

Province of the  
**EASTERN CAPE**  
EDUCATION

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### ASSESSMENT INSTRUCTION 10 OF 2013

**TO:** DEPUTY DIRECTORS-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  
TEACHERS  
TEACHER UNIONS / ORGANISATIONS  
SCHOOL GOVERNING BODIES

**DATE:** 06 FEBRUARY 2013

**IMPLEMENTATION OF SCHOOL BASED ASSESSMENT (SBA) GRADES 10 - 12  
AND MANAGEMENT PLAN: 2013**

#### 1. BACKGROUND

Assessment in the National Curriculum Statement (NCS) Grade 12 and the Curriculum and Assessment Policy Statements (CAPS) Grades 10 – 11 is an integral part of teaching and learning. The aim of assessment within the NCS and CAPS is to assist in the positive support of learners in the process of teaching and learning. School Based Assessment (SBA) 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. It refers to the formal and informal assessment tasks carried out at school for marks to be included in the learners' evidence of work.

SBA is **COMPULSORY**. Evidence of learners' work is a **COMPULSORY** requirement 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 seven (7) subjects must also satisfy the SBA requirements for those additional subjects.

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

## 2. PURPOSE

This Assessment Instruction is intended to provide Departmental Officials, School Principals and Teachers with a framework in which to plan for SBA for 2013. It outlines descriptively the duties and responsibilities of all stakeholders in the implementation of SBA. The Assessment Instruction includes a Management Plan with important dates for the implementation of SBA at school, district and provincial levels. The Assessment Instruction also intends to ensure the maintenance and improvement of the quality of SBA.

## 3. LEGISLATIVE FRAMEWORK

The following are the policies upon which SBA is founded:

- *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).*
- *Curriculum and Assessment Policy Statements (Grades 10 – 12)*

## 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:

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

**NOTE:** ALL SBA 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://www.eccurriculum.co.za>

<http://www.ecexams.co.za>



## 5. KEY PRINCIPLES RELATING TO SBA

**NOTE:** 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%. **Please note:** Life Orientation is out of a maximum mark of 400. **No** conversion of marks to percentages must be done on the mark sheets.

- 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.
- SBA informs and evaluates teaching and learning, and moreover, provides a basis for remediation and further teaching and learning.
- SBA encompasses a variety of teaching and assessment methods as well as learning styles
- SBA is objective, valid, fair, time efficient and criterion referenced.

## 6 THE THREE LEVELS OF MODERATION

There are three levels of SBA moderation:

- 6.1 School Based Moderation conducted by the Head of Department (HOD) and Principal at school.
- 6.2 Cluster Moderation and District SBA Moderation conducted by the Subject Advisor, Cluster Committee and participating teachers / and or invited Subject Advisors.
- 6.3 Provincial Centralised Moderation conducted by Provincial Subject Planners and selected moderators.

**Cluster and District Moderation will be monitored rigorously by Provincial Subject Planners, the Department of Basic Education and UMALUSI.**

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

## 7. ROLES AND RESPONSIBILITIES

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

- School level
- Cluster and District level
- Provincial level

## 7.1 LEVEL 1: SCHOOL

### 7.1.1 SUBJECT TEACHER

7.1.1.1 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 in Grades 12. This should be kept in the Teacher's File. Provincial Lesson Plans could be used by the teacher at this stage of planning.
- Use the Annual Teaching Plan (ATP) for Grade 10- 11 found in the CAPS document.
- Analyse the results of the performance of all learners from the previous year's results to inform teaching, learning and assessment for the year by developing Subject Improvement Strategies (see Circular 01 of 2013).
- Hand in all plans (Work Schedule, Lessons Plans and Assessment Tasks) to the Head of Department (HOD) for moderation, verification and approval on time.
- Effect all recommendations / changes made by the HOD / Moderator.

7.1.1.2 The Work Schedule, Lesson Plans and Programme of Assessment for Grade 12 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)

7.1.1.3 The subject teacher is expected to:

- Assess all learners regularly throughout the year according to the Programme of Assessment. This should be done in **RED** ink.
- Keep a mark book / record book / mark schedule of all marks obtained by the learners for SBA tasks based on the National Protocol on Assessment.
- Participate in subject meetings at school, cluster and district level.
- Use the evidence gained about learner attainment through SBA to inform further teaching activities and remediation.
- Ensure that learners submit their work.

## 7.1.2 HEAD OF DEPARTMENT (HOD) SUBJECT/ LEARNING FIELD HEAD

The Head of Department has the dual responsibility at school level as a (i) teacher and (ii) a member of the School Management Team (SMT) who must manage and monitor the implementation of the NCS / CAPS and moderate SBA. The following roles listed below focus on moderation of SBA only in the context of this Assessment Instruction.

7.1.2.1 The HOD has the responsibility of ensuring that:

- Subject teachers fulfill all the requirements outlined in 7.1.1 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% (or a minimum of 9)** 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.
- **Re-marking** occurs during moderation and is not just an audit of the number of tasks completed.
- The moderated pieces of work are 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.

7.1.2.2 The HOD gives **written, qualitative** feedback 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.
- The appropriateness of the task with respect to cognitive level.
- The appropriateness of the task with respect to the SAG, LPG, Work Schedule, CAPS and
- The correctness of the memoranda/rubric/checklist.

7.1.2.3 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.

7.1.2.4 The HOD moderates **10% (or a minimum of 9)** of evidence of learners work on an ongoing basis prior to cluster, district and provincial meetings to ensure compliance with the subject SBA policy guidelines.

7.1.2.5 The HOD is responsible to ensure that:

- Subject teachers have adequately prepared learners for all examinations, especially Trial and Final examinations for Grade 11 and 12.

- **ALL** teachers are fully prepared for Cluster SBA moderation meetings, District SBA moderation and Provincial Centralised SBA Moderation 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 to Level 7.
- A minimum of **9 evidence of learners' work** together with the teacher's portfolio must be presented at cluster / district moderation meetings.

### 7.1.3 ROLE OF THE SCHOOL PRINCIPAL

#### 7.1.3.1 The Principal must ensure that:

- All subjects or Subject Teachers in each grade in his/her school have a Work Schedule/ Annual Teaching Plan, Lesson Plans and a Programme of Assessment.
- All teachers have access to the final results from 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 the HOD and the subject teacher.
- A minimum of **9 evidence of learners' work** together with the teacher's portfolio must be moderated for each subject.
- All learners have a mark recorded next to their names on the required mark schedules.



- 7.1.3.2 The Principal must inform learners, parents and School Governing Bodies (SGBs) at Parents meetings that a learner's marks will be "pending" if a SBA mark is not produced and they will not be resulted. The Principal must raise awareness amongst the parent body that they hold a joint responsibility for a learners' performance.
- 7.1.3.3 The Principal must make **2 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 second copy must be placed in the educator's file that is submitted for Cluster, Centralised District and Centralised Provincial moderation.
- 7.1.3.4 The principal must moderate **10% (or a minimum of 9)** of learners' evidence of work moderated by the HOD for submission to Cluster, Centralised District and Centralised Provincial SBA Moderation meetings prior to submission. This should be done in **GREEN** ink.
- 7.1.3.5 The Principal must sign, date and insert the school stamp on every piece of learner evidence moderated and submitted to Cluster, Centralised District and Centralised Provincial SBA Moderation meetings.

## 7.2 LEVEL 2: DISTRICT (CLUSTER AND DISTRICT) SBA MODERATION MEETINGS

### 7.2.1 THE ROLE OF THE SUBJECT ADVISOR AT CLUSTER AND DISTRICT SBA MODERATION MEETINGS

7.2.1.1 The Subject Advisor will ensure that:

- Teachers have the following documents relevant to planning and SBA:
  - National Curriculum Statement
  - Learning Programme Guidelines (LPG)
  - Subject Assessment Guidelines (SAG)
  - National Protocol on Assessment
  - Provincial CASS Guidelines
  - Practical Assessment Task (PAT) (if applicable)
  - Provincial Lesson Plans
  - Provincial Common Tasks
  - Curriculum and Assessment Policy Statement (CAPS)
- Fully functioning Subject and SBA committees have been established in each cluster with an elected cluster leader.
- The names of the cluster leaders and the District SBA Subject Committee are submitted to the Provincial Head office by the **28<sup>th</sup> February 2013**.
- All Grades 10 – 12 final 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, Annual Teaching Plan 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.
- 7.2.1.2 The Subject Advisor will include sampling, monitoring, evaluation and support of SBA during each on-site visit to a school.
- 7.2.1.3 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 as per scheduled dates in the Curriculum Management Year Planner 2013/14.
- 7.2.1.4 These Clusters must meet at least **ONCE** a quarter. Reports of these meetings to be submitted to Provincial Subject Planners within one week of completion of said meetings.
- 7.2.1.5 The Subject Advisor must develop the concept of “Critical Friends” with teachers at Cluster Meetings to ensure collegiality, exchanging of ideas and tasks.
- 7.2.1.6 Subject Advisors must use Cluster and District SBA 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.
- 7.2.1.7 At Cluster and District SBA Meetings the Subject Advisor will ensure that:
- Each teacher meets the requirements for SBA during Cluster and District Moderation Meetings.
  - A minimum of **9 evidence of learners’ work** together with the teacher’s portfolio must be moderated for each subject.
  - **Advisors** manage and co-ordinate SBA Cluster and District Moderation Meetings. This duty **must not** be delegated to Cluster Chairpersons or teachers.





- Qualitative moderation takes place at SBA Cluster and District SBA Moderation 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 cluster and district 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% (or a minimum of 9)** of all learners' evidence of work per school 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 within one week of moderation being completed.

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

7.2.1.9 As there are only **FOUR** compulsory cluster SBA Moderation meetings during the year, it is essential that thorough moderation takes place during the first three cluster meetings. At the **THREE** Provincial SBA Moderation meetings a complete remark of the moderated tasks will be undertaken and that **adjustment of marks will take place during these meetings.**

7.2.1.10 Subject Advisors are to ensure that a schedule of Cluster and District Moderation is compiled (including venues and times) and distributed to all teachers and a copy submitted to the Provincial Head Office by the **28<sup>th</sup> February 2013**. These schedules must be based on the allocated dates contained in the Curriculum Management Year Planner 2013/14. Subject Advisors are to use the Management Plan attached to this Assessment Instruction and Chief Directorate Year Planner to synchronise dates.

7.2.1.11 Subject Advisors will be required to submit SBA reports **no later than 1 week** after the completion of Cluster and District moderation to the Provincial Head Office.

### 7.3 LEVEL 3: PROVINCIAL MODERATION

- 7.3.1 Provincial Moderation takes place **THREE TIMES** a year.
- 7.3.2 Provincial Moderation is managed by the Directorate: Curriculum FET Programmes and the Directorate: Assessment & Examinations.
- 7.3.3 All Provincial Subject Planners are Chief Moderators.
- 7.3.4 Where there is no Provincial Subject Planner for a subject, a Chief Moderator will be nominated by the Directorate.
- 7.3.5 Senior Moderators and Moderators are appointed when applications are called for by the Directorates for Centralised Provincial SBA Moderation (held in October of each year) **ONLY**.
- 7.3.6 Term 1 and Term 2 Provincial moderation will be done by Subject Planners and a nominated team of Subject Advisors.
- 7.3.6.1 **16 subjects** will be moderated at **Provincial Centralised Moderation** in 2013 and this will be communicated in due course through an Assessment Instruction.
- 7.3.6.2 **All National Senior Certificate (NSC) subjects** offered at Grade 12 level in the District must be moderated at Cluster and District SBA moderation meetings.
- 7.3.6.3 An Assessment Instruction communicating subjects per district for the three Provincial SBA moderation meetings will be sent to districts during the course of the year.
- 7.3.6.4 A 20% sample of schools for each subject will be required for Provincial Moderation.
- 7.3.7 All schools will submit **NINE (09)** examples of evidence of learners' work and **ONE** teachers' file for each subject offered at the school for the Provincial SBA Moderation process.
- 7.3.8 Evidence of learners work will be remarked and moderated in **PURPLE** ink.
- 7.3.9 A copy of the moderator's report will be forwarded to the school on return of the learners' evidence of work.
- 7.3.10 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.

### 8. SBA MANAGEMENT PLAN 2013

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 2013.

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



**2013 SBA MANAGEMENT PLAN: GRADES 10 - 12**

	<b>ACTIVITY</b>	<b>OUTPUT</b>	<b>DATE</b>	<b>RESPONSIBILITY</b>
1	<b>Term 1</b> SBA tasks (Grades 10 – 12) completed by learners	Identified tasks (SBA guidelines/SAG for Grade 12, CAPS document for Grade 10 & 11) marked and submitted for moderation	21 January – 15 March 2013	Subject Teacher
2	SBA moderation by HOD / Principal / SMT of <b>Term 1</b> SBA tasks (Grades 10 – 12)	10% (or a minimum of 9) Learners' evidence of work moderated	January to March 2013	HOD/ Principal / SMT
3	Prepare for <b>Term 1</b> SBA Moderation Cluster Meetings	Moderation of Learners' evidence of work and teachers portfolios with evidence of assessment tasks completed (9 learners evidence of work to be submitted plus teacher's portfolio)	18 – 20 March 2013	Subject Teacher HOD Principal
4	Attend Cluster / District Moderation Meeting for the moderation of <b>Term 1</b> SBA tasks (Grades 10 – 12)	9 examples learners' evidence of work plus teacher's portfolio to be submitted for moderation at Cluster Level	09 – 26 April 2013	Subject Teacher Subject Advisor
5	Compilation of <b>Term 1</b> Subject reports and submission to Head Office FET Curriculum Planning	Subject reports	29 April- 02 May 2013	Subject Advisor / DCES / District CES Curriculum
6	FET Provincial <b>Term 1</b> Grade 12 SBA Moderation	Moderation reports	07 – 10 May 2013	Subject Advisor Subject Planners CES FET Curriculum Planning



	ACTIVITY	OUTPUT	DATE	RESPONSIBILITY
7	<b>Term 2</b> SBA tasks completed by learners (Grades 10 – 12)	Identified tasks (SBA guidelines/SAG for Grade 12, CAPS document for Grade 10 & 11) marked and submitted for moderation	09 April – 31 May 2013	Subject Teacher
8	Teachers set and submit Grades 10 - 12 internal June tests to HOD	Subject Grades 10 – 12 June internal tests	20 – 24 May 2013	Subject Teacher
9	HOD moderates Grades 10 - 12 internal June tests	Subject June internal tests	27 - 31 May 2013	HOD
10	Learners write Grades 10 – 12 Internal tests	Grades 10 – 12 Internal tests	03 – 21 June 2013	Subject Teacher HOD Principal
11	SBA moderation by HOD / Principal / SMT of <b>Term 2</b> SBA tasks (Grades 10 – 12)	10% (or a minimum of 9) of learners' evidence of moderated work	19 – 21 June 2013	HOD/ Principal / SMT
12	Prepare for SBA Moderation Cluster Meetings for <b>Term 2</b> SBA tasks	Moderation of Learners' evidence of work and teachers portfolios with evidence of assessment tasks completed (9 learners evidence of work to be submitted plus teacher's portfolio)	19 – 21 June 2013	Subject Teacher HOD Principal
13	<b>Term 3</b> SBA tasks completed by learners (Grades 10 – 12)	Identified tasks (SBA guidelines/SAG for Grade 12, CAPS document for Grade 10 & 11) marked and submitted for moderation	15 July – 08 August 2013	Subject Teacher
14	Attend Cluster / District Moderation Meeting for the moderation of <b>Term 2</b> tasks	9 examples learners' evidence of work plus teacher's portfolio to be submitted for moderation at Cluster Level	15 – 26 July 2013	Subject Teacher
15	Compilation of <b>Term 2</b> subject reports and submission to Head Office FET Curriculum Planning	Subject reports	29 – 31 July 2013	Subject Advisor / DCES / District CES Curriculum
16	FET Provincial <b>Term 2</b> Grade 12 SBA Moderation	Moderation reports	05 – 07 August 2013	Subject Advisors Subject Planners

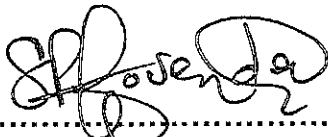


	ACTIVITY	OUTPUT	DATE	RESPONSIBILITY
17	Grade 12 Trial Examinations	Grade 12 learners write Trial examinations	Dates to be confirmed in separate Assessment Instruction	Subject Teacher HOD Principal
18	SBA moderation by HOD / Principal / SMT of <b>Term 3</b> SBA tasks (Grades 10 – 12)	10% (or a minimum of 9) of learners' evidence of moderated work	01 - 04 October 2013	HOD/ Principal / SMT
19	Prepare for cluster / District SBA Moderation Cluster Meetings for <b>Term 3</b> SBA tasks	Moderation of Learners' evidence of work and teachers portfolios with evidence of assessment tasks completed (9 learners evidence of work to be submitted plus teacher's portfolio)	07 October 2013	Subject Teacher HOD Principal
20	Attend Cluster / District Moderation Meeting for the moderation of <b>Term 3</b> SBA tasks	9 examples learners' evidence of work plus teacher's portfolio to be submitted for moderation at Cluster Level	08 – 18 October 2013	Subject Teacher Subject advisor
21	Compilation of <b>Term 3</b> subject reports and submission to Head Office FET Curriculum	Subject reports	19- 22 October 2013	Subject Advisor / DCES / District CES Curriculum
22	<b>Final SBA moderation</b> by HOD in preparation for Centralised SBA moderation (Grade 12)	Moderation of Learners' evidence of work and teachers portfolios with evidence of assessment tasks completed (9 learners evidence of work to be submitted plus teacher's portfolio)	19 - 22 October 2013	Subject Teacher HOD Principal
23	Collection of portfolios and evidence of learners' work by district officials	Teachers' portfolios and 9 learners' evidence of work collected for selected subjects from sampled schools	19 – 22 October 2013	District officials
24	Delivery of portfolios and evidence of learners' work to centralized venue	Portfolios and evidence of learner's work delivered to moderation venues	23 October 2013	District officials

	ACTIVITY	OUTPUT	DATE	RESPONSIBILITY
25	Final FET Provincial Grade 12 SBA <b>Centralised Moderation</b>	20% of learners' evidence of work moderated from sample selected subjects and schools	23 - 27 October 2013	Directorate Curriculum FET Programmes Appointed Subject teachers Appointed Subject Advisors Subject Planners
26	Compilation of final Grade 12 SBA moderation reports per subject	Subject reports	25 – 28 October 2012	Subject Planners

## CONCLUSION

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

(A) DEPUTY DIRECTOR GENERAL: TEACHING AND LEARNING SERVICES