



Directorate: Curriculum FET Programmes

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ASSESSMENT INSTRUCTION 45 of 2010

**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 AND INDEPENDENT SCHOOLS
(GRADE 12)
TEACHER UNIONS /ORGANISATIONS
SCHOOL GOVERNING BODIES**

DATE: 22 SEPTEMBER 2010

**INTEGRATED CATCH-UP PROGRAMME:
2010 SCHOOL BASED ASSESSMENT (SBA) MODERATION GRADE 12**

1. BACKGROUND:

SBA is compulsory. Evidence of learners' work is required for **ALL** subjects. It combines both formal (including the June and September Trial Examinations See Assessment Instruction 42 of 2010) and informal assessment, internal and external assessment which allows for learners to be assessed on a regular basis. A learner who takes more than 7 subjects must also satisfy the SBA requirements for those additional subjects.

The SBA mark in every subject constitutes a weighting of 25% of the final promotion mark for the National Senior certificate (NSC), except for Life Orientation where the SBA constitutes 100%.

Valid, reliable and verifiable SBA marks are determined by adherence to the following policies:

- National Education Policy Act, 1996 (Act No. 27 of 1996)
- The South African Schools Act, 1996 (Act No 84 of 1996) as amended.

- An Addendum to the policy document, the National Senior certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Recording and Reporting (Grade R – 12) as published in the Government gazette No 29467.
- The General and Further Education and Training Quality Assurance Act, 2001 (Act No 58 of 2001).

In addition to the above legislation, the Directorate: Curriculum FET Programmes and the Directorate: Assessment & Examinations developed the following guidelines to support SBA implementation:

- Continuous Assessment Guidelines for subjects (2008).
- Provincial Curriculum Guideline 11/2007: Provincial Continuous Assessment Policy Grades 10 – 12

Accordingly, a learner will only be resulted for a NSC if all directives are adhered to at all levels of moderation.

There are **three** levels of moderation:

1. School Based Moderation conducted by the School Management Team;
2. Cluster or District Moderation conducted by the Subject Advisor, Cluster Committee and participating teachers;
3. Provincial Moderation conducted by Provincial Subject Planners and appointed moderators.

The Department of Basic Education (DBE) and UMALUSI monitor and evaluate whether the three levels of moderation have been undertaken to ensure valid, reliable and verifiable School Based Assessment (SBA) marks for grade 12 learners writing the National Senior Certificate (NSC).

Adverse reports from UMALUSI and the DBE in 2010 for First and Second Term Moderation indicates that the Province's SBA marks are not credible because moderation has not taken place effectively and consistently at the three levels as outlined in policy. ***The resulting of Grade 12 learners for 2010 may therefore be negatively affected.***

In order for this situation to be rectified, the following processes and procedures will be put into place for 2010 in order for all SBA marks to be submitted to the district office for each registered Grade 12 learner for capturing by the 20 October 2010.

2. CATCH-UP PROGRAMME FOR 2010 SBA MODERATION AT DISTRICT AND PROVINCIAL LEVELS

In order to ensure 100% compliance with UMALUSI and DBE findings and in "pursuit of zero defect examinations" at Grade 12 level, Integrated Centralised District and Provincial Moderation (ICDPM) is recommended as per the schedule below.

DATE	NAME OF DISTRICT	SUBJECTS TO BE MODERATED	
5 - 15 October 2010	BUTTERWORTH	Agric Sciences	Geography
	COFIMVABA	History	Agric Sciences
	CRADOCK	History	Physical Sciences
	EAST LONDON	Hospitality Studies	Afrikaans FAL & HL
	FORT BEAUFORT	Physical Sciences	Tourism
	GRAAFF REINET	Mathematics	Accounting
	GRAHAMSTOWN	Life Sciences	English HL
	DUTYWA	Accounting	isiXhosa HL
	KING WILLIAMS TOWN	Mathematics	Accounting
	STERKSPRUIT	Sesotho HL	English FAL
	UITENHAGE	All 4 Technology Subjects	Maths Literacy and Religion Studies
	MBIZANA	History	English FAL
	MT. FLETCHER	English FAL	Sesotho HL
	QUEENSTOWN	Computer Applied Studies	Geography
	MT. FRERE	isiXhosa HL	Economics
	LADY FRERE	Business Studies	Life Sciences
	MTHATHA	Mathematics	Business Studies
	LUSIKISIKI	Maths Literacy	isiXhosa HL
	QUMBU	Agric Sciences	Life Sciences
	PORT ELIZABETH	Music, Visual Arts, Dance, Drama, Design	Consumer Studies
LIBODE	Economics	Tourism	
MALUTI	Tourism	Geography	
NGCOBO	Physical Science	Maths Literacy	

3. INTENDED OUTCOMES:

- 3.1 Selected subjects undergo Centralised District Moderation and Provincial Moderation;
- 3.2 Level two moderation is clearly carried out at District level (as opposed to cluster moderation); however, in the case of vast areas with districts, more than one moderation centre may be necessary;
- 3.3 Level three moderation is clearly carried out by a Provincial Moderation team (comprising of the Provincial Subject Planners) at a central venue during District Moderation.

4. SCHOOL RESPONSIBILITIES AND ACTIVITIES PRIOR TO MODERATION:

- The Principal, SMT and HOD of each senior secondary school offering any of the abovementioned subjects must submit **seven (7)** evidence of learner's work for each subject offered as follows:
 - 1 teacher's file;
 - 6 learners' evidence of work (to represent the 2 top, 2 middle and 2 bottom range of marks);
- Principals are to make **Photostat copies** of the learners' evidence of work and hand these copies to the learners who will have their evidence of work sent to be moderated. This is to ensure that learners can prepare for the final examinations without being disadvantaged in any way.
- The Principal, SMT and HOD must ensure that school based moderation has been satisfactorily completed according to the prescripts of the **Subject Assessment Guidelines of 2008**, the **Provincial CASS Guidelines** and **relevant sections of Assessment Instruction 12 of 2009**.

This includes the marking of September trial exam scripts/alternate formal assessment timeously where these marks form part of the requirements for inclusion in evidence of learners' work.

- The Principal, SMT and HOD are reminded that school based moderation is **NOT** an audit of assessment tasks but a detailed re-marking, re-assessing and quality control of assessment tasks according to memoranda, rubrics and checklists.

NB: The Principal, SMT and HOD must ensure that all evidence of learners' work, teacher files and all the computerised marks sheets are made available for collection by district officials or delivered to the District Office. Dates for submission will be determined by each district according to their programmes for SBA moderation.

- The school's SBA mark schedule for the moderated subject must accompany the teacher's file and evidence of learners' work to the moderation centre.

5. DISTRICT ACTIVITIES PRIOR TO AND DURING MODERATION:

- 5.1 Provide/secure a central venue for moderation;
- 5.2 Select a District Senior Moderator for the subject (preferably the SES or DCES in charge of the subject at district level);

- 5.3 Invite Subject Advisors within the district cluster (A,B or C) to participate in moderation (according to the anticipated number of evidence of learner's work to be received from schools within the district);
- 5.4 Provide training for moderators based on the Provincial SBA moderation manual prior to the moderation;
- 5.5 Subject Advisor/DCES selected as Senior District Moderator must be present at the moderation and **must actively moderate 10% of all portfolios submitted**);
- 5.6 Provide accommodation, catering and S & T for district moderators where applicable;
- 5.7 Collect 10% of evidence of learners work from all affected schools within the District;
- 5.8 Return evidence of learners work to all affected schools after the moderation;
- 5.9 Complete moderation tool (supplied by the Province) for all schools.

Moderation of tasks will focus on:

- a. Quality of tasks (90% focus)
 - i. Task instructions (clarity, cognitive level)
 - ii. Content coverage (Suitability in terms of cognitive levels, work schedules)
 - iii. Marking processes (Marking rubrics, memoranda, grids, elimination of shadow marking)
 - iv. Re-marking of tasks (elimination of auditing; "twinning" of competent moderators)
- b. Auditing of task (10% focus)
 - i. number of tasks (as per subject assessment guidelines [SAG])
 - ii. dates of moderation (as per programme of assessment)
 - iii. frequency of moderation (as per programme of assessment)
 - iv. levels of moderation (school, cluster)

6. PROVINCIAL ACTIVITIES PRIOR TO AND DURING MODERATION:

- 6.1 Deploy Subject Planners as Chief Moderators to districts during ICDPM to monitor, evaluate and support districts – thereby providing the Provincial Moderation level.
- 6.2 Provincial Chief Moderators will sample moderate schools (10%) and evidence of learners after District Moderation has been completed;
- 6.3 Provide moderation tools for completion at ICDPM.

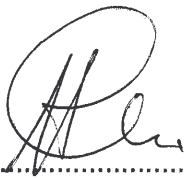
7. CONCLUSION:

Attention is once again drawn (see Assessment Instruction 42 of 2009) to the following sanctions that Umalusi may mete out to assessment bodies, learning institutions or individuals as outlined in Section 21 of the General and Further Education and Training Quality Assurance Act of 2001 which states that:

(a) Umalusi may decide to withhold results of an assessment body / Institution / candidate/s if it is proved beyond reasonable doubt that:

- (i) Assessment was not conducted in accordance with the regulations;***
- (ii) The credibility of any component of assessment is in jeopardy;***
- (iii) Assessment outcomes do not comply with requirements of validity, reliability and credibility.***

Therefore, the importance of the Provincial and District Grade 12 Centralised SBA Moderation process cannot be over emphasised. We trust that the duties allocated in the Assessment Instruction, the due dates and the processes will be carried out by all responsible personnel with both seriousness and commitment.


29/09/2010
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S. P. GOVENDER
CHIEF DIRECTOR: CURRICULUM MANAGEMENT