

**DEPARTMENT OF EDUCATION**

**DIRECTORATE: EXAMINATIONS AND ASSESSMENT**

**EXAMINATION INSTRUCTION**

**No. 13 of 2011**

**DATE : 15 March 2011**

TOPIC : SBA Moderation for 2011 for Grade 12

**TO : DISTRICT DIRECTORS**

**CES (CURRICULUM)**

**DISTRICT ASSISTANT DIRECTORS: EXAMINATION**

**DISTRICT FET CURRICULUM COORDINATORS**

**DISTRICT SUBJECT ADVISORS**

**DISTRICT ASSESSMENT OFFICIALS**

**PRINCIPALS OF SCHOOLS**

**TEACHER ORGANISATIONS AND UNIONS**

**RELEVANT NON-GOVERNMENTAL ORGANISATIONS**

**ENCLOSURES :** Annexure A : Management plan for the moderation of SBA for

Grade 12

Annexure B : Allocated number of Provincial Teacher Moderators per

subject per district

Annexure C : Record of moderation

Annexure D : Removal of evidence of assessment task

Annexure E : Provincial Teacher Moderators database and

evaluation

Annexure F : Example of letter for Provincial Teacher Moderators to

gain access to schools and assessment tasks

Annexure G : Provincial Teacher Moderator’s Report

Annexure H : District Subject Advisor’s Report

Annexure I : Moderation Tool

Annexure J : Evidence of School Moderation

Annexure K : List of Provincial Teacher Moderators

Annexure L : District report on moderation for Grade 12

Annexure M : Moderation status of the district

Annexure N : Appeal Form

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|  |
| --- |
| **MEMORANDUM** |

**TO : District Directors**

**District CES: Curriculum**

**District FET and GET Coordinators**

**District Assessment Officials**

**Principals of all Secondary Schools**

**FROM : Prem Govender**

**Director: Examinations and Assessment**

**DATE : 15 March 2011**

**SUBJECT : SBA Moderation for 2011 for Grade 12**

This Examination Instruction serves to inform Heads of Institutions and District Offices of the procedures regarding the moderation of Learner Evidence of School-Based Assessment tasks.

Moderation of tasks and quality control of computerized mark sheets are the responsibility of managers at school and district levels. Non-compliance will be regarded as a serious deviation from policy.

Schools should note that the following annexures are applicable to them: Annexure A, Annexure J and Annexure N.

Your co-operation in this matter is appreciated

Regards

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**PREM GOVENDER**

**DIRECTOR: EXAMINATIONS AND ASSESSMENT**

**DATE:**

|  |
| --- |
| ***Making education a societal priority*** |

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**SBA MODERATION FOR 2011 FOR GRADE 12**

1. **MODERATION**
   1. **Moderation Guidelines**

Moderation is a process of teachers sharing their expectations of the performance of learners and understanding of standards with each other in order to improve the consistency of their decisions about the learning of learners. It is the process of ensuring the same assessment standards are applied to learners from every school.

* + 1. **1.2 Pre-moderation**

Pre-moderation is the process of quality assuring a task prior to it being administered to the learners. It involves establishing whether the learning outcomes taught are being assessed and whether the task conforms to the difficulty levels required. This can be conducted by the senior teacher/ HOD of the school.

* + 1. **1.3 Moderation**

1. After the assessment task has been written by the learner the learner’s task must be moderated by the senior teacher/HOD as follows:
2. sampling of learner evidence (high, middle, low)
3. sample to include learners from all teachers teaching the subject in that grade
4. the HOD will review the assessment of the teachers by **remarking** the task and making adjustments
5. Adjustments need to be conducted by mutual consultation and should be negotiated.
6. The adjusted mark must be recorded on the working mark sheet. It is important that the moderated marks are adjusted on the working mark sheets before any final calculations are performed.
   * 1. **1.4 Post-moderation (feedback)**
7. After moderation has been completed the senior teacher/HOD must provide feedback to the teacher:
8. Identify issues related to pupil performance, curriculum coverage and teaching and learning
9. Feedback should be used as a platform to discuss expectations and interpretations in order to ascertain fair, valid and reliable assessments.

**1.5 The Three Levels of Moderation**

**1.5.1 To ensure all marks are fair, valid and reliable, moderation must take place on three levels:**

* + 1. **a) School Moderation**

Internal moderation conducted by the HOD/Subject Head takes place continuously throughout the year. In those schools where there is only one educator for the subject, the internal school moderation will have to be conducted by a teacher/HOD of another school. **Annexure J** (Evidence of school moderation) should be completed.

* + 1. **b) District Moderation**

District moderation of assessment tasks will be conducted by District Subject Advisors during school visits or during a focused moderation session at the district.

* + 1. **c) Provincial Moderation**

Provincial moderation will be conducted by Provincial Teacher Moderators. This moderation will be conducted in 3 phases (once per quarter) during the course of the year and will be managed by district officials.

The three levels of moderation must be adhered to as it is a pre-requisite of Umalusi (external moderation body).

**2. MODERATION MODEL FOR 2011 (FOR GRADE 12 ONLY)**

**2.1 Appointment of Provincial Teacher Moderators and Remuneration of Provincial Teacher Moderators**

1. Subjects across all districts will be allocated Provincial Teacher Moderators.
2. District Directors will be responsible for the appointment of the Provincial Teacher Moderators according to the criteria in Examination Instruction no 03 of 2011. The selection and appointment will be done by the District Subject Advisors and approved by the District Director.
3. Please note that the District should ensure that the school of each Provincial Teacher Moderator is moderated by the District Subject Advisor or another Provincial Teacher Moderator.
4. Each Provincial Teacher Moderator will be assigned + 10 schools. The subject allocation per district has been analysed to ascertain the number of moderators required. CAT/IT and Tourism Provincial Teacher Moderators will be allocated 6 schools each to cater for PAT moderation as well.
5. The moderation activity will be divided into 3 phases. The duration will be expanded to cover moderation activities/ interventions during the course of the year. The hours will be more or less 30 hours per moderator.
6. Remuneration of Provincial Teacher Moderators will be according to PAM document for Examination activities.
7. The Provincial Teacher Moderators have to submit the claim forms to the District Subject Advisor who will submit the verified forms to the District Assessment official.

**2.2 Procedure of moderation**

1. The Provincial Teacher Moderator has to sign a letter of appointment/ contract signed by the District Director and sanctioned by the principal of the teacher’s school (Examination Instruction no 03 of 2011).
2. The District Subject Advisor will, with the assistance of the Provincial Teacher Moderators for that subject, devise a management plan from 11 April to 30 October 2011. This plan must include:
   * 1. Focused moderation of the subject.
     2. Compiling reports on each visit.
3. The purpose of the moderation is to serve as focused intervention to improve results as well as to quality control all SBA mark sheets.
4. The Head Office Moderation Unit will monitor the progress of moderation through visits to a sample of schools. Reports sent by the District Subject Advisors will be carefully analyzed by the Provincial Subject coordinators.
5. This moderation merely supplements the work of the District Subject Advisor, whose responsibility must still be to ensure that all schools in the district adhere to the national requirements and also meet the provincial department’s targets towards good performance.

**3. ROLES AND RESPONSIBILITIES**

**3.1 Head Office**

1. The Examination and Curriculum Directorates will visit districts to ensure that effective moderation of SBA is being conducted. Through these visits officials at Head Office will establish whether:
   1. Districts have monitoring/ support programmes to ensure that all underperforming schools are visited at least twice.
   2. Districts quality assure and control all working and computerized mark sheets before the computerized mark sheets are sent for capturing at the end of the year.
   3. **Examination and Assessment Directorate :**

**The Moderation Unit will**

1. distribute Management Plans regarding all moderation.
2. design generic monitoring tools.
3. monitor the moderation processes for all subjects.
4. coordinate the Art Subject Practical Examinations.
5. coordinate the Practical Assessment Tasks (PAT) moderation of all subjects with a practical component..
6. coordinate the Oral moderation of all official languages offered at schools.
7. Collect verified computerized mark sheets from districts and submit them to Systems

Administration for capturing.

1. analyse all reports submitted by districts regarding moderation.
2. follow-up on outstanding SBA marks.
   1. **Curriculum Directorate :**

**The Provincial Subject Coordinator will**

1. decide on the specific tasks to be moderated during the current year together with Subject Advisors at a meeting scheduled at the beginning of the year.
2. design the subject specific moderation tool.
3. train District Subject Advisors on moderation requirements for each subject.
4. analyse reports compiled by District Subject Advisors.
5. quality assure the moderation process for his/her subject.
6. inform the Moderation Unit of cases of serious non-compliance.

* For subjects that are considered ‘small’ or ‘scarce’ (including the Arts and Technical subjects) the Provincial Subject coordinator, together with the curriculum coordinators and CESs of the districts, will draw up a composite provincial moderation and monitoring plan, across districts. They will also coordinate, control and manage the appointment of provincial moderators for these ‘small’ or ‘scarce’ subjects offered across districts, in the province.
  1. **The District**

1. Districts must ensure that there is a District Quality Assurance/ Moderation Management Plan that addresses
   1. General moderation practices.
   2. Focused moderation visits (apart from general visits to schools) to all schools.
   3. Regular Reports :-

- with findings and recommendations

- feedback to Head Office on problematic schools

1. Follow-up visits to ensure that recommendations have been carried out.
2. The verification of all marks on computerized mark sheets that are submitted for capturing.
3. District Subject Advisors are required to support all schools in their district and to ensure that all schools comply with national requirements.
4. A different sample of learners should be moderated at each school visit for different phases/tasks/activities.
   * 1. **Districts should align their management plans to adhere to the following instructions:**
        1. **Moderation should be scheduled to happen at the following periods:**

|  |  |  |
| --- | --- | --- |
| **Phase** | **Tasks** | **Period** |
| **First** | Completed during term 1 | First two weeks after reopening of schools in term 2  **11 April to 22 April 2011** |
| **Second** | Completed during term 2 | First two weeks after reopening of schools in term 3  **18 July to 29 July 2011** |
| **Third** | Completed during term 3 | First week after reopening of schools in term 4  **10 October to 14 October 2011** |

* + - 1. **Turnaround time for moderation**

1. Where possible, Provincial Teacher Moderators should conduct moderation on site. The Provincial Teacher Moderator must contact the allocated school and make an appointment after school (after teaching time) to collect the assessment tasks which can be moderated at the school with the subject teacher or be collected and moderated off-site as per prior arrangement.
2. Where districts collect tasks on behalf of the Provincial Teacher Moderator, the following procedure should be followed:
3. the tasks should be submitted on a Friday morning by the schools
4. they must be collected by the Provincial Teacher Moderator on Friday afternoon
5. all tasks must be returned by the PTM to the district on the following Thursday
6. schools should then collect the moderated tasks on the Friday
7. **Tasks may not be kept for a period longer than a week unless it has been negotiated with the school.**
8. Provincial Teacher Moderators may only call for **ONE** task to be moderated at a time.
9. Learners must have all their tasks with them during the holidays for revision purposes. As teachers will still be marking the preliminary papers, this task will be moderated during the first week after reopening if required as per Provincial subject moderation plan.
10. Where schools do not submit assessment tasks, the District Subject Advisor must investigate the non-compliance at the school.
    * + 1. **Feedback**
11. After each moderation the school should receive feedback from the Teacher Moderator on the Provincial Teacher Moderator’s Report (**Annexure G**)
12. A Provincial Teacher Moderator can also give the subject teacher a verbal report after moderation has taken place at the school.
13. A Provincial Teacher Moderator can by arrangement meet the subject teacher and give the teacher a verbal report regarding the moderation.
    * 1. **The District Assessment Official will**
14. Conduct random school visits to monitor the implementation of the national assessment policy. During these visits he/she will:
    1. ensure that the School Assessment Team (SAT) is established and is functional.
    2. ensure that all schools in the district have Assessment plans, programmes and policies.
    3. facilitate the appeals against decisions taken during SBA moderation.
15. compile a composite list of Provincial Teacher Moderators and forward it to the Moderation Unit (**Annexure K**).
16. compile a composite District Moderation Management Plan and forward a copy to the Moderation Unit.
17. distribute the District Moderation Plan to all secondary schools.
18. assist all District Subject Advisors in arranging moderation processes.
19. compile a composite moderation report (**Annexure L**) on all serious cases of non- compliance. **Annexure L** must be submitted to the Moderation Unit within 10 working days after each moderation phase.
20. compile a District Management Plan for the collection of all computerized mark sheets.
21. ensure that all marks on marks sheets are verified; quality assured and signed-off by the relevant stakeholders.
22. submit computerized mark sheets according to the Provincial requirements and Management Plan to the Moderation Unit for capturing.
    * 1. **The District Subject Advisor will:**
23. complete all duties mandated to them by the Curriculum Directorate at Head Office.
24. identify Provincial Teacher Moderators based on the criteria stipulated in Examination Instruction no 3 of 2011.
25. recommend appointments of Provincial Teacher Moderators.
26. submit a list of appointed Provincial Teacher Moderators to the District Assessment Official (**Annexure K**).
27. oversee the entire moderation process and provide direction to the appointed Provincial Teacher Moderators.
28. train Provincial Teacher Moderators on subject specific moderation.
29. prepare a District Subject Moderation management plan from 11 April till 21 October 2011. This will include pre-moderation discussions with schools; dates when district moderation will take place and dates for the submission of checked and verified computerized mark sheets, etc.
30. monitor the moderation of the Provincial Teacher Moderators (especially those of underperforming schools) to ensure compliance and the maintenance of subject standards.
31. ensure that the Provincial Teacher Moderator selects the names of learners for moderation process.
32. collect and analyse Provincial Teacher Moderators’ reports.
33. consult with the Provincial Teacher Moderator and school In case of any adjustment of marks.
34. manage all appeals with the IDSO and the SAIC of the school.
35. forward a composite report (**Annexure H**) to Provincial Subject Coordinators and District Assessment Officials within 5 working days after the completed moderation phase.
36. collect and verify claim forms and submit claim forms to District Assessment Official.
37. complete an evaluation form for each Provincial Teacher Moderator (**Annexure E**) and submit a copy to the District Assessment Official.
38. ensure that marks are correctly calculated and transferred to computerized mark sheets with the assistance of the Provincial Teacher Moderator.
    * 1. **Provincial Teacher Moderator (PTM) will:**
39. apply at the district office to be appointed as a Provincial Teacher Moderator (Examination Instruction no 03 of 2011).
40. submit and sign letter of acceptance (Letter of acceptance and personal information - Examination Instruction no 03 of 2011 ) to the District Assessment Official.
41. liaise with District Subject Advisor.
42. attend all training organized.
43. complete **Annexure C** (per school) to indicate time spent on moderation.
44. record all kilometres travelled to perform the moderation on site (**Annexure C**)
45. moderate a sample of SBA tasks from each of the schools assigned to him/her. The sample of learners chosen will include learners with good performance; learners with average performance and learners with poor performance. This sample should include learners from all the teachers teaching the subject.
46. before the initial moderation
    1. obtain the record sheet (working mark sheet) of the subject.
    2. select the names of learner he/she will moderate for each moderation phase and inform the school. (NOTE: The school should not be given the opportunity to select the names of learners to be moderated.)
47. moderate the educator file.
48. complete the moderation in the expected time allocation of 30 hours between April and October 2011. This moderation will include a discussion meeting with the subject teachers of the schools, the physical remarking of the SBA tasks and the preparing of a report on the SBA compliance and good practices for each school in order to provide feedback (**Annexure G**) to the subject teacher. The Provincial Teacher Moderators must submit **Annexure G** to the District Subject Advisor within 2 working days after moderation occurred.
49. recommend adjustments of marks to the Subject Advisor where necessary to ensure that standards are not compromised and that marks given are valid, fair and reliable.
50. assist the District Subject Advisor in quality assuring mark sheets and signing-off the computerized mark sheets as moderator
51. submit completed claim form to District Subject Advisor by due date.
    1. **The School**
       1. SMT and SAT must ensure that all moderation is ongoing and is directed towards the final submission of valid, fair and reliable SBA results. The Principal must ensure that the school conducts the following:-
    2. Pre-moderation/Quality assurance of tasks before they are administered to the learners
    3. Moderation
    4. Post-moderation (feedback)
    5. Adjustment of marks/transferring of marks onto computerized mark sheets
    6. Record keeping
    7. Irregularities – SAIC
    8. Appeals
       1. The schools will at all times adhere to the District Moderation Management Plan and avail all evidence of learners’ SBA when requested.
52. **General Comments**
    1. **Colour of pens**

Teacher’s original assessment : **Red**

School moderation : **Black**

District moderation : **Green**

Provincial moderation/ (Provincial Teacher Moderator) : **Purple**

* 1. All moderators must **sign and date** the top right-hand side of the first page of the learner’s assessment task



Annexure A

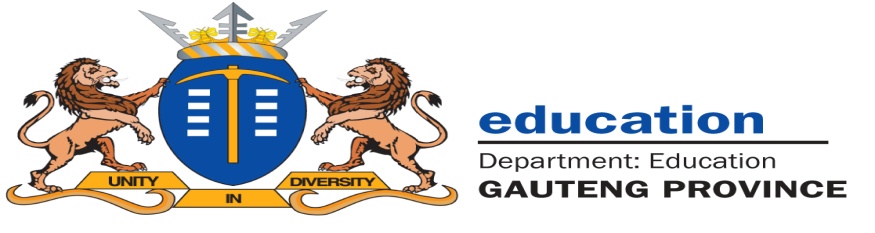
**MANAGEMENT PLAN FOR THE MODERATION OF SBA FOR GRADE 12**

|  |  |  |
| --- | --- | --- |
| **Timeframe** | **Function** | **Responsibility** |
| March 2011 | Training of Provincial Teacher Moderators | District Subject Advisors  District Assessment Official |
| 14 March 2011 | Complete the District Subject Moderation Management Plan per subject | District Subject Advisors |
| 21 March 2011 | Submission of completed Annexure As and Annexure K to the Moderation Unit | District Subject Advisors District Assessment Officials |
| 21 March 2011 | Compile a composite District Moderation Management Plan to be sent to schools. | District Assessment Officials |
| 21 March 2011 | Composite District Moderation Management Plan to be submitted to the Moderation Unit. | District Assessment Officials |
| 11 April – 21 April | First phase of moderation of SBA | Provincial Teacher Moderators |
| 18 July – 29 July | Second phase of moderation of SBA | Provincial Teacher Moderators |
| 10 October – 14 October 2011 | Third phase of moderation of SBA | Provincial Teacher Moderators |
| 2 May 2011 | Reports to schools and District Subject Advisors after each moderation phase  Reports to Provincial Subject Coordinators after each moderation phase | Provincial Teacher Moderators  District Subject Advisors |
| 10 August 2011 |
| 31 October 2011 |
| 9 May 2011 | Moderation reports (Annexure L and M) after each moderation phase to the Moderation Unit | District Assessment Officials |
| 15 August 2011 |
| 4 November 2011 |
| 10 October – 14 October 2011 | Quality assure working mark sheets and computerized mark sheets | Provincial Teacher Moderators District Subject Advisors |
| Complete claim forms to District Subject Advisors | Provincial Teacher Moderators |
| Submit all F1030 forms with attachments to the District Subject Advisor {PTM with no persal number} | Provincial Teacher Moderators |
| Completed claim forms to Moderation Unit |
| Submit all F1030 forms with attachments to the Moderation Unit {PTM with no persal number} |
| 17-21 October 2011 | Signing- off of SBA computerized mark sheets of allocated schools | District Subject Advisors  District Assessment Officials |
| Processing of claim forms |
| October - November 2011 | Submit computerized mark sheets to System Admin as per Provincial Management Plan | Moderation Unit |
| 26 October | Submission of District SBA report to Provincial Coordinators | District Subject Advisors |
| 15 November 2011 | Provincial Subject Report for SBA submitted to Moderation Unit | Provincial Subject Coordinators |
| January 2012 | Composite report on SBA to schools | Moderation Unit  Curriculum Development Unit – Provincial Coordinators  AMU |

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Annexure B

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2011 ALLOCATION OF PROVINCIAL TEACHER MODERATORS PER SUBJECT PER DISTRICT** | No of sch per dist | No of ptm per Subj | No of sch per dist | No of ptm per Subj | No of sch per dist | No of ptm per Subj | No of sch per dist | No of ptm per Subj | No of sch per dist | No of ptm per Subj | No of sch per dist | No of ptm per Subj | No of sch per dist | No of ptm per Subj | No of sch per dist | No of ptm per Subj | No of sch per dist | No of ptm per Subj | No of sch per dist | No of ptm per Subj | No of sch per dist | No of ptm per Subj | No of sch per dist | No of ptm per Subj | No of sch per dist | No of ptm per Subj | No of sch per dist | No of ptm per Subj | No of sch per dist | No of ptm per Subj |  |  |
| **Subject** | **1** | **PTM** | **2** | **PTM** | **3** | **PTM** | **4** | **PTM** | **5** | **PTM** | **6** | **PTM** | **7** | **PTM** | **8** | **PTM** | **9** | **PTM** | **10** | **PTM** | **11** | **PTM** | **12** | **PTM** | **14** | **PTM** | **15** | **PTM** | **16** | **PTM** | **TOTAL** | **PTM** |
| Accounting | 16 | 2 | 43 | 4 | 35 | 4 | 75 | 8 | 46 | 5 | 60 | 6 | 30 | 3 | 48 | 5 | 65 | 7 | 54 | 5 | 65 | 7 | 32 | 3 | 54 | 5 | 48 | 5 | 57 | 6 | 728 | 73 |
| Afrikaans First Additional Lang | 7 | 1 | 11 | 1 | 12 | 1 | 47 | 5 | 21 | 2 | 41 | 4 | 16 | 2 | 8 | 1 | 51 | 5 | 35 | 4 | 40 | 4 | 12 | 1 | 23 | 2 | 17 | 2 | 24 | 2 | 365 | 37 |
| Afrikaans Home Language | 2 | 0 | 10 | 1 | 8 | 1 | 27 | 3 | 12 | 1 | 10 | 1 | 9 | 1 | 5 | 1 | 4 | 0 | 4 | 0 | 1 | 0 | 5 | 1 | 9 | 1 | 9 | 1 | 13 | 1 | 128 | 13 |
| Afrikaans Second Additional Lang |  | 0 | 2 | 0 | 7 | 1 | 2 | 0 |  | 0 | 1 | 0 | 1 | 0 | 4 | 0 |  | 0 |  | 0 | 2 | 0 |  | 0 |  | 0 | 5 | 1 | 1 | 0 | 25 | 3 |
| Computer Applications Technology | 7 | 1 | 24 | 4 | 18 | 3 | 49 | 8 | 19 | 3 | 34 | 6 | 24 | 4 | 10 | 2 | 37 | 6 | 23 | 4 | 18 | 3 | 16 | 3 | 11 | 2 | 17 | 3 | 28 | 5 | 335 | 56 |
| Consumer Studies | 2 | 0 | 24 | 2 | 16 | 2 | 12 | 1 | 26 | 3 | 20 | 2 | 7 | 1 | 16 | 2 | 14 | 1 | 21 | 2 | 10 | 1 | 14 | 1 | 14 | 1 | 24 | 2 | 20 | 2 | 240 | 24 |
| English First Additional Lang | 13 | 1 | 39 | 4 | 31 | 3 | 62 | 6 | 53 | 5 | 34 | 3 | 21 | 2 | 44 | 4 | 31 | 3 | 33 | 3 | 55 | 6 | 26 | 3 | 42 | 4 | 48 | 5 | 47 | 5 | 579 | 58 |
| English Home Language | 6 | 1 | 17 | 2 | 11 | 1 | 52 | 5 | 20 | 2 | 41 | 4 | 17 | 2 | 9 | 1 | 54 | 5 | 40 | 4 | 50 | 5 | 14 | 1 | 23 | 2 | 16 | 2 | 25 | 3 | 395 | 40 |
| English Second Additional Lang |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 | 1 | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 | 1 | 0 |
| Geography | 16 | 2 | 42 | 4 | 30 | 3 | 63 | 6 | 40 | 4 | 52 | 5 | 21 | 2 | 44 | 4 | 59 | 6 | 52 | 5 | 60 | 6 | 31 | 3 | 48 | 5 | 44 | 4 | 46 | 5 | 648 | 65 |
| History | 9 | 1 | 25 | 3 | 24 | 2 | 39 | 4 | 37 | 4 | 36 | 4 | 13 | 1 | 26 | 3 | 50 | 5 | 43 | 4 | 50 | 5 | 27 | 3 | 43 | 4 | 27 | 3 | 30 | 3 | 479 | 48 |
| Hospitality Studies | 3 | 0 | 4 | 0 | 6 | 1 | 16 | 2 | 6 | 1 | 6 | 1 | 6 | 1 | 1 | 0 | 3 | 0 | 8 | 1 | 6 | 1 | 3 | 0 | 3 | 0 | 4 | 0 | 9 | 1 | 84 | 8 |
| Information Technology | 1 | 0 | 4 | 1 | 11 | 2 | 24 | 4 | 7 | 1 | 14 | 2 | 8 | 1 | 4 | 1 | 9 | 2 | 11 | 2 | 2 | 0 | 6 | 1 | 1 | 0 | 4 | 1 | 10 | 2 | 116 | 19 |
| IsiNdebele Home Language | 1 | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 | 1 | 0 |
| IsiXhosa First Additional Lang |  | 0 |  | 0 |  | 0 | 2 | 0 |  | 0 |  | 0 | 1 | 0 |  | 0 | 1 | 0 |  | 0 | 1 | 0 |  | 0 |  | 0 |  | 0 | 1 | 0 | 6 | 1 |
| IsiXhosa Home Language |  | 0 | 21 | 2 |  | 0 | 1 | 0 | 10 | 1 | 11 | 1 | 2 | 0 | 11 | 1 | 12 | 1 | 7 | 1 | 25 | 3 | 6 | 1 | 16 | 2 | 1 | 0 | 16 | 2 | 139 | 14 |
| IsiXhosa Second Additional Lang |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 | 1 | 0 |  | 0 |  | 0 |  | 0 |  | 0 | 1 | 0 |
| IsiZulu First Additional Lang |  | 0 |  | 0 |  | 0 | 6 | 1 |  | 0 |  | 0 | 2 | 0 |  | 0 | 28 | 3 | 11 | 1 | 12 | 1 | 1 | 0 | 5 | 1 | 1 | 0 | 5 | 1 | 71 | 7 |
| IsiZulu Home Language | 10 | 1 | 9 | 1 | 11 | 1 | 30 | 3 | 30 | 3 | 26 | 3 | 5 | 1 | 31 | 3 | 30 | 3 | 21 | 2 | 45 | 5 | 18 | 2 | 28 | 3 | 9 | 1 | 34 | 3 | 337 | 34 |
| IsiZulu Second Additional Lang |  | 0 |  | 0 |  | 0 | 1 | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 | 1 | 0 |
| Life Orientation | 17 | 2 | 45 | 5 | 37 | 4 | 84 | 8 | 53 | 5 | 66 | 7 | 30 | 3 | 50 | 5 | 68 | 7 | 59 | 6 | 75 | 8 | 36 | 4 | 56 | 6 | 53 | 5 | 60 | 6 | 789 | 79 |
| Sepedi First Additional Lang | 1 | 0 |  | 0 | 1 | 0 | 9 | 1 |  | 0 | 2 | 0 |  | 0 |  | 0 |  | 0 |  | 0 | 1 | 0 |  | 0 |  | 0 |  | 0 | 2 | 0 | 16 | 2 |
| Sepedi Home Lang | 9 | 1 | 1 | 0 | 12 | 1 | 36 | 4 | 15 | 2 | 22 | 2 |  | 0 | 2 | 0 | 19 | 2 | 15 | 2 | 15 | 2 | 6 | 1 | 8 | 1 | 13 | 1 | 13 | 1 | 186 | 19 |
| Sesotho First Additional Lang |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 | 1 | 0 | 4 | 0 | 1 | 0 | 3 | 0 | 3 | 0 |  | 0 |  | 0 |  | 0 | 1 | 0 | 13 | 1 |
| Sesotho Home Lang | 2 | 0 | 10 | 1 |  | 0 | 2 | 0 | 17 | 2 | 8 | 1 | 10 | 1 | 40 | 4 | 9 | 1 | 18 | 2 | 35 | 4 | 14 | 1 | 24 | 2 | 1 | 0 | 29 | 3 | 219 | 22 |
| Setswana First Additional Lang | 1 | 0 |  | 0 | 1 | 0 | 3 | 0 |  | 0 |  | 0 |  | 0 |  | 0 | 2 | 0 | 5 | 1 |  | 0 | 3 | 0 |  | 0 | 1 | 0 | 1 | 0 | 17 | 2 |
| Setswana Home Lang |  | 0 | 26 | 3 | 19 | 2 | 29 | 3 | 9 | 1 | 8 | 1 |  | 0 |  | 0 | 9 | 1 | 20 | 2 | 15 | 2 | 15 | 2 | 18 | 2 | 37 | 4 | 8 | 1 | 213 | 21 |
| Setswana Second Additional Lang |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 | 0 | 0 |
| SiSwati First Additional Lang |  | 0 |  | 0 |  | 0 | 1 | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 | 1 | 0 |
| SiSwati Home Lang | 1 | 0 |  | 0 | 1 | 0 | 2 | 0 |  | 0 |  | 0 | 1 | 0 |  | 0 |  | 0 | 1 | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 | 6 | 1 |
| Tourism | 9 | 2 | 30 | 5 | 19 | 3 | 50 | 8 | 23 | 4 | 34 | 5 | 15 | 3 | 29 | 5 | 33 | 6 | 26 | 4 | 35 | 6 | 29 | 5 | 20 | 3 | 30 | 5 | 30 | 5 | 412 | 69 |
| Tshivenda First Additional Lang |  | 0 |  | 0 |  | 0 | 2 | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 | 2 | 0 |
| Tshivenda Home Lang |  | 0 | 1 | 0 |  | 0 | 2 | 0 |  | 0 | 2 | 0 |  | 0 |  | 0 | 7 | 1 | 3 | 0 | 10 | 1 | 3 | 0 | 4 | 0 | 4 | 0 | 2 | 0 | 38 | 4 |
| Xitsonga First Additional Lang |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 | 1 | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 | 1 | 0 |
| Xitsonga Home Lang | 1 | 0 | 2 | 0 | 8 | 1 | 13 | 1 | 6 | 1 | 6 | 1 |  | 0 | 1 | 0 | 10 | 1 | 5 | 1 | 10 | 1 | 6 | 1 | 6 | 1 | 4 | 0 | 9 | 1 | 88 | 9 |
| **PILOT PROJECT** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Business Studies | 12 | 1 | 41 | 4 | 32 | 3 | 59 | 6 | 48 | 5 | 55 | 6 | 27 | 3 | 46 | 5 | 46 | 5 | 48 | 5 | 55 | 6 | 28 | 3 | 36 | 4 | 29 | 3 | 27 | 3 | 589 | 60 |
| Economics | 8 | 1 | 30 | 3 | 29 | 3 | 52 | 5 | 40 | 4 | 38 | 4 | 15 | 2 | 45 | 5 | 25 | 3 | 41 | 4 | 47 | 5 | 24 | 2 | 38 | 4 | 31 | 3 | 46 | 5 | 509 | 50 |
| Life Sciences | 12 | 1 | 42 | 4 | 35 | 4 | 72 | 7 | 51 | 5 | 54 | 5 | 29 | 3 | 49 | 5 | 44 | 4 | 52 | 5 | 57 | 6 | 31 | 3 | 50 | 5 | 34 | 3 | 42 | 4 | 654 | 65 |
| Mathematical Literacy | 12 | 1 | 42 | 4 | 34 | 3 | 54 | 5 | 52 | 5 | 57 | 6 | 27 | 3 | 48 | 5 | 35 | 4 | 50 | 5 | 65 | 7 | 31 | 3 | 33 | 3 | 30 | 3 | 32 | 3 | 602 | 61 |
| Mathematics | 13 | 1 | 42 | 4 | 36 | 4 | 57 | 6 | 50 | 5 | 58 | 6 | 28 | 3 | 50 | 5 | 47 | 5 | 52 | 5 | 66 | 7 | 33 | 3 | 43 | 4 | 37 | 4 | 36 | 4 | 648 | 64 |
| Physical Sciences | 15 | 2 | 43 | 4 | 37 | 4 | 55 | 6 | 49 | 5 | 63 | 6 | 29 | 3 | 50 | 5 | 46 | 5 | 53 | 5 | 65 | 7 | 33 | 3 | 45 | 5 | 44 | 4 | 57 | 6 | 684 | 70 |
| **Sub Total** | **206** | **22** | **630** | **66** | **521** | **57** | **1090** | **116** | **740** | **79** | **860** | **92** | **396** | **45** | **675** | **72** | **849** | **92** | **814** | **85** | **997** | **109** | **518** | **54** | **701** | **72** | **622** | **65** | **761** | **83** | **10380** | **1099** |
| **SMALL SUBJECTS** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Agricultural Science |  |  |  |  |  |  |  |  |  |  | 5 | 1 | 2 | 0 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 7 | 1 |
| Mechanical Technology | 2 | 0 | 10 | 1 | 3 | 0 | 8 | 1 | 8 | 1 | 9 | 1 | 5 | 1 | 1 | 0 | 2 | 0 | 5 | 1 | 4 | 0 | 2 | 1 | 6 | 1 | 6 | 1 | 7 | 1 | 78 | 8 |
| Engineering Graphics and Design | 3 | 0 | 19 | 2 | 10 | 1 | 23 | 2 | 12 | 1 | 19 | 2 | 10 | 1 | 8 | 1 | 9 | 1 | 13 | 1 | 6 | 1 | 8 | 1 | 9 | 1 | 12 | 1 | 21 | 2 | 182 | 18 |
| Civil Technology | 2 | 0 | 12 | 1 | 6 | 1 | 16 | 2 | 7 | 1 | 12 | 1 | 8 | 1 | 10 | 1 | 4 | 0 | 7 | 0 | 3 | 0 | 6 | 1 | 7 | 1 | 8 | 1 | 7 | 1 | 115 | 12 |
| Electrical Technology | 1 | 0 | 9 | 1 | 4 | 0 | 11 | 1 | 5 | 1 | 8 | 1 | 4 | 0 | 4 | 0 | 2 | 0 | 4 | 0 | 3 | 0 | 6 | 1 | 6 | 1 | 8 | 1 | 9 | 1 | 84 | 8 |
| Religion Studies |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 | 0 | 0 |  | 0 |  | 0 | 3 | 0 |  | 0 | 3 | 0 |  | 0 |  | 0 |  | 0 | 3 | 0 | 9 | 1 |
| Music |  | 0 | 2 | 0 | 6 | 1 | 10 | 1 | 1 | 0 | 3 | 0 | 1 | 0 | 2 | 0 | 7 | 1 | 1 | 1 | 2 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 39 | 4 |
| Dramatic Arts | 3 | 0 | 6 | 1 | 4 | 0 | 12 | 1 | 4 | 0 | 9 | 1 | 1 | 0 | 2 | 0 | 6 | 1 | 7 | 0 | 3 | 0 | 3 | 0 | 2 | 0 | 1 | 0 | 2 | 0 | 65 | 7 |
| Design | 2 | 0 | 3 | 0 | 3 | 0 | 12 | 1 | 1 | 0 | 8 | 1 | 1 | 0 | 2 | 0 | 8 | 1 | 4 | 0 | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 54 | 5 |
| Dance Studies |  | 0 | 3 | 0 | 1 | 0 | 6 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 15 | 2 |
| Visual Arts | 3 |  | 6 | 1 | 10 | 1 | 20 | 2 | 1 | 0 | 16 | 2 | 3 | 0 | 4 | 0 | 20 | 2 | 12 | 1 | 4 | 0 | 6 | 1 | 3 | 0 | 6 | 1 | 11 | 1 | 125 | 13 |
| **SubTotal** | **16** | **0** | **70** | **7** | **47** | **4** | **118** | **12** | **39** | **4** | **91** | **9** | **35** | **3** | **33** | **2** | **61** | **6** | **53** | **5** | **32** | **1** | **35** | **5** | **34** | **4** | **42** | **5** | **67** | **6** | **773** | **79** |
| **GRAND TOTAL** | **222** | **22** | **700** | **73** | **568** | **61** | **1208** | **128** | **779** | **83** | **951** | **101** | **431** | **48** | **708** | **74** | **910** | **98** | **867** | **90** | **1029** | **110** | **553** | **59** | **735** | **76** | **664** | **70** | **828** | **89** | **11153** | **1178** |

****

**Annexure C**

DISTRICT NO

**RECORD OF MODERATION 2011**

**SUBJECT: NAME OF MODERATOR:**

**NAME OF SCHOOL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CELL NO: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SCHOOL TEL NO: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERSAL NO: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

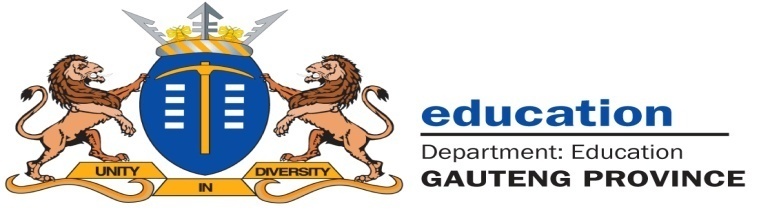
**NO: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ EMAIL ADDRESS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**FIRST PHASE / SECOND PHASE / THIRD PHASE MODERATION (CIRCLE THE CORRECT PHASE)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Name of School Moderating | No of minutes spent moderating | No of km travelled | Departure {please include the name of school /and area} | Report submitted to the District Subject Advisor |
| 1 |  | min | km |  |  |
| AREA: | AREA: |
| 2 |  | min | km |  |  |
| AREA: | AREA: |
| 3 |  | min | km |  |  |
| AREA: | AREA: |
| 4 |  | min | km |  |  |
| AREA: | AREA: |
| 5 |  | min | km |  |  |
| AREA: | AREA: |
| 6 |  | min | km |  |  |
| AREA: | AREA: |
| 7 |  | min | km |  |  |
| AREA: | AREA: |
| 8 |  | min | km |  |  |
| AREA: | AREA: |
| 9 |  | min | km |  |  |
| AREA: | AREA: |
| 10 |  | min | km |  |  |
| AREA: | AREA: |
|  | TOTAL | min | km | **Approved by DSA: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Sign: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_** | |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_1st

phase: \_\_\_\_\_\_\_\_\_ + 2nd phase: \_\_\_\_\_\_\_\_\_\_\_ + 3rd phase: \_\_\_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_minutes = \_\_\_\_\_\_\_hours Page \_\_\_ of \_\_\_\_pages

**Annexure D**

##### REMOVAL OF EVIDENCE OF ASSESSMENT TASK

**FIRST PHASE / SECOND PHASE / THIRD PHASE MODERATION (CIRCLE THE CORRECT PHASE)**

|  |  |
| --- | --- |
| **SUBJECT** |  |
|  | |
| **NAME OF SCHOOL** |  |
|  | |
| **PROVINCIAL TEACHER MODERATOR** |  |
|  |  |
| **CONTACT DETAILS** |  |
|  | |
| **ASSESSMENT TASK/S REMOVED** |  |
|  |

The assessment tasks of the following candidates were removed:

|  |  |  |
| --- | --- | --- |
| **No** | **Name of Candidates** | **Mark obtained** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| 9 |  |  |
| 10 |  |  |

**Reason for removal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

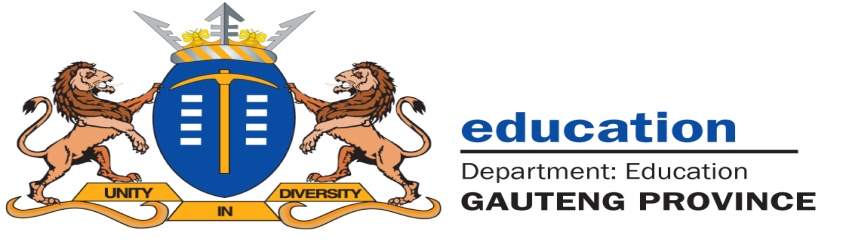
**Expected date of return: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Tasks removed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_**

**Name Signature Date**

**Tasks handed to: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_**

**Name Signature Date**

**Annexure E**

##### PROVINCIAL TEACHER MODERATOR DATABASE AND EVALUATION

(To be completed by all persons in the moderation team)

**SECTION A***: (To be completed by the District Subject Advisor)*

SUBJECT:

NAME

*Surname Initials Title*

ID NUMBER

PERSAL CENTRE No

DISTRICT SCHOOL

GENDER (M/F) RACE (B/W/C/I) E-MAIL

EMPLOYMENT STATUS GDE (Perm) GDE (Temp) Private/SGB

**SECTION B*:*** *(Self Assessment by Moderator and Assessment by DSA) Use the five point scale below.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Willingness to perform duties** | **Mentoring and Support Provided** | **Subject Competence** | **Moderation Competence** |
| 1. Did not honour commitments; did  not moderate all schools  2. Satisfied requirements of District;  did not moderate all schools  3. Provided some assistance to DSA;  followed own agenda; moderated  all schools assigned  4. Provided assistance to  DSA and honoured commitments;  moderated all assigned schools  5. Very effective assistance provided  to DSA; excellent team player;  moderated all assigned schools | School reported interaction with moderator was:   1. limited Received limited feedback 2. satisfactory and feedback was useful 3. acceptable and feedback was useful 4. good and feedback assisted them in improving   5. excellent and feedback was extremely useful. Moderator went beyond his/her duties to provide support. | 1. Needs assistance with interpretation of subject content, Incorrect application/flawed knowledge-base 2. Inconsistent moderation due to below par subject knowledge. 3. Able to interpret possible answers against memo/rubric. Acceptable knowledge level 4. Able to correctly moderate unusual activities with sound subject knowledge 5. Shows insight in interpreting answers against memo /rubric | Moderation includes pre-moderation, moderation and feedback   1. Poor ability to conduct moderation 2. Satisfactory ability to conduct moderation 3. Average ability to conduct moderation 4. Good ability to conduct moderation. Reports of good quality. 5. Excellent ability to conduct moderation with excellent detailed reports. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Willingness to perform duties** | **Mentoring and Support Provided** | **Subject Competence** | **Moderation Competence** | Total  (20) |
| **Provincial Teacher Moderator’s Score** |  |  |  |  |  |
| **DSA Score** |  |  |  |  |  |

COMMENTS:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Moderator Signature District Subject Advisor Name Signature Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **RECOMMENDATION**:

May be re-appointed (YES/NO) If NO, attach substantive motivation/reasons

**Annexure F**

**EXAMPLE OF LETTER FOR PROVINCIAL TEACHER MODERATORS TO GAIN ACCESS TO SCHOOLS AND ASSESSMENT TASKS**

**District Letterhead**

**TO : List of all allocated Schools**

**FROM :**

**Director:**

**DATE : 2011**

**SUBJECT : National Senior Certificate 2011 moderation of**

**School-Based Assessment tasks (SBA)**

Kindly be informed that , identity number has been appointed as a member of the Provincial Moderation Team in **[subject]**.

The brief of the Provincial Moderation Team is to ensure that School-Based Assessment (SBA) is conducted in accordance with Examination Instruction No ?? of 2011.

The moderation process will take place from April 2011 and will end October 2011.

You are kindly requested to allow the Provincial Teacher Moderator access to the school. It will be appreciated if you could assist them in the execution of their moderation duties, thus ensuring the quality assurance of the SBA in the subject offered by your school.

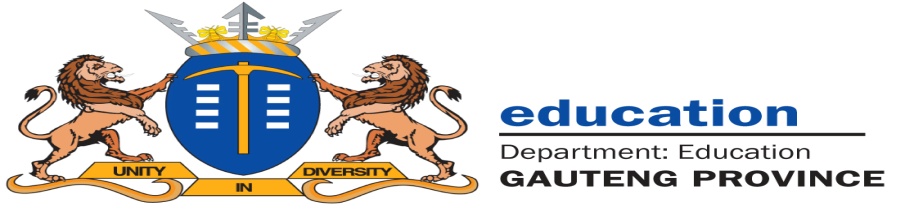
Should you have any queries in this regard, please contact at telephone

number .

Kind regards

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DIRECTOR:**

**Annexure G**

**PROVINCIAL TEACHER MODERATOR’S REPORT**

**FIRST PHASE / SECOND PHASE / THIRD PHASE MODERATION (CIRCLE THE CORRECT PHASE)**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ District: \_\_\_\_\_\_\_\_\_\_\_**

**Name of School Moderated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Task/s Moderated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Number of learners: \_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_ Number of schools moderated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Number of School where marks were Adjustment: UPWARDS**

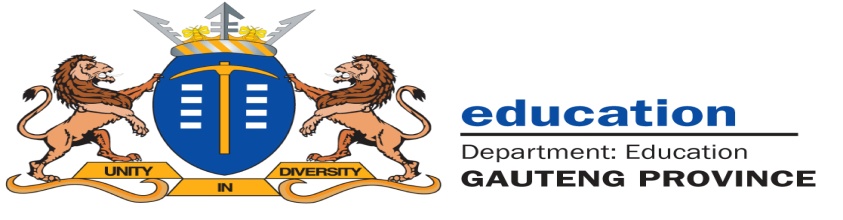
**DOWNWARDS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Findings** | | **Recommendations** | **Follow-up Date** |
| **Good Practices** | **Problem Areas** |
|  |  |  |  |

Name of School Principal/Official: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of PTM: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\* Copies sent to the school and another to the District Subject Advisor

 **Annexure H**

**DISTRICT SUBJECT ADVISOR’S REPORT**

**FIRST PHASE / SECOND PHASE / THIRD PHASE MODERATION (CIRCLE THE CORRECT PHASE)**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ District: \_\_\_\_\_\_\_\_\_\_\_**

**Total Number of Schools offering the subject : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number of schools moderated : \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Number of School where marks were Adjustment : UPWARDS**

**DOWNWARDS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of Provincial Teacher Moderators** | **Name of schools moderated** | **Problems** | **Recommendation** | **Planned intervention by District** | |
|  |  |  |  |  | |
| **Name of Provincial Teacher Moderators** | **Name of schools visited** | **Findings** | **Recommendation** | **Planned intervention by District** | |
|  |  |  |  |  |

**Names of Schools urgently in need of Support: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Signature of DSA: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date : \_\_\_\_\_\_\_\_\_\_\_\_

\* Copies sent to the District Assessment Official and to the Provincial Coordinator

# New GDE logoAnnexure I

MODERATION TOOL

**FIRST PHASE / SECOND PHASE / THIRD PHASE MODERATION (CIRCLE THE CORRECT PHASE)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **CENTRE NUMBER** | **8** |  |  |  |  |  |  |

**NAME OF CENTRE:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**DATE:\_\_\_\_\_**

**SUBJECT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_NAME OF DISTRICT:** \_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **DESCRIPTION OF TASKS/ACTIVITY MODERATING:** | | | | | | | |
| **1. EDUCATOR’S FILE** | | | | | | | |
| Centre number on Educator’s file | | | | | **YES** | | **NO** |
| CONSOLIDATED **MARK SHEET / MARK SHEET** FOR EACH CLASS | | | | | **YES** | | **NO** |
| Evidence of **PRE-MODERATION** | | | | | **YES** | | **NO** |
| Evidence of **SCHOOL MODERATION** | | | | | **YES** | | **NO** |
| **PROGRAMME OF ASSESSMENT** (included) | | | | | **YES** | | **NO** |
| **Quality of tasks given:** | | | | | | | |
| **Correct application of Bloom’s/Barrett’s Taxonomy:** | | | | | | | |
| **Memorandum/rubrics** for all task/test completed | | | | | **YES** | | **NO** |
| Is this an appropriate assessment **tool?** | | | | | **YES** | | **NO** |
| Tasks dated | | | | | **YES** | | **NO** |
| Is the record sheet (working mark sheet) corresponding with the instructions in the SAG/NAP? | | | | | **YES** | | **NO** |
| Correct calculation of marks | | | | | **YES** | | **NO** |
| Does the working mark sheet reflect marks for all learners? | | | | | **YES** | | **NO** |
| Learners with zero marks | | | | | **YES** | | **NO** |
| If yes, was there evidence of extended opportunities? | | | | | **YES** | | **NO** |
| Educator’s file well arranged and neatly organized | | | | | **YES** | | **NO** |
| **2. LEARNER’S TASK** | | | | | | | |
| Correctness of **MARK ALLOCATION:** | | | | | | | |
| **STANDARD OF MARKING** | **TOO LENIENT** | **FAIR** | | **TOO STRICT** | | | |
| Quality of **MARKING** : | | | | | | | |
| **All tasks** completed according to **SAG** | | | **YES** | | | **NO** | |

|  |  |  |
| --- | --- | --- |
| **3. COMPUTERISED MARKSHEETS {final check}** | | |
| Correct transfer of marks | **YES** | **NO** |
| Learners with missing marks | **YES** | **NO** |
| If yes, have Annexures been completed? | **YES** | **NO** |
| All candidates have a mark/code next to their names | **YES** | **NO** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **CANDIDATE’S NAME** | | **mARK OBTAINED** | | **MODERATED MARK** |
| 1. |  | |  | |  |
| 2. |  | |  | |  |
| 3. |  | |  | |  |
| 4. |  | |  | |  |
| 5. |  | |  | |  |
| 6. |  | |  | |  |
| **NAME OF SUBJECT HEAD /HOD** | |  | | | |
| **LIST OF EDUCATORS OFFERING THE SUBJECT** | | **CLASS TEACHING** | | **NUMBER OF LEARNERS TAUGHT** | |
| 1. |  |  | |  | |
| 2. |  |  | |  | |
| 3. |  |  | |  | |
| 4. |  |  | |  | |
| 5. |  |  | |  | |
| 6. |  |  | |  | |
| **TOTAL NUMBER OF LEARNERS** | | | |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **4. STANDARD OF EXAMINATIONS / TESTS / ACTIVITIES /TASK** | | | | |
|  | | | | |
|  | | | | |
|  | | | | |
|  | | | | |
|  | | | | |
|  | | | | |
| **5. WORK SIGNED BY EDUCATOR** | **YES** | | **NO** | |
| **6. MARKS ACCEPTABLE** | | **YES** | | **NO** |
| (Comment if not acceptable) | |  | | |
|  | |  | | |
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| **7.** **GENERAL COMMENTS BY PROVINCIAL TEACHER MODERATOR** | | | | |
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|  | | | | |
|  | | | | |
| **SIGNATURE OF PTM: DATE:** | | | | |
| **8. DISTRICT SUBJECT ADVISOR COMMENT ( IF APPLICABLE)** | | | | |
|  | | | | |
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|  | | | | |
|  | | | | |
|  | | | | |
|  | | | | |
| **SIGNATURE OF DSA: DATE:** | | | | |

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District No

**Annexure J**

**EVIDENCE OF SCHOOL MODERATION**

**SCHOOL- BASED ASSESSMENT GRADE 12 – 2011**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SUBJECT** | | |  | | | | **GRADE** | |  | | | | **NAME OF TEACHER** | | |  | | | |
| **NAME OF SCHOOL** | | |  | | | | | | | | **NAME OFSENIOR TEACHER /HOD** | | | | |  | | | |
| **DATES OF MODERATION** | | **1ST MODERATION**  **2011** | | | **2ND MODERATION**  **2011** | | | **3RD MODERATION**  **2011** | | | | **4TH MODERATION**  **2011** | | | **5TH MODERATION**  **2011** | | | **6TH MODERATION**  **2011** | |
| **TASK MODERATED** | |  | | |  | | |  | | | |  | | |  | | |  | |
| **NAME OF LEARNERS** | **1** |  | | |  | | |  | | | |  | | |  | | |  | |
| **2** |  | | |  | | |  | | | |  | | |  | | |  | |
| **3** |  | | |  | | |  | | | |  | | |  | | |  | |
| **4** |  | | |  | | |  | | | |  | | |  | | |  | |
| **5** |  | | |  | | |  | | | |  | | |  | | |  | |
| **6** |  | | |  | | |  | | | |  | | |  | | |  | |
| **DATE OF PRE-MODERATION OF TASK & COMMENTS** | | **DATE:**  **COMMENTS:** | | | **DATE:**  **COMMENTS:** | | | **DATE:**  **COMMENTS:** | | | | **DATE:**  **COMMENTS:** | | | **DATE: COMMENTS:** | | | **DATE:**  **COMMENTS:** | |
| **CORRECTNESS OF RECORD SHEET** | |  | | |  | | |  | | | |  | | |  | | |  | |
| **MARK AWARDED** |  | **TEACHER** | | **HOD** | **TEACHER** | **HOD** | | **TEACHER** | | **HOD** | | **TEACHER** | | **HOD** | **TEACHER** | | **HOD** | **TEACHER** | **HOD** |
| **1** |  | |  |  |  | |  | |  | |  | |  |  | |  |  |  |
| **2** |  | |  |  |  | |  | |  | |  | |  |  | |  |  |  |
| **3** |  | |  |  |  | |  | |  | |  | |  |  | |  |  |  |
| **4** |  | |  |  |  | |  | |  | |  | |  |  | |  |  |  |
| **5** |  | |  |  |  | |  | |  | |  | |  |  | |  |  |  |
| **6** |  | |  |  |  | |  | |  | |  | |  |  | |  |  |  |
| **SIGNATURES** | | **TEACHER** | | | **TEACHER** | | | **TEACHER** | | | | **TEACHER** | | | **TEACHER** | | | **TEACHER** | |
| **HOD** | | | **HOD** | | | **HOD** | | | | **HOD** | | | **HOD** | | | **HOD** | |



District No

**\*\* Please use another Annexure J if the subject has more than 6 SBA tasks (including tests and preliminary exams)**

Annexure K

LIST OF PROVINCIAL TEACHER MODERATORS

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Subject | Surname, Initial | Name of School | Persal No | ID No | Cell No | Allocated schools | |
| 1 |  |  |  |  |  |  | 1 |  |
|  |  |  |  |  |  |  | 2 |  |
|  |  |  |  |  |  |  | 3 |  |
|  |  |  |  |  |  |  | 4 |  |
|  |  |  |  |  |  |  | 5 |  |
|  |  |  |  |  |  |  | 6 |  |
|  |  |  |  |  |  |  | 7 |  |
|  |  |  |  |  |  |  | 8 |  |
|  |  |  |  |  |  |  | 9 |  |
|  |  |  |  |  |  |  | 10 |  |
| 2 |  |  |  |  |  |  | 1 |  |
|  |  |  |  |  |  |  | 2 |  |
|  |  |  |  |  |  |  | 3 |  |
|  |  |  |  |  |  |  | 4 |  |
|  |  |  |  |  |  |  | 5 |  |
|  |  |  |  |  |  |  | 6 |  |
|  |  |  |  |  |  |  | 7 |  |
|  |  |  |  |  |  |  | 8 |  |
|  |  |  |  |  |  |  | 9 |  |
|  |  |  |  |  |  |  | 10 |  |
| 3 |  |  |  |  |  |  | 1 |  |
|  |  |  |  |  |  |  | 2 |  |
|  |  |  |  |  |  |  | 3 |  |
|  |  |  |  |  |  |  | 4 |  |
|  |  |  |  |  |  |  | 5 |  |
|  |  |  |  |  |  |  | 6 |  |
|  |  |  |  |  |  |  | 7 |  |
|  |  |  |  |  |  |  | 8 |  |
|  |  |  |  |  |  |  | 9 |  |
|  |  |  |  |  |  |  | 10 |  |

# New GDE logo

**Annexure L**

**DISTRICT REPORT ON MODERATION OF GRADE 12**

**District: \_\_\_\_\_\_\_\_\_\_\_ District Assessment Official: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**FIRST PHASE / SECOND PHASE / THIRD PHASE MODERATION (CIRCLE THE CORRECT PHASE)**

**Total number of schools in district Total number of schools Moderated**

**Number of School where marks were Adjustment : UPWARDS**

**DOWNWARDS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of schools needing support** | **List of subjects at the school in need of support** | **Nature of support needed** | **Planned District Intervention** |
| **Name of schools needing support** | **List of subjects at the school in need of support** | **Nature of support needed** | **Planned District Intervention** |
|  |  |  |  |
| Please list subject/s and names of schools where no support can be provided because there is not an advisor with expertise in the subject | Subject/s: | | Name of schools offering the subject: |

Signature of DAO: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# New GDE logoAnnexure M

**DISTRICT MODERATION BY DISTRICT SUBJECT ADVISORS**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subjects** | **TOTAL NO OF SCHOOL** | | | **SCHOOLS MODERATED IN TERM 1** | | | **SCHOOLS MODERATED IN TERM 2** | | | **SCHOOLS MODERATED IN TERM 3** | | | **SCHOOLS MODERATED IN TERM 4** | |
| GR 10 | GR  11 | GR  12 | GR 10 | GR  11 | GR  12 | GR 10 | GR  11 | GR  12 | GR 10 | GR  11 | GR  12 | GR 10 | GR 11 |
| Accounting |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Afrikaans First Additional Language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Afrikaans Home Language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Afrikaans Second Additional Language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Agricultural Management Practices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Agricultural Sciences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Agricultural Technology |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Business Studies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Civil Technology |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Computer Applications Technology |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Consumer Studies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dance Studies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Design |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dramatic Arts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Economics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Electrical Technology |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Engineering Graphics and Design |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English First Additional Language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English Home Language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Geography |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| History |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hospitality Studies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Information Technology |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| IsiNdebele Home Language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| IsiXhosa First Additional Lang |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| IsiXhosa Home Language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| IsiZulu First Additional Language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| IsiZulu Home Language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Life Orientation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Life Sciences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mathematical Literacy |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mechanical Technology |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Music |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Physical Sciences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Religion Studies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sepedi First Additional Language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sepedi Home Language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sesotho First Additional Language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sesotho Home Language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Setswana First Additional Language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Setswana Home Language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SiSwati First Additional Language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SiSwati Home Language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Tourism |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Tshivenda First Additional Language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Tshivenda Home Language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Visual Arts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Xitsonga First Additional Language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Xitsonga Home Language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

# New GDE logoAnnexure N

**APPEAL FORM**

**SCHOOL-BASED ASSESSMENT GRADE 12 – 2011**

Principals of schools have the opportunity to appeal against SBA marks that have been adjusted. The appeal must be made within three (3) days from the date the SBA marks are received from the district after the moderation phase. The appeal must be made to the District Assessment Official.

The decision with regard to the appeal will be finalized by the District Director within seven (7) days of the appeal being lodged.

Principals are requested to complete the form below:

|  |  |  |  |
| --- | --- | --- | --- |
| **Centre Number** |  | **Centre Name** |  |
| **Principal’s Name** |  | **Subject** |  |
| **School Tele no.**  **Cell No.** |  | **Date** |  |
| **Detail reason for the appeal** (please attach extra pages if required) | | | |
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**School stamp**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Principal’s Signature**

**District Office Use:**

**Appeal Accepted** **Appeal Declined**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

**District Assessment Official Signature Date**

(name)