



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION



**CHIEF DIRECTORATE
CURRICULUM MANAGEMENT**
Directorate: Assessment & Examinations

Provincial Curriculum Guidelines (PCG 11/2007)

**Provincial Continuous
Assessment Policy
Grades 10-12**

Working Together • Siyasebenzisana • Samewerking

FOREWORD

Internal Assessment allows for learners to be assessed on a regular basis during the school year and also allows for the assessment of skills that cannot be assessed under examination conditions.

Continuous Assessment (CASS) is an on-going, diagnostic classroom-based process that uses a variety of assessment tools to measure learner performance. It becomes a formative evaluation measure conducted during teaching and learning processes with the aim of influencing and informing the overall instructional process.

In combining the internal and external examination, key education issues are automatically addressed, namely: learning outcomes, assessment standards, values, competencies and skills of the subject. Moreover, it provides learners, parents and teachers with results that are meaningful indications of what the learners know, understand and can do at the time of the assessment.

CASS or School Based Assessment (SBA) is a process and therefore must have a product. In order to achieve this, there is a need to institute certain necessary inputs such as policies, procedures, systems and structures.

The advent of the National Senior Certificate (NCS) has inevitably, persuaded the revisitation of all the past operations associated with the NATED 550 Curriculum. This move is driven by the 'winds of change' that have blown within the education sector since 1994 to date. The introduction of the NSC in Grade 12 in 2008 has a ripple effect and vibrations throughout the system, especially in respect of teaching, learning and assessment.

Hence, the development of the New Provincial CASS policy is a welcome initiative offering guidance to schools and provincial officials, as well as providing information about the new qualification and its ramifications.

It is pertinent to echo the words of the Superintendent General of the Education Department of the Eastern Cape, Ms N V.Mahanjana when she said *"Let us introspect, evaluate and critically assess our own task at hand. It is common knowledge that education is the lifeblood of any nation. We are constantly reminded of the huge responsibility that has been placed on our shoulders"* [Umdibanisi, Vol 3 no. 1, June 2007]. The policy that has been developed is attempting to action what has been aptly expressed above. Therefore, it is our hope that this document shall give direction to teachers and learners in executing their teaching, learning and assessment responsibilities.



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DATE

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1. INTRODUCTION

Assessment in the National Curriculum Statement (NCS) Grades 10 – 12 (General) is an integral part of teaching and learning. Assessment is a process of collecting and interpreting evidence in order to determine the learners' progress in learning and to make a judgement about learners' performance. The main aim of assessment is not simply to judge the outcome of learning, but to provide a supportive and positive mechanism that helps learners to improve their learning and teachers to improve their teaching.

In the NCS, assessment helps learners to gauge the value of their learning. It gives them information about their own progress and enables them to take control of and to make decisions about their learning. In this sense, assessment provides information about whether teaching and learning is succeeding in achieving the specified Learning Outcomes. When assessment indicates lack of progress, teaching and learning strategies should be changed accordingly.

Continuous Assessment (CASS) is an assessment model that encourages the integration of assessment into the teaching and development of learners through ongoing feedback. It is a model of assessment that is used to determine a learner's achievement during the course of a grade, provide information that is used to support the learner's development, and enable improvements to be made to the learning and teaching process.

In terms of Section 61 of the *South African Schools Act, 1996* (Act No. 84 of 1996) and section 9 of the Education Laws Amendment Act, 2002 (Act No.50 of 2002), the Minister may make regulations to prescribe National processes and procedures for the assessment of learner achievement in public and independent schools.

The National Education Policy Act, 1996 (Act No. 27 of 1996), states that the "Minister shall direct that the standards of education provision, delivery and performance throughout the Republic be monitored and evaluated by the Department annually or at other specified intervals, with the object of assessing progress in complying with the provisions of the Constitution and with National Education policy".

The *National policy on the Conduct, Administration and Management of the National Senior Certificate: A qualification at level 4 on the National Qualifications Framework (NQF): April 2007* provides rules and conditions relating to the conduct and administration of the National Senior Certificate Examinations. This serves to govern the rights and privileges of all persons involved with the examination process.

In terms of the *General and Further Education and Training Quality Assurance Act, 2001* (Act No. 58 of 2001) UMALUSI, the Council for Quality Assurance in General and Further Education and Training (FET), was established. According to Act No. 58 of 2001, section 16 (5) UMALUSI is to assume a verification role in the external moderation of the continuous assessment processes. Assessment is a crucial aspect of teaching and learning and should not be viewed or conducted in isolation.

2. OBJECTIVES OF THIS DOCUMENT

This document is intended to:

- outline the general requirements of CASS
- outline CASS implementation strategy in FET schools in the Province
- ensure the maintenance and improvement of standards of CASS through Quality Assurance processes
- provide guidelines on how to handle irregularities and appeals.
- govern the rights and privileges of all persons involved in the internal assessment processes such as officials, teachers and learners.

3. KEY PRINCIPLES RELATING TO CASS

Continuous Assessment should be transparent so that learners and teachers have a clear understanding of what the expectations are for any assessment task and what knowledge, skills and values are being assessed. This implies that assessment should:

- be used as an on-going integral part of the learning and teaching process, so that it informs and evaluates teaching and learning.
- be accurate, objective, valid, fair, manageable and time efficient.
- take into consideration the diverse needs of learners and the context.
- encompass a variety of assessment strategies and techniques.
- be free from bias and sensitive to gender, race, cultural background and abilities.
- be criterion – referenced.

4. LEARNERS EXPERIENCING BARRIERS TO LEARNING

It is important that learners who might experience barriers to learning and development are identified early, assessed, and provided with learning support.

For learners with special educational needs, the principle of inclusion should be applied, using special conditions such as the adaptation of the assessment task, adjustment of time allocated for an assessment task, individualized assessment techniques and strategies, and providing expanded opportunities.

Assessment instruments must be appropriate to the intensity and nature of the support needed by the learner. The result of such assessment should be used to develop support programmes. Such programmes, which need to address barriers uncovered during assessment will have to be co-ordinated by the District Based Support Team and should be used by the Institution-Level Support Team and the teachers to ensure that the learner accesses the curriculum. The assessment of learners and decisions made about a learner experiencing barriers to learning should involve partnership between teachers, learner, parents and education support services

such as, occupational and speech therapists and educational psychologist.

The process of assessing all learners (including disabled, gifted and talented learners) should follow the principles in this policy and in Education White Paper 6 on Inclusive Education, 2001.

5. INFORMAL AND FORMAL ASSESSMENT

5.1 Informal (Daily assessment)

The daily assessment tasks are the planned teaching and learning activities that take place in the subject classroom. Learner progress should be monitored during learning activities. This informal/daily monitoring of progress can be done through question and answer sessions; short assessment tasks completed during the lesson by individuals, pairs or groups or through homework exercises.

Individual learners, groups of learners or teachers can mark these assessment tasks. Self-assessment, peer assessment and group assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance.

The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. In such instances, a simple checklist may be used to record this assessment. However, teachers may use the learners' performance in these assessment tasks to provide verbal or written feedback to learners, the School Management Team and parents. This is particularly important if barriers to learning or poor levels of participation are encountered. The results of these assessment tasks are not taken into account for promotion and certification purposes.

However, it is advisable that teachers should record some of these activities as evidence.

5.2 Formal (Programme of Assessment)

In addition to daily assessment, teachers should develop a year-long formal Programme of Assessment for each subject and grade. In Grades 10 and 11 the Programme of Assessment consists of tasks undertaken during the school year (including mid year examinations) and an end-of-year examination.

The marks achieved in each assessment task in the formal Programme of Assessment must be recorded and included in formal reports to parents and School Management Teams. These marks will determine if the learners in Grades 10 and 11 are promoted.

In Grade 12, these marks will be submitted as the internal continuous assessment mark (CASS).

5.2.1 Number and forms of assessment required for Programmes of Assessment in Grades 10 and 11

The requirements for the formal Programme of Assessment for Grades 10 and 11 are summarized in the table below. The teacher must provide the Programme of Assessment to the subject head and the School Management Team before the start of the school year.

Table 1: ASSESSMENT IN GRADES 10 AND 11

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home language (HL)	4*	4*	4*	4*	16
Language 2: Choice of HL or First Additional Language (FAL)	4	4*	4	4*	16
Life Orientation	1	1	1	2	5
Mathematics or Maths literacy	2	2*	2	2*	8
Subject choice 1* *	2	2*	2	1*	7
Subject choice 2**	2	2*	2	1*	7
Subject choice 3	2	2*	2	1*	7

Note:

* One of these tasks must be an examination

** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 13 tasks in total: 4 tasks in term 1 and 3 tasks in each of terms 2, 3 and 4. Two of the assessment tasks for each subject except Life Orientation must be examinations. In Grades 10 and 11 these examinations should be administered in mid-year and November. These examinations should take account of the requirements set out in Subject Assessment Guidelines.. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects should be tests written under controlled conditions at a specified time. The tests should be written in the first and third terms of the year. In Life Orientation however, the tests should be written in the second and fourth terms to coincide with mid - year and end-of-year examinations.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and varied ways. Examples of assessment forms are debates, presentations, projects, simulations, written reports, practical tasks, performances, exhibitions and research projects.

5.2.2 Number and forms of assessment required for Programme of Assessment in Grade 12

In Grade 12 all subjects include an internal assessment component, which is 25% of the final assessment mark. The requirements of the internal Programme of Assessment for Grades 12 are summarised in Table 2. The teacher must submit the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term. The table below tabulates the number of assessment tasks which make up the Programme of Assessment in grade Grade 12.

Table 2: ASSESSMENT IN GRADE 12

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home language	5*	5*	4*	-	14
Language 2: Choice of HL or FAL	5	5*	4*	-	14
Life Orientation	1	2*	2*	-	5
Mathematics or Maths literacy	3	2*	2*	-	7
Subject choice 1* *	2	2*	3 *(2)*	-	6* (7)*
Subject choice 2**	2	2*	2*(3)*	-	6* (7)*
Subject choice 3	2	2*	2 *(3)*	-	6* (7)*

Note:

* One of these tasks must be an examination

** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 12 tasks in total: 5 tasks in term 1, 4 tasks in term 2 and 3 tasks in term 3. Two of the assessment tasks for each subject except Life Orientation must be examinations. In Grade 12 these examinations should be administered in mid-year and September. These examinations should conform to the requirements set out in Subject Assessment Guidelines They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects should be tests written under controlled conditions at a specified time. The tests should be written in the first and third terms of the year. In Life Orientation however, the tests should be written in the second and third terms to coincide with midyear and trial examinations.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and focused ways. Some of assessment forms are debates, presentations, projects, simulations, assignments, case studies, essays, practical tasks, performances, exhibitions and research projects.

6. GENERAL REQUIREMENTS

- In assessing a learner for promotion or certification, there are two components of assessment, namely internal assessment and an external examination. Internal assessment and external examinations are each allocated a weighting.
- Internal assessment and external examination are designed to address the learning outcomes, assessment standards, content competencies, skills, values and to provide learners, parents and teachers with results that are meaningful indications of what the learners know, understand and can do at the time of the assessment.
- The requirements for internal assessment are specified in the Subject Assessment Guidelines for the subjects listed in the National Curriculum Statement Grade 10 – 12 (General)
- An internal assessment mark is a compulsory component of the final promotion mark for all full time and part time candidates registered for a National Senior Certificate.
- In Grades 10 and 11 all assessment of the National Curriculum Statement is internal. However, both the National and Provincial Departments of Education have the right to set external papers as required. These papers would be internally marked and moderated. In Grade 12 the formal Programme of Assessment which counts 25% is internally set and marked but externally moderated. The remaining 75% of the final mark for Certification in Grade 12 is externally set, marked and moderated.
- Life Orientation is an exception. All assessment is internal and makes up 100% of the final mark for promotion and certification.
- The composition of the internal assessment of all subjects is outlined in the Subject Assessment Guidelines.
- In grade 12 internal assessment must be subjected to a moderation mechanism put in place by the Provincial Education Department and UMALUSI

7. CASS MARK COMPILATION AND PORTFOLIOS

The compilation of the internal assessment mark must be done in accordance with the Subject Assessment Guidelines of the various subjects listed in the National Curriculum Statement Grades 10 – 12 (General)

All directives issues by UMALUSI in respect of internal assessment, as stipulated in section 17(1) of the General and Further Education and Training Quality Assurance Act (No .58 of 2001) must be strictly adhered to.

7.1 Learner evidence of performance

The learner's evidence of performance comprises assessment tasks that will constitute his/her internal assessment mark.

Every learner must have an internal assessment mark per subject.

The learner's evidence of performance must:

- Consist of the assessment components as specified for each subject in the relevant Subject Assessment Guidelines.
- Assessment tasks should have evidence of moderation.
- Have all assessment tasks evaluated, checked and authenticated by the teacher before being presented as the learner's evidence of performance.
- The pieces of evidence may be stored in files, boxes, binders, counter note books, or any other suitable storage.
- Some of the pieces of evidence in the portfolio need not be a representation of the actual product or demonstration (e.g. the song I performed), but may be a report, comments etc. that reflect the learner's performance.
- When a learner changes school during the course of the year, she/ he is required to move with her/ his portfolio.

7.2 Teacher portfolios

- All teachers are expected to keep a portfolio containing all documents related to assessment. It is the teacher's responsibility to ensure that the information in his/her assessment portfolio is kept up to date.
- A teacher assessment portfolio may be a file, a folder, a box, or any other suitable storage system.
- Teacher's portfolios should contain the tasks for assessment as well as the planning that informs the development of these tasks and the records of assessment of the formal tasks.
- Teachers should, as part of their planning, provide an indication of the Learning Outcomes and Assessment Standard in each task. Examples of how this should be undertaken are provided in the Subject Assessment Guidelines.

- A Teacher's portfolio will be used to assure the quality of the assessment tasks given and it also provides a record against which a learner portfolio can be evaluated.
- The formally recorded assessment tasks should be clearly marked or indicated in the teacher's portfolio. Stickers, coloured paper, etc, may be used for this purpose.
- Teacher's portfolios should be available on request at all times for moderation, monitoring and accountability purpose.

8 .WEIGHTING OF CASS

Subjects with a practical component (PAT)

Weighting	%	Marks
Programme of Assessment	25	100
Practical	25	100
Examination	50	200
Total	100	400

Subjects with an Oral component

Weighting	%	Marks
Programme of Assessment	25%	100
Examination + Oral	75%	300
Total	100	400

Subjects without Oral or Practical component

Weighting	%	Marks
Programme of Assessment	25	100
Examination	75	300
Total	100	400

Life Orientation

The above tables exclude Life Orientation where the Programme of Assessment undertaken during the school year accounts for 100% of the final assessment mark.

9. CASS MODERATION

9.1 Purpose

The purpose of moderation is to:

- Verify that assessment is fair, valid, reliable, consistent and practical.
- Identify the need to redesign assessment if required
- Provide an appeal procedure for dissatisfied learners
- Evaluate the performance of learner's assessment processes with a view to provide appropriate and necessary support, advise and guidance.

9.2 LEVELS

9.2.1. School

It is the responsibility of the school Principal to ensure that CASS is implemented on a continuous basis. Each school should develop a School moderation plan informed by the School Assessment Policy. The moderation plan should outline responsibilities, time frames, procedures etc .The School Management Team (SMT) is expected to ensure that CASS moderation is conducted as set out in the School Assessment Policy. The moderator must ensure that appropriate standards are maintained in the assessment process as indicated on page 14 of Moderation Procedures. The Subject Advisors will ensure that the quality and standards of assessment tasks are maintained.

Assessment & Examination officials have a mandate to verify that:

- All systems for the proper and efficient implementation of CASS are in place.
- All CASS practices and processes comply with the minimum norms and standards for the conduct of internal assessment as prescribed by National Policies and UMALUSI Directives.

9.2.2. Cluster/ District

The Districts will establish clusters of schools based on proximity and incorporate a range of schools. The clusters will be formed in terms of subjects. These subject clusters will meet twice a year for Grade 12. Grades 10 and 11 will be moderated once a year during the third term.

Life Orientation would be an exception and moderation will be done as follows:

Grades 10 and 11 will be moderated once a year during the fourth term

In Grade 12 moderation will be done during the second term.

The cluster/s will be co-ordinated by the Subject Advisor. Teachers from the schools in the cluster must bring their portfolios and 10% of learner evidence of performance in the subject (minimum of 5 if there are fewer than 50 learners in the school) The Learner Portfolios will be sampled from good, medium and poor portfolios to the cluster moderation.

If an agreement is reached, moderators will adjust marks to an acceptable standard. The subject

advisor will compare standards across the district and then compile a report to the district co-ordinator.

The Assessment & Examination officials as well as Subject / Field Co-ordinators will play a verification role to ensure that the internal assessment is conducted in accordance with the National policy and directives by UMALUSI.

9.2.3. Provincial

Teacher portfolios and a sample of the evidence of learner performance will be moderated once a year after the second cluster moderation. This will be done for Grade 12 only. The Provincial moderation team will lead this process and the relevant social partners will be invited as observers.

The purpose of this level is to verify moderation at cluster level so as to ensure that common standards are maintained across the province. This will be done sampling learner and educator portfolios for selected subjects checking compliance to policies and Umalusi requirements. The findings of this exercise will be fed back to the schools in the form of written reports and subject meetings.

9.2.4. UMALUSI/National

External moderation of internal assessment is the responsibility of UMALUSI and the National Department of Education. It is conducted by UMALUSI/ National DOE appointed moderators using criteria prescribed by UMALUSI/National DOE.

The findings of UMALUSI/National DOE about the moderation will be fed back to the Province after moderation.

9.3 MODERATION PROCEDURES (*formal assessment tasks*)

9.3.1 School level

The moderation at school level should be conducted as follows:

1. The subject teacher develops the task with a marking guideline and submits it to the HOD/ School Management Team for moderation.
2. The moderator moderates the task checking the following aspects:
 - The appropriateness of the task for the level of the learners
 - The appropriateness of the task to assess relevant learning outcomes
 - The standard of the tasks with respect to cognitive ability levels
 - Subject Assessment Guidelines and coverage as outlined in the work schedule
 - Suitability of the assessment strategies and correctness of memoranda/rubrics
3. After checking the above mentioned aspects, the moderator gives a written feedback to the teacher concerned. A record of evidence indicating moderation should be kept in the master portfolio
4. The subject teacher should effect the changes as recommended by the moderator.
5. Once a task has been performed by the learners, the teacher marks it in red ink.
6. After the tasks have been marked, the moderator should sample 10% of learner evidence

of performance (minimum of 5 if there are fewer than 50 learners at the school) sampled from top, average and weak candidates and re-mark in green ink.

7. Quality feedback in the form of constructive comments and a signature must appear on the moderated work as evidence of moderation.
8. In preparation for cluster moderation, learner evidence of performance should be a mixture of portfolios that have been moderated previously, and portfolios that have not been moderated.

9.3.2 Cluster Level

This session should be chaired by the Subject Advisor

- Decide which school will be moderated first.
- Distribute the school's learner evidence of performance amongst the teachers (excluding the teacher from the school concerned) in the cluster.
- The Subject Advisor takes control of the teacher portfolio and a sample of learner evidence of performance and moderate.
- The Subject Advisor allocates assessment tasks to teachers.
- Decide on the moderation time per school as per size of the school.
- The subject moderation tool will outline minimum requirements.
- Tasks should be re-marked in orange ink.
- The moderator keeps notes of her/ his findings for post moderation discussions.
- The moderator should write quality constructive comments/ recommendations in the teacher portfolio, dates and signs each task after moderating.

After finishing moderating all the prescribed tasks, the Subject Advisor leads discussions on findings and records them for feedback purposes.

Finally, the Subject Advisor compiles a Term Moderation Report for his/ her subject and submits it to the DCES/ CASS Co-ordinator.

10. CASS ADMINISTRATION

10.1 Presentation of CASS Marks

All learners must have Continuous Assessment (CASS) mark for each subject presented for the National Senior Certificate.

Learners who have not submitted a learner portfolio of evidence, based on valid reasons, must be given three months from publication of results to submit assessment tasks for evaluation.

During the course of the year, if a learner fails to present a component or components of CASS, and valid reasons are provided, the learner should be allowed the opportunity to redo the task, or where this is not possible, the mark for that component of CASS should not be taken into consideration, and the maximum mark in this particular case must be re-calculated based on the remaining number of tasks.

10.2. Incomplete Result

A learner's results are regarded as Incomplete if he/she did not offer any component of CASS and no valid reason was provided. This implies that the learner did not submit a single task specified for CASS in the Subject Assessment Guidelines. In such a case, a code of "999" is indicated on the mark sheet. In such a case the candidate cannot be resultated since he/she has not satisfied the requirements for the National Senior Certificate. Such a candidate must re-register for the subject to complete CASS requirements.

10.3. Outstanding Marks

A mark is regarded as outstanding, if during the capture process the reason for the outstanding mark is not completely established. A code of "777" is used to indicate an outstanding mark. An outstanding mark must be resolved as soon as possible and the "777" be replaced with either a mark or "999" (absent). In a case where the learner was absent for valid reasons, the outstanding assessment tasks must be submitted within the stipulated three-month period, the code of "777" will be changed to "999", which is then regarded as an incomplete result.

11. IRREGULARITIES

Any act, event or omission which may undermine or threaten to undermine the integrity, credibility or the fairness of the internal assessment process constitutes an irregularity and will be dealt with in accordance with the National Policy on Conduct, Administration and Management of the National Senior Certificate and the Employment of Educators' Act.

11.1 Irregularities by the learner

The following are examples of irregularities which have to be addressed appropriately:

- Refusal to abide by any of the requirements in respect of compilation of a mark for internal assessment in a subject.
- A candidate who presents work that is not his/her original work.
- A candidate who creates a disturbance or intimidates others during the performance of the assessment task.
- A candidate who is under influence of intoxicating substances and behaves in a disorderly manner.
- Continues to disregard assessment regulations despite warning.
- Makes a false statement in respect of authenticity of the particular component marked for internal assessment.
- Failure to comply with the minimum requirements of any component of the internal assessment mark without any valid reason.
- Failure to comply with the minimum requirements of any component of the internal assessment mark with a valid reason.

11.2 Irregularities by the teacher

The following are examples of irregularities which have to be addressed appropriately:

- Failure by the subject teacher to attend moderation, and or for late coming
- Failure by the teacher to maintain a portfolio of assessment constitutes an act of misconduct and will be dealt with in accordance with the Employment of Educators' Act 1998 (Act No. 76 of 1998)
- Where the subject teacher does not comply with the minimum requirements for internal assessment in the subject that he or she is responsible for, and learners are disadvantaged through no fault of their own, this constitutes an act of misconduct and will be dealt with in accordance with the provisions of the Employment of Educators' Act and related Assessment Regulations.
- The teacher willfully and intentionally, without a valid reason, fails to satisfy the requirements or excludes one or more assessment tasks from the compilation of the final assessment marks
- The teacher alters, in other words either decreases or increases, the marks of candidates without the approval of the internal Moderator or the Principal.
- The teacher willfully provides assistance to a learner that advantages the learner unfairly in comparison to other learners
- The teacher collaborates with a candidate who presents a whole or part portfolio that is not his or her own work.
- Failure to bring the 10% or the minimum of 5 portfolios to cluster moderation as stipulated in the policy.
- A teacher who is under the influence of intoxicating substances and behaves in a disorderly manner.
- A teacher who reacts unprofessionally and behaves in an improper manner with regard to the findings and recommendation of the moderator/moderation team.

All irregularities regarding internal assessment must be reported to the School Assessment Irregularities Committee (SAIC). The SAIC will recommend to the District Examinations Irregularities Committee the sanctions to be imposed for each of the irregularities identified and investigated.

12. APPEAL PROCEDURES

The learners and teachers have a right to appeal using appeals application form if they are not satisfied with the results of their assessment.

12.1 Learner

A learner who feels that he/ she has been unfairly assessed may appeal against the outcome of the assessment by:

- First discussing with the subject teacher
- If the explanation provided is not satisfactory then the learner may lodge an appeal by filling in the appeal application form, clearly motivating reasons for the appeal and sending it to the SMT within five working days.

All appeals must be resolved amicably at school level within the moderation period. The Subject HOD must call a meeting with the learner within 72 hours after receiving the appeal form.

The HOD as moderator may resolve the matter for example, by:

- Requesting a re-assessment of the learner by the teacher.
- Requesting a re-assessment of the learner in the presence of HOD.
- Asking another moderator (teaching the same subject in the same Grade) to re assess the learner.

The outcome of the re-assessment must be recorded in writing and be kept in both the learner evidence of performance and teacher portfolios. If after this exercise the learner is still not satisfied with the outcome of the appeal, the application should be forwarded by the Principal to the District Office for the attention of the Subject Specialist for intervention. All appeals must be recorded in a file and be communicated to the Provincial Assessment and Examination Directorate. The decision of the Director: Assessment and Examinations Directorate will be final.

12.2 Teacher

A teacher who feels that he/ she has been assessed unfairly may appeal against the outcome of the assessment by:

- First discussing with the internal moderator
- If the explanation provided is not satisfactory then he/she must report to the Principal and if not satisfied, may lodge an appeal by filling in the appeal application form, clearly motivating reasons for the appeal and sending it to the district office to the attention of the subject advisor.

All appeals must be resolved amicably at District level within the moderation period. The Subject Advisor must call a meeting with the teacher within 72 hours after receiving the appeal forms.

The Subject Advisor may resolve the matter by:

- Requesting a re-moderation of the teacher 's work
- Requesting a re-moderation of the teacher 's work in his /her presence

- Asking another moderator (subject specialist) to moderate the work

The outcome of the re-assessment must be recorded in writing and be kept in both the teacher and moderator's portfolios. If after this exercise the teacher is still not satisfied with the outcome of the appeal, the application should be forwarded to the Chief Education Specialist-Curriculum for intervention. All appeals must be recorded in a file and be communicated to the Provincial Assessment and Examinations Directorate. The decision of the Director: Assessment and Examinations Directorate will be final.

13. CONCLUSION

The efforts to improve quality education must be continuous and based on critical reflection and evidence of what is happening in the schools, in the classrooms and between teachers and learners. This requires effective partnerships from the officials, parents, teachers and learners as each role player is expected to play a meaningful role in creating a constructive environment for learning to take place.



EM MABONA
DIRECTOR: ASSESSMENT & EXAMINATIONS

15 October 2007

DATE



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CHIEF DIRECTOR: CURRICULUM MANAGEMENT

15 October 2007

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14. DEFINITIONS

Assessment Irregularity	any event, act or omission and any alleged event, act or omission which may undermine or threaten to undermine the integrity, credibility, security or the fairness of the examination and assessment process.
Grade	that part of an educational programme which a learner may complete in one school year or any other education programme, which the Member of the Executive Council (MEC) may deem to be equivalent thereto
Internal Assessment	any assessment conducted by a school or institution, the outcomes of which counts towards the achievement of a National Senior Certificate
Learner evidence of performance	the collection of the learner's work that is used to compile his or her internal assessment mark.
Moderation	the process of ensuring the validity of assessment instruments, fairness of the assessment processes, reliability of assessment decisions by all the assessors according to agreed standards and consistency of the processes and decisions of all the providers of assessment.
Moderator	a person who is responsible for ensuring that the assessment tasks comply with the standards and requirements set out in the Subject Assessment Guidelines.
Monitoring	forms part of the moderation process and thus monitoring of achievements and assessment must be an ongoing process. Monitoring should determine whether the minimum requirements for internal assessment in a particular subject, in terms of component and frequency, have been met.
National Senior Certificate	a qualification at Level 4 on the National Qualifications Framework (NQF) that will be awarded in 2008 to Grade 12 learners who meet the requirements of policy set out in the policy document, The National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)
Subject Assessment Guidelines	guideline documents that specify the internal and external assessment requirements for each of the listed subjects in the National Curriculum Statement (NCS) Grades 10-12 (General)
Teacher portfolio	constitutes the full and final record of all the tasks that must be presented by the learner in his/her internal

assessment mark for a particular subject, for assessment in the National Senior Certificate. The teacher portfolio will also include marking guidelines and assessment rubrics.

UMALUSI

Council for General and Further Education and Training Quality Assurance established in terms of the General and Further Education and Training Quality Assurance Act,2001 (Act No. 58 of 2001).

Verification

the process of gathering information and obtaining findings relative to the moderation process. The purpose of the verification is to ensure compliance with existing policy and criteria set by UMALUSI regarding provider moderation processes.

ANNEXURES: APPEAL APPLICATION FORMS

1.1 Annexure A 1: LEARNER

APPEALS APPLICATION FORM

Name of the School	Name of principal	EMIS number
Date of appeal	Date of assessment	Subject assessed
Name of learner	ID number of learner	Component assessed
Name of teacher	Name of Moderator	

Reason for appeal

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Learner's signatureDate

Moderator's findings

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Recommendations:

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Moderator's signatureDate

1.2 Annexure A 2 : TEACHER

APPEAL APPLICATION FORM

Name of District	Name of Subject Advisor	Name of school
Date of appeal	Date of moderation	Subject moderated
Name of teacher	Name of moderator	Component assessed
Name of moderator	Contact no.	School contact no.

Reason for appeal

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Teacher's signatureDate

Subject Advisor's findings

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Recommendations:

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Subject Advisor's signatureDate

CES findings

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