



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

Directorate: Curriculum FET Programmes

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ASSESSMENT INSTRUCTION 12 OF 2009

TO: DEPUTY-DIRECTOR GENERAL
CHIEF FINANCIAL OFFICER
CHIEF DIRECTORS
DIRECTORS AND DISTRICT DIRECTORS
CHIEF EDUCATION SPECIALISTS
EDUCATION DEVELOPMENT OFFICERS
DEPUTY CHIEF / SENIOR EDUCATION SPECIALISTS
PRINCIPALS OF ALL PUBLIC AND INDEPENDENT SCHOOLS:
GRADES 10 - 12
TEACHER UNIONS / ORGANISATIONS
SCHOOL GOVERNING BODIES

DATE: 23 FEBRUARY 2009

IMPLEMENTATION OF SCHOOL BASED ASSESSMENT GRADES 10 -12: 2009

1. BACKGROUND:

Assessment in the National Curriculum Statement (NCS) Grades 10 – 12 is an integral part of teaching and learning. The aim of assessment within the NCS is not to provide value judgements of a learners' performance but to assist in the positive support of learners in the process of teaching and learning.

School Based Assessment (SBA), commonly known as Continuous Assessment (CASS), is an assessment model designed to assist teachers and learners to assess individual progress and monitor the remediation of areas in which learners need assistance throughout the year. School based Assessment (SBA) refers to the formal assessment tasks carried out at school for marks to be included in the learners' evidence of work.

SBA is compulsory. The evidence of learners' work (in the SBA) is required for **ALL** subjects. It combines both formal 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.

Parents/Learners must be informed at the beginning of the year that SBA is a compulsory component of their promotion mark and that it must be given the support and attention it deserves.

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

Life Orientation is out of a maximum mark of 400. No conversion of marks to percentage must be done on the mark sheets.

2. PURPOSE:

- 2.1 This circular is intended to provide Departmental Officials, School Principals and teachers a framework in which to plan for School Based Assessment (SBA) for 2009.
- 2.2 It describes the duties and responsibilities of all stakeholders in the implementation of school-based assessment.
- 2.3 The circular includes a management plan with important dates for the implementation of SBA at school, district and provincial levels.
- 2.4 The circular intends to ensure the maintenance and improvement of the quality of SBA.

3. LEGISLATIVE FRAMEWORK:

The following are policies governing SBA:

- 3.1 National Education Policy Act, 1996 (Act No. 27 of 1996).
- 3.2 The South African Schools Act, 1996 (Act No 84 of 1996) as amended.
- 3.3 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.
- 3.4 The General and Further Education and Training Quality Assurance Act, 2001 (Act No 58 of 2001).

4. PROVINCIAL GUIDELINE FRAMEWORK:

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

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

NOTE: ALL CASS Guidelines for subjects (2008) were distributed to schools and are also available at District Offices. Moreover, they can be downloaded from the following website addresses:

<http://www.ecdoe.gov.za>
<http://curriculum.250free.com>
<http://examinations.250free.com>

5. KEY PRINCIPLES RELATING TO SBA:

- 5.1 SBA should be transparent in order for learners and teachers to have a clear understanding of the expectations of an assessment task, the marking criteria, the knowledge (learning outcomes and assessment standards required), skills and values which are being assessed.
- 5.2 SBA informs and evaluates teaching and learning, and moreover, provides a basis for remediation and further teaching and learning;
- 5.3 SBA encompasses a variety of teaching and assessment methods as well as learning styles
- 5.4 SBA is objective, valid, fair, time efficient and criterion referenced.

6. ROLES AND RESPONSIBILITIES:

The following key roles and responsibilities in respect of SBA have been identified at **THREE** different organisational levels:

- School level
- District/Cluster level
- Provincial level

6.1 SCHOOL LEVEL

6.1.1 SUBJECT TEACHER:

6.1.1.1 The subject teacher is required to:

- develop a Work Schedule, Lesson Plans and a Programme of Assessment (with dates and timeframes) for the year for his/her subject. This will be kept in the Teacher's Portfolio.
- analyse the results of the performance of Grade 12 learners to inform teaching, learning and assessment for the next year by developing a Subject Improvement Strategy.
- hand in all plans (Work Schedule, Lessons Plans, Assessment Tasks) to the Head of Department (HOD) for moderation, verification and approval on time.
- effect all recommendations/changes made by the HOD / Moderator.

6.1.1.2 The Work Schedule, Lesson Plans and Programme of Assessment must take into consideration **ALL** prescripts set out in the following documents:

- National Curriculum Statement
- Learning Programme Guidelines (LPG)
- Subject Assessment Guidelines (SAG)
- National Protocol on Assessment
- Provincial CASS Guidelines
- Practical Assessment Task (PAT) (if applicable)

6.1.1.3 The subject teacher will ensure that:

- all learners are assessed regularly throughout the year according to the Programme of Assessment. This should be done in **RED** ink.
- a mark book / record book / mark schedule of all marks obtained by the learners is kept for SBA tasks based on the National Protocol on Assessment.
- they participate in subject meetings at school, cluster subject meetings and district subject meetings.
- they use the evidence gained of learner attainment through SBA to inform further teaching activities and remediation.
- learners do not plagiarise.

6.1.2 HEAD OF DEPARTMENT (HOD) (SUBJECT/LEARNING FIELD)

The Head of Department has the dual responsibility at school level to monitor

the implementation of the National Curriculum Statement and to moderate SBA. The following roles listed below focus on moderation of SBA only in context of this Assessment Instruction.

6.1.2.1 The HOD has the responsibility of ensuring that:

- subject teachers fulfill all the requirements outlined in 6.1.1 above.
- **ALL** assessment tasks depicted on the Programme of Assessment are quality assured, together with **ALL** marking rubrics, memoranda and checklists required for the task.
- a sample 10% of all learners work for each assessment task appearing on the Programme of Assessment on completion of the task is moderated. This must be done in **GREEN** ink.
- moderators place their ticks next to the original ticks.
- **re-marking** occurs during moderation and is not just an audit of the number of tasks completed.
- the moderated piece of work is signed and dated at the top right hand corner of the first page of the learner's task.
- the teacher's moderation process is supervised and evaluated. This must include agreement on remedial measures.

6.1.2.2 The HOD gives **written, qualitative** comments to the teacher in terms of:

- the quality of the assessment task (level of difficulty/appropriateness to grade and context of learner)
- the quality of the marking process
- the appropriateness of the task to the grade, learning outcome and assessment standard
- the appropriateness of the task with respect to cognitive level abilities
- the appropriateness of the task with respect to the SAG, LPG, Work Schedule, and
- the correctness of the memoranda/rubric/checklist.

6.1.2.3 The HOD gives **written, qualitative** comments to the moderated learner's evidence of work in terms of the quality of the answer and the learners' attempt at completing the task.

6.1.2.4 The HOD moderates 10% of evidence of learners work for Grade 12 moderation on an ongoing basis prior to cluster meetings to ensure compliance with the subject SBA policy guidelines.

6.1.2.5 The HOD is responsible to ensure that:

- subject teachers have adequately prepared learners for the Grade 12 examinations.

- **ALL** teachers are fully prepared for Cluster SBA moderation meetings having all required tasks marked and mark schedules completed for presentation to the Subject Advisor.
- District and Provincial Officials have access to all planning documents and evidence of learners' work during official on-site monitoring and support visits.
- all mark schedules are completed accurately and submitted to the Principal and District Office as required.
- **ALL** teachers attend Cluster SBA moderation meetings on the required date.
- the evidence of learners' work presented at Cluster SBA moderation reflect a wide range of learners' evidence of performance ranging from Level 1 – Level 7.

6.1.3 ROLE OF THE SCHOOL PRINCIPAL

6.1.3.1 The Principal must ensure that:

- all subjects or Subject Teachers in each grade in his/her school have a Work Schedule, Lesson Plans and a Programme of Assessment
- all teachers have access to the final grade 12 results for the previous year for analytical purposes.
- the school has a common Programme of Assessment incorporating all grades to ensure that all formal and informal assessment tasks are completed within the required dates, in appropriate conditions and with the relevant invigilators officiating. This is to be known as the **School Assessment Policy**.
- school based moderation takes place. This involves **re-marking** of learners' assessment tasks for moderation and not just an audit of the number of tasks completed.
- a **School Management Team (SMT)** is operational to oversee all teaching, learning and assessment in compliance with national and provincial policies.
- a **School Assessment Team (SAT)** is operational to oversee all formal and informal assessment procedures at the school in compliance with national and provincial policies.
- all **Assessment Instructions** issued by the Provincial Education Department are discussed and understood by HODs and teachers.

- **ALL** mark schedules are duly completed, signed and submitted to the District Office on due dates.
- no mark sheet has a "0" mark or a "999" inserted.
- the evidence of learners' assessment tasks are marked and moderated by HOD and the subject teacher.
- all learners have a mark recorded next to their names on the required mark schedules.

6.1.3.2 The Principal must inform learners, parents and School Governing Bodies (SGBs) at Parents meetings that learners' marks will be "pending" if a SBA mark is not produced. The principal must raise awareness amongst the parent body that they hold a joint responsibility in learners' performance.

6.1.3.3 The Principal must make **3 copies** of the SBA mark sheets. The school must keep one copy, the original mark sheets must be sent to the District Office and the third copy must be placed in the educator's file that is submitted for Cluster and Provincial moderation.

6.1.3.4 The principal must moderate 10% of the 10% of learners' evidence of work moderated by the HOD for submission to Cluster SBA prior to cluster SBA moderation meetings. This should be done in **GREEN** ink.

6.1.3.5 The Principal must sign, date and insert the school stamp on every piece of learner evidence moderated and submitted to Cluster Moderation meetings.

6.2 DISTRICT LEVEL:

6.2.1 THE ROLE OF THE SUBJECT ADVISOR AT CLUSTER MODERATION MEETINGS:

6.2.1.1 The Advisor will ensure that:

- teachers have the following documents relevant to planning and SBA to all schools/teachers:
 - National Curriculum Statement
 - Learning Programme Guidelines (LPG)
 - Subject Assessment Guidelines (SAG)
 - National Protocol on Assessment
 - Provincial CASS Guidelines
 - Practical Assessment Task (PAT) (if applicable).
- fully functioning Subject and SBA committees have been established in each cluster with an elected cluster leader.

- Grade 12 results are analysed and the findings factored into a District Subject Improvement Strategy.
- a plan with the dates of regular on-site school visits are submitted to the District CES/DCES which will include the following aspects into on-site school visits:
 - Checking on lesson plans, work schedule and Programme of Assessment coverage
 - Quality of Assessment tasks and marking
 - Feed back to teacher, HOD and Principals on the coverage of curriculum and assessment requirements.
 - Alert teacher, HODs and Principals when teachers are perceived to be falling behind schedule and/or not meeting National and Provincial standards for SBA.
 - Remediation advice to teachers, HODs, Principals and EDOs in severe cases of non-compliance.

6.2.1.2 The Subject Advisor will include monitoring, evaluation and support of SBA during each on-site visit to a school.

6.2.1.3 The Subject Advisor will ensure that they meet regularly with SBA and Subject Committees to plan and evaluate progress of work schedules and SBA Programmes of Assessment.

6.2.1.4 These Clusters must meet at least **ONCE** a quarter.

6.2.1.5 The Subject Advisor must develop the concept of "Critical Friends" with teachers at Cluster Meetings to ensure collegiality, exchanging of ideas and tasks.

6.2.1.6 Subject Advisors must use Cluster Meetings to:

- advise, correct and support teachers in SBA and planning.
- ensure commonality in assessment tasks, activities and lessons plans.
- inform teachers of the latest developments in terms of the curriculum and assessment requirements, discuss and mediate Assessment Instructions, Policy documents and Provincial Guidelines.

6.2.1.7 At Cluster Meetings the Subject Advisor will ensure that:

- each teacher meets the requirements for SBA during Cluster Moderation Meetings.
- **they** manage and co-ordinate SBA Cluster Meetings. This duty **must not** be delegated to Cluster Chairpersons or teachers.

- qualitative moderation takes place at SBA Cluster Meetings and not just auditing of the number of SBA tasks submitted. This is to be done in **ORANGE** ink.
- moderation is done by consensus. If consensus cannot be reached, the Subject Advisor will facilitate mediation.
- adjustment of marks will only be agreed upon by the teachers involved and the Subject Advisor.
- moderation is done in accordance with the National policy and directives of UMALUSI.
- teachers are carefully supported when adjustments are made to ensure that challenges associated either with the continual awarding of high or low marks will not be perpetuated.
- **ALL** teachers' portfolios are moderated at school and cluster level.
- a copy of the Cluster Moderation tool/report is given to the teacher.
- a copy of the Cluster Moderation tool/report is kept for reporting to the District CES/DCES and the Provincial Subject Planner.
- 10% of all learners' evidence of work is submitted at Cluster Moderation Meetings and is moderated.
- attendance registers are kept and moderation reports are completed by the Subject Advisor for submission to the District CES/DCES and the Provincial Subject Planner at ½ Yearly Provincial meetings.

6.1.1.8 Subject Advisors must attend all Cluster Meetings to ensure uniform interpretation of policy documents and guidelines throughout the Districts.

6.1.1.9 As there are only **FOUR** compulsory cluster meetings during the year, it is essential that thorough moderation takes place during the first three cluster meetings (a complete remark of the task) and that adjustment of marks takes place during these meetings.

7 THE THREE LEVELS OF MODERATION

There are three levels of moderation:

- 7.1 School Based Moderation conducted by the HOD and Principal;
- 7.2 Cluster Based Moderation conducted by the Subject Advisor, Cluster Committee and participating teachers;
- 7.3 Provincial Moderation conducted by Provincial Subject Planners and appointed moderators.

The first two levels of moderation have been outlined in the roles and responsibilities of each role-player listed above.

8 PROVINCIAL MODERATION:

- 8.1 Provincial Moderation takes place **ONCE** a year.
- 8.2 Provincial Moderation is managed by the Directorate: Curriculum FET Programmes and the Directorate: Assessment & Examinations.
- 8.3 All Provincial Subject Planners are Chief Moderators.
- 8.4 Where there is no Provincial Subject Planner for a subject, a Chief Moderator will be appointed when applications are called for by the Directorate.
- 8.5 Senior Moderators and moderators are appointed when applications are called for by the Directorate.
- 8.6 Provincial Moderation is residential and centralised.
- 8.7 **15 subjects will be moderated in 2009 and this will be communicated in due course in an Assessment Instruction.**
- 8.8 All schools will submit **THREE** examples of evidence of learners' work and **ONE** teachers' portfolio for each subject offered at the school.
- 8.9 Evidence of learners work will be remarked and moderated in **PURPLE** ink.
- 8.10 A copy of the moderator's report will be forwarded to the school on return of the learners' evidence of work.
- 8.11 A Provincial SBA moderation report will be compiled for each subject and distributed to schools for the support and remediation of teaching, learning and assessment.

The following roles and responsibilities shall continue to apply for the Centralised Provincial SBA moderation process:

9. ROLES AND RESPONSIBILITIES:

9.1 SCHOOL REQUIREMENTS:

- The Principal, SMT and HOD of each senior secondary school offering any of the 29 subjects must submit **four (4)** examples for each of the 15 selected subject offered:

- 1 teacher's master portfolio;
- 3 learners' evidence of work (to represent the top, middle and 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** as well as the **Provincial CASS Guidelines**.
- The Principal, SMT and HOD are reminded that school based moderation is **NOT** an audit of learners' work and 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 teachers' portfolios and learners' evidence of work are made available for collection by district officials or delivered to the District Office.**

9.2 DISTRICT REQUIREMENTS:

- The District CES: Curriculum, DCES and Subject Advisors are to ensure that:
 - all schools have copies of the **Subject Assessment Guidelines of 2009** as well as the **Provincial CASS Guidelines** for all subjects offered at the school.
 - all schools offering the subjects identified for moderation must submit the required number of portfolios and evidence of learners' work.
 - the final cluster moderation processes and procedures are completed timeously for each subject in each cluster.
 - all teacher portfolios and evidence of learners' work from each school are delivered to the District Office or collected from schools.
 - all teacher portfolios and evidence of learners' work from each school are securely placed in the supplied plastic bags and secured with provided cable-ties.
 - all bags from each school are properly labeled with provided stick-on, colour coded labels.

- Cluster A: green
 - Cluster B: orange
 - Cluster C: red
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- District Curriculum Officials are reminded that district based moderation is **NOT** an audit of teacher portfolios, evidence of learners' work and assessment tasks but a detailed re-marking, re-assessing and quality control of assessment tasks according to memoranda, rubrics and checklists. Curriculum officials are responsible at cluster level for moderation and are expected to sample moderated teacher portfolios and evidence of learners' work together with teachers at cluster moderation meetings.
 - ***NB: The District CES: Curriculum, DCES and Subject Advisors are to ensure that all bags are delivered to and collected from the centralised moderation venue on time. Each district will be allocated a vehicle for this sole purpose which is to be controlled and regulated by the CES: Curriculum.***
 - District officials are to use a register to control the issuing and retrieval of bags to and from schools and to and from the centralised moderation venue depot.

10. SBA MANAGEMENT PLAN - 2009:

BELOW PLEASE FIND THE PROVINCIAL ***SBA MANAGEMENT PLAN*** TOGETHER WITH ALL RELEVANT DATES AND RESPONSIBLE PERSONS.

These dates are also contained in the Chief Directorate: Curriculum Management Year Planner for 2009.

NB: This Management Plan must be followed stringently by teachers, HODs, School Principals, Subject Advisors, District DCES, District CESs and all Provincial officials.

2009 SBA MANAGEMENT PLAN: GRADES 10 - 12

	ACTIVITY	OUTPUT	DATE	RESPONSIBILITY
1	Conduct School Subject Planning meetings to prepare, evaluate and approve Work Schedules, Lesson Plans and Programmes of Assessment	Lesson Plans Work schedules Programme of Assessment	06 December 2008 – 19 January 2009	Subject Teacher HOD Principal
2	First term SBA tasks completed by learners	Identified tasks (CASS guidelines/SAG) marked and submitted for moderation	21 January – 20 April	Subject Teacher
	Teachers set and submit grade 12 internal March tests to HOD	Subject March internal tests	02 – 06 March 2009	Subject teacher
4	HOD moderates Grade 12 internal March tests	Subject March internal tests	09 – 13 March 2009	HOD
5	Grade 12 March Internal School Tests	Grade 12 write internal school tests	18 March – 02 April 2009	SMT Principal
6	First term SBA moderation by HOD	10% of learners' evidence of work moderated	06 – 09 April 2009	HOD
7	First term SBA moderation by Principal	10% of learners' evidence of moderated work	14 – 17 April 2009	Principal
8	Prepare for 1st SBA Moderation Cluster Meetings	Moderation of Learners' evidence of work and teachers portfolios with evidence of assessment tasks completed	14 – 17 April 2009	Subject Teacher HOD Principal
9	Attend First Term Cluster Moderation Meeting	10% of learners' evidence of work to be submitted for moderation at Cluster Level	20 – 30 April 2009	Subject Teacher
10	Closing date for Grade 12 Markers and SBA moderator Applications	Submit applications to District Offices	22 May 2008	Teachers Principals
11	Teachers set and submit grades 10 - 12 internal June tests to HOD	Subject Grades 10 – 12 June internal tests	25 – 29th May 2009	Subject teacher
12	HOD moderates Grades 10 - 12 internal June tests	Subject June internal tests	01 – 05 June 2009	HOD
13	Learners write Grades 10 – 12 Internal tests	Grades 10 – 12 Internal tests	08 – 23 June 2009	Subject Teacher HOD Principal
14	Second term SBA moderation by HOD	10% of learners' evidence of moderated work	06 – 10 July 2009	HOD
15	Second term SBA moderation by Principal	10% of learners' evidence of work moderated	13 – 17 July 2009	Principal
16	Prepare for 2nd SBA Moderation Cluster Meetings	Moderation of learners' evidence of work and teachers' portfolios with evidence of assessment tasks completed	13 – 17 July 2009	Subject Teacher HOD Principal
17	Attend Second Term Cluster Moderation Meeting	10% of learners' evidence of work to be submitted for moderation at Cluster Level	20 – 31 July 2009	Subject Teacher

	ACTIVITY	OUTPUT	DATE	RESPONSIBILITY
18	Grade 12 Trial Examinations (Draft Time Table)	Grade 12 learners write Trial examinations	28 August – 23 September 2009	Subject Teacher HOD Principal
19	Third term SBA moderation by HOD	10% of learners' evidence of moderated work	17 – 21 August 2009	HOD
20	Third term SBA moderation by Principal	10% of learners' evidence of work moderated	24 – 28 August 2009	Principal
21	Prepare for 3rd SBA Moderation Cluster Meetings	Moderation of learners' evidence of work and teachers' portfolios with evidence of assessment tasks completed	24 – 28th August 2009	Subject Teacher HOD Principal
?	Attend Third Term Cluster Moderation Meeting	10% of learners' evidence of work to be submitted for moderation at Cluster Level	31 August – 04 September 2009	Subject Teacher
23	Fourth term SBA moderation by HOD	10% of learners' evidence of moderated work	21 – 25 September 2009	HOD
24	Fourth term SBA moderation by Principal	10% of learners' evidence of work moderated	28 September – 02 October 2009	Principal
25	Prepare for 4th SBA Moderation Cluster Meetings	Moderation of learners' evidence of work and teachers' portfolios with evidence of assessment tasks completed	28 September – 02 October 2009	Subject Teacher HOD Principal
26	Attend 4th Term Cluster Moderation Meeting	10% of learners' evidence of work to be submitted for moderation at Cluster Level	05 - 09 October 2008	Subject Teacher
27	Final SBA moderation by HOD in preparation for Centralised SBA moderation	10% of learners' evidence of work moderated	05 – 09 October 2009	HOD
28	Submission of completed computerized SBA grade 12 mark sheets, teachers' portfolios and evidence of learners' work to District Office	Mark sheets, portfolios and evidence of work submitted	7 – 12 October 2009	Principal
28	Submission of computerised SBA Grade 12 mark sheets, portfolios and evidence of learners' work to centralized SBA moderation venue	Computerised mark sheets, portfolios and evidence of learners' work submitted timeously	12 – 16 October 2009	District officials
29	Sorting of portfolios and evidence of learners' work at centralized venue	Portfolios and evidence of learner's work sorted into subjects	14 – 20 October 2009	Provincial officials
30	Centralised SBA moderation	Moderation of selected subjects	21 – 25 October 2009	Directorate Curriculum FET Programmes
31	NSC Grade 12 Final examinations (Draft Time Table)	Grade 12 learners write NSC examinations	22 October – 03 December 2009	Subject Teacher HOD Principal
32	Capturing of final SBA computerized Grade 12 mark schedules	SBA computerized mark sheets captured	26 October – 10 November 2009	Provincial officials

	ACTIVITY	OUTPUT	DATE	RESPONSIBILITY
33	UMALUSI SBA verification	Verification of centralised SBA Moderation	26 October – 06 November 2009	Directorate: Curriculum FET Programmes UMALUSI
34	Grade 11 final examinations	Grade 11 write examinations	28 October – 30 November 2009	Subject Teacher HOD Principal
35	Promotion / Progression schedules submitted to District Offices	Schedules duly completed and submitted	08 December 2009	Principal
36	Release of Grade 12 results	Results received and released	30 December 2009	Principal

It is envisaged that this Assessment Instruction will assist teachers, HODs, SMTs, Principals and District Officials in managing School Based Assessment procedures and processes in a uniform manner.



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MR SP GOVENDER
CHIEF DIRECTOR: CURRICULUM MANAGEMENT