and to commence with the tracking, monitoring and reporting of curriculum coverage as per directive of this Curriculum Instruction. Copies of the respective GET and the FET online forms are provided in **Annexure A** and **Annexure B** to assist Principals in planning for and consolidating input for the reporting process via the online reporting tool.
- 5.2 Subject Advisors, Circuit Managers and District CESs: Curriculum are requested to monitor and support schools in the completion and submission of the online Curriculum Coverage Tools as per the dates indicated in **Section 3** above.



MS N POTE
CHIEF DIRECTOR: CURRICULUM MANAGEMENT

ANNEXURE A

GET CURRICULUM COVERAGE TOOL 2021

NOTE:

A copy of the GET curriculum coverage online reporting tool is being provided in this annexure to assist Principals with the collection and collation of information to be captured and submitted via the online reporting tool.

GET Curriculum Coverage 2021

It is expected from all principals to indicate the curriculum coverage in all GET subjects offered by schools every month. This online report is due on the last working day of every month. ONLY ONE SUBMISSION BY THE PRINCIPAL/ACTING PRINCIPAL IS EXPECTED PER MONTH.

***Required**

Email address *

Your email address

District *

Choose from the list below the district in which the school is situated.

- Alfred Nzo East
- Alfred Nzo West
- Amathole East
- Amathole West
- Buffalo City
- Chris Hani East
- Chris Hani West
- Joe Gqabi
- Nelson Mandela
- OR Tambo Coastal
- OR Tambo Inland
- Sarah Baartman

Circuit

What is the name of the circuit? (As in SASAMS)

Your answer

School *

What is the name of the school?

Your answer

EMIS No *

What is the 9 digit EMIS number of the school?

Your answer

Principal *

What is the name of the principal/acting principal?

Your answer

Cellphone *

What is the cellphone number of the principal?

Your answer

Week *

Indicate which Report you submit. On these dates the Principal should obtain the current status of Curriculum Coverage in the school from all Subject/Grade Heads of all subjects.

- Report 1: 26 March 2021
- Report 2: 30 April 2021
- Report 3: 28 May 2021
- Report 4: 25 June 2021
- Report 5: 30 July 2021
- Report 6: 27 August 2021
- Report 7: 23 September 2021

Grade 1, Curriculum Coverage

Indicate the level of coverage per subject (Gr 1) taught at the school. This response should be based on information provided by the Subject/Grade Heads. Consensus should be reached if there are more than one teacher teaching the same subject.

	According to teaching plan	±1 week behind	±2 weeks behind	±3 weeks behind	±4 weeks behind
Afrikaans HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afrikaans FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
isiXhosa HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
isiXhosa FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seSotho HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seSotho FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Grade 2, Curriculum Coverage

Indicate the level of coverage per subject (Gr 2) taught at the school. This response should be based on information provided by the Subject/Grade Heads. Consensus should be reached if there are more than one teacher teaching the same subject.

	According to teaching plan	±1 week behind	±2 weeks behind	±3 weeks behind	±4 weeks behind
Afrikaans HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afrikaans FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
isiXhosa HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
isiXhosa FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seSotho HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seSotho FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Grade 3, Curriculum Coverage

Indicate the level of coverage per subject (Gr 3) taught at the school. This response should be based on information provided by the Subject/Grade Heads. Consensus should be reached if there are more than one teacher teaching the same subject.

	According to teaching plan	±1 week behind	±2 weeks behind	±3 weeks behind	±4 weeks behind
Afrikaans HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afrikaans FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
isiXhosa HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
isiXhosa FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seSotho HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seSotho FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Grade 4, Curriculum Coverage

Indicate the level of coverage per subject (Gr 4) taught at the school. This response should be based on information provided by the Subject/Grade Heads. Consensus should be reached if there are more than one teacher teaching the same subject.

	According to teaching plan	±1 week behind	±2 weeks behind	±3 weeks behind	±4 weeks behind
Afrikaans HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afrikaans FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
isiXhosa HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
isiXhosa FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seSotho HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seSotho FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Natural Sciences & Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Grade 5, Curriculum Coverage

Indicate the level of coverage per subject (Gr 5) taught at the school. This response should be based on information provided by the Subject/Grade Heads. Consensus should be reached if there are more than one teacher teaching the same subject.

	According to teaching plan	±1 week behind	±2 weeks behind	±3 weeks behind	±4 weeks behind
Afrikaans HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afrikaans FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
isiXhosa HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
isiXhosa FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seSotho HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seSotho FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Natural Sciences & Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Grade 6, Curriculum Coverage

Indicate the level of coverage per subject (Gr 6) taught at the school. This response should be based on information provided by the Subject/Grade Heads. Consensus should be reached if there are more than one teacher teaching the same subject.

	According to teaching plan	±1 week behind	±2 weeks behind	±3 weeks behind	±4 weeks behind
Afrikaans HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afrikaans FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
isiXhosa HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
isiXhosa FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seSotho HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seSotho FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Natural Sciences & Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Grade 7, Curriculum Coverage

Indicate the level of coverage per subject (Gr 7) taught at the school. This response should be based on information provided by the Subject/Grade Heads. Consensus should be reached if there are more than one teacher teaching the same subject.

	According to teaching plan	±1 week behind	±2 weeks behind	±3 weeks behind	±4 weeks behind
Afrikaans HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afrikaans FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
isiXhosa HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
isiXhosa FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seSotho HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seSotho FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Economics Management and Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Natural Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Grade 8, Curriculum Coverage

Indicate the level of coverage per subject (Gr 8) taught at the school. This response should be based on information provided by the Subject/Grade Heads. Consensus should be reached if there are more than one teacher teaching the same subject.

	According to teaching plan	±1 week behind	±2 weeks behind	±3 weeks behind	±4 weeks behind
Afrikaans HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afrikaans FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
isiXhosa HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
isiXhosa FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seSotho HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seSotho FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Economics Management and Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Natural Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Grade 9, Curriculum Coverage

Indicate the level of coverage per subject (Gr 9) taught at the school. This response should be based on information provided by the Subject/Grade Heads. Consensus should be reached if there are more than one teacher teaching the same subject.

	According to teaching plan	±1 week behind	±2 weeks behind	±3 weeks behind	±4 weeks behind
Afrikaans HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afrikaans FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
isiXhosa HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
isiXhosa FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seSotho HL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seSotho FAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Economics Management and Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Natural Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate the reasons for poor performance

Choose the most relevant reason(s).

- Vacant post(s) not filled.
- Unqualified staff member(s)
- Under-qualified staff member(s)
- Lack of LTSM
- Too many sport activities
- Too many cultural activities
- Meetings during tuition time
- Training during tuition time
- Absenteeism of teacher(s)
- Absenteeism of learners
- Other:

A copy of your responses will be emailed to the address that you provided.

Submit

ANNEXURE B

FET CURRICULUM COVERAGE TOOL 2021

NOTE:

A copy of the FET curriculum coverage online reporting tool is being provided in this annexure to assist Principals with the collection and collation of information to be captured and submitted via the online reporting tool.

FET Curriculum Coverage 2021

It is expected from all high school principals to indicate the curriculum coverage in all subjects offered by schools every month. This online report is due on the last working day of every month. ONLY ONE SUBMISSION BY THE PRINCIPAL/ACTING PRINCIPAL IS EXPECTED PER MONTH.

***Required**

Email address *

Your email address

District *

Choose from the list below the district in which the school is situated.

- Alfred Nzo East
- Alfred Nzo West
- Amathole East
- Amathole West
- Buffalo City
- Chris Hani East
- Chris Hani West
- Joe Gqabi
- Nelson Mandela
- OR Tambo Coastal
- OR Tambo Inland
- Sarah Baartman

Circuit

What is the name of the circuit? (As in SASAMS)

Your answer

School *

What is the name of the school?

Your answer

EMIS No *

What is the 9 digit EMIS number of the school?

Your answer

Principal *

What is the name of the principal/acting principal?

Your answer

Cellphone *

What is the cellphone number of the principal?

Your answer

Week *

Indicate which Report you submit. On these dates the Principal should obtain the current status of Curriculum Coverage in the school from all Subject Heads of all subjects.

- Report 1: 26 March 2021
- Report 2: 30 April 2021
- Report 3: 28 May 2021
- Report 4: 25 June 2021
- Report 5: 30 July 2021
- Report 6: 27 August 2021
- Report 7: 23 September 2021

Grade 10, Curriculum Coverage

Indicate the level of coverage per subject (Gr 10) taught at the school. This response should be based on information provided by the Subject Heads. Consensus should be reached if there are more than one teacher teaching the same subject.

	According to teaching plan	±1 week behind	±2 weeks behind	±3 weeks behind	±4 weeks behind
Accounting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afrikaans Eerste	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addisionele Taal					
Afrikaans Huistaal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afrikaans Tweede	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addisionele Taal					
Agricultural Management Practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agricultural Sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agricultural Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civil Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Applications Technology (CAT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consumer Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dance Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dramatic Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Economics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electrical Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engineering Graphics and Design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English First Additional Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Home Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Technology (IT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
isiXhosa First Additional Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
isiXhosa Home Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life Sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marine Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mechanical Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seSotho First Additional Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seSotho Home Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tourism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visual Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Grade 11, Curriculum Coverage

Indicate the level of coverage per subject (Gr 11) taught at the school. This response should be based on information provided by the Subject Heads. Consensus should be reached if there are more than one teacher teaching the same subject.

	According to teaching plan	±1 week behind	±2 weeks behind	±3 weeks behind	±4 weeks behind
Accounting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afrikaans Eerste	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addisionele Taal					
Afrikaans Huistaal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afrikaans Tweede	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addisionele Taal					
Agricultural Management Practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agricultural Sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agricultural Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civil Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Applications Technology (CAT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consumer Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dance Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dramatic Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Economics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electrical Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engineering Graphics and Design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English First Additional Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Home Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Technology (IT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
isiXhosa First Additional Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
isiXhosa Home Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life Sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marine Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mechanical Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seSotho First Additional Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seSotho Home Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tourism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visual Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Grade 12, Curriculum Coverage

Indicate the level of coverage per subject (Gr 12) taught at the school. This response should be based on information provided by the Subject Heads. Consensus should be reached if there are more than one teacher teaching the same subject.

	According to teaching plan	±1 week behind	±2 weeks behind	±3 weeks behind	±4 weeks behind
Accounting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afrikaans Eerste	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addisionele Taal					
Afrikaans Huistaal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afrikaans Tweede	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addisionele Taal					
Agricultural Management Practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agricultural Sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agricultural Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civil Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Applications Technology (CAT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consumer Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dance Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dramatic Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Economics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electrical Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engineering Graphics and Design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English First Additional Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Home Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Technology (IT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
isiXhosa First Additional Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
isiXhosa Home Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life Sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marine Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mechanical Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seSotho First Additional Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seSotho Home Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tourism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visual Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate the reasons for poor performance

Choose the most relevant reason(s).

- Vacant post(s) not filled.
- Unqualified staff member(s)
- Under-qualified staff member(s)
- Lack of LTSM
- Too many sport activities
- Too many cultural activities
- Meetings during tuition time
- Training during tuition time
- Absenteeism of teacher(s)
- Absenteeism of learners
- Other:

A copy of your responses will be emailed to the address that you provided.

Submit