



**UMnyango WezeMfundo
Department of Education**

**Lefapha la Thuto
Departement van Onderwys**

Circular 06/2009

Date: 04 February 2009

Topic

**Management and Administration of
Grade 12 School-Based Assessment
and Preparatory Examinations**

Enclosures

Annexure A: Grade 12 SBA Progress Report Form
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Distribution

- ✓ All Chief Directors and Directors at Head Office and District Offices
- ✓ Managers and Staff at Institutions
- ✓ Members of School Governing Bodies
- ✓ Teacher Unions and Organisations

Enquiries

Directorate: Examinations and Assessment
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On request, this circular will be made available in Afrikaans, isiZulu or Sepedi within 21 days
Also available on the GDE website at: www.education.gpg.gov.za

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MANAGEMENT AND ADMINISTRATION OF GRADE 12 SCHOOL BASED ASSESSMENT AND PREPARATORY EXAMINATIONS

1. PURPOSE

- 1.1 This circular replaces Circular 11 of 2008.
- 1.2 This circular describes the duties and responsibilities of all stakeholders in the management and administration of school-based assessment. School-based assessment (SBA) refers to the formal assessment tasks carried out at schools for marks.
- 1.3 A management plan with important dates for the administration of school-based assessment is included.
- 1.4 All the necessary forms and information are supplied as Annexures.

2. LEGISLATIVE FRAMEWORK

- 2.1 National Education Policy Act, 1996 (Act. No.27 of 1996).
- 2.2 South African Schools Act, 1996 (Act No. 84 of 1996).
- 2.3 National Policy on the Conduct, Administration and Management of the Assessment of the Senior Certificate as published in Government Gazette, No. 26789, Volume No. 471 of 17 September 2004.
- 2.4 Regulations for the Conduct, Administration and Management of Assessment for the Senior Certificate as published in the Government Gazette No. 28156, Volume 484, of October 2005.
- 2.5 An addendum to the Policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF) regarding Learners with Special Needs as published in the Government Gazette No. 29466, Volume 1266 of 11 December 2006.
- 2.6 National Protocol on Assessment for Schools in the General Education and Training Band (Grades R – 12) 21 October 2005 and Amendment as published in the Government Gazette No. 29467, Volume 498 of 11 December 2006.
- 2.7 National Policy on the Conduct, Administration and Management of Assessment of the National Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF) as published in the Government Gazette No. 30048, Volume 505 of 6 July 2008.

- 2.8 Regulations pertaining to the Conduct, Administration and Management of assessment for the National Senior Certificate, published in the Government Gazette No. 31337, Volume 518 of 29 August 2008.
- 2.9 Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes requiring a National Senior Certificate, published in the Government Gazette No.31231, Volume 751 of 11 July 2008.
- 2.10 National Curriculum Statements (NCS) Grades R-9 and 10-12 (General).
- 2.11 Any circular regarding the Conduct, Administration and Management of Assessment published by the Gauteng Department of Education.

3. THE IMPORTANCE OF THE SCHOOL-BASED ASSESSMENT FOR THE NATIONAL SENIOR CERTIFICATE LEARNERS

- 3.1 The SBA mark in every subject will constitute a 25% weighting of the final promotion mark for the National Senior Certificate, except Life Orientation where the SBA constitutes 100%.
- 3.2 It is the responsibility of all principals to ensure that every learner has evidence of SBA for each of the different subjects taken. This includes additional subjects taken privately or at another educational institution.
- 3.3 The evidence of learners' work in the SBA is compulsory for all learners in all their subjects. This includes part-time learners.
- 3.4 A learner who takes more than 7 subjects must also satisfy the SBA requirements for those additional subjects. Learners and their parents/guardians must be informed at the beginning of the year that they must engage a tutor for additional subjects in order to satisfy all SBA requirements, including the evidence of learners' work, tests and Preparatory Examinations. These will be subjected to school and departmental moderation. The school principal will have to ensure that all SBA marks, including those of additional subjects, are reliable and legitimate.

4. SCHOOL-BASED ASSESSMENT GUIDELINES AND CLUSTER GROUPS

- 4.1 The SBA guidelines for 2009 will be distributed to all districts.
- 4.2 Please note that in the following subjects, the SBA is treated differently and that separate documentation will be sent to schools to inform educators: **Arabic, French, German, Gujarati, Hebrew, Hindi, Italian, Latin, Portuguese, Spanish, Tamil, Telegu and Urdu.**

- 4.3 A copy of any SBA guideline may be printed from the GDE website at www.education.gpg.gov.za. Click on “Matric Grade 12” and then select “SBA Guidelines”.
- 4.4 All schools must be part of the cluster meeting system and must attend all meetings.
- 4.5 District officials have clustered schools in subject groups in all districts. These cluster groups will meet 4 times per year to support one another. The dates of the 4 meetings throughout the year are indicated below. Schools that have not yet been assigned to a cluster must contact their subject facilitator at the district office.
- 4.6 At the final cluster leader meeting, all schools including part-time centres must present their sample SBA evidence of learners’ assessment tasks. The best evidence of learners’ work in each subject must also be included. The second best evidence of learners’ assessment tasks must be included where the best evidence of learners’ assessment tasks has already been selected. At this meeting the cluster leader will facilitate the checking of the selected evidence of learners’ assessment tasks in preparation for provincial moderation.

5. IMPORTANT DATES FOR SBA IMPLEMENTATION IN 2009

Dates	Function	Responsibility
January 2009	Mediation of SBA policy with Cluster Leaders. District Subject Facilitators will be responsible for this and will meet early in 2009	District Office (Curriculum)
2 - 6 February 2009	1 st Cluster Meeting (By arrangement)	Subject Facilitators (Districts)
20 March 2009	Submission of 1 st SBA progress Report (Annexure A)	Principal to District Assessment Official
23 March 2009	District Director's permission to write own Preparatory Examination	District Director
4 - 8 May 2009	2 nd Cluster Meetings (By arrangement)	Subject Facilitators
19 June 2009	Submission of 2 nd SBA progress Report (Annexure A)	Principal to District Assessment Official
10 - 14 August 2009	3 rd Cluster Meeting (By arrangement)	Subject Facilitators
27 August - 23 September 2009	Preparatory Examinations	Head Office
18 September 2009	Submission of 3 rd SBA progress Report (Annexure A)	Principal to District Assessment Official
12 - 16 October 2009	4 th Cluster meeting (By arrangement)	Cluster Leaders, Subject Facilitators
12 -16 October 2009	Completed Grade 12 SBA mark sheets (Evidence of learners' assessment tasks, tests and preparatory marks and identified sample of learners' tasks to be sent to district offices.)	Principals, District Officials
23 - 25 October 2009	Moderation of Grade 12 SBA evidence of learners works.	Grade 12 Educators
26 October 2009 onwards	Return of evidence of learners works to schools. Where a change in marks has been made, a copy of SBA mark sheets will be sent to schools	District Assessment Officials
27 October - 6 November 2009	Appeals against moderation	Principals and District Assessment Officials

6. RESPONSIBILITY OF THE DISTRICT

- 6.1 The district subject facilitator is responsible for the appointment of cluster leaders in his/her subject.
- 6.2 The district subject facilitator will make recommendations to the District Director to appoint cluster leaders. These recommendations will be based on the following criteria:
- Minimum 3 years' experience in teaching the subject at Grade 12 level.
 - Should have produced at least an average pass rate of 70% at Grade 12 level in the past year.

The following will be advantageous:

- Experience in implementation and management of the SBA process.
 - Being an accredited assessor or working towards being one.
 - Willingness to perform the duties and play the role of leader as part of the "critical friends" concept.
- 6.3 The cluster leader will receive an official appointment from the District Director.
- 6.4 District subject facilitators will be responsible for the attendance of educators at cluster meetings for their specific subjects.
- 6.5 District subject facilitators must report the attendance at cluster meeting to the provincial subject coordinator.
- 6.6 District assessment officials are responsible for coordinating the SBA assessment processes.

7. RESPONSIBILITY OF THE CLUSTER LEADERS

- 7.1 The cluster leader will be responsible for:
- Attending the cluster leader information-sharing meeting at the beginning of the year;
 - Setting dates for the cluster meetings for the year;
 - Conducting the cluster meetings;
 - Recording the cluster moderation that takes place at each cluster meeting;
 - Coordinating cluster groups using the "critical friends" concept;
 - Supporting colleagues when moderation disputes occur;
 - Completing the Cluster Leader's Report Form (Annexure B) after each cluster meeting and faxing the form to the district subject facilitator within 3 days of the cluster meeting;

- The final checking of the schools' evidence of learners' work in his/her subject; and
- Ensuring that the evidence of learners' assessment tasks Submission Checklist (Annexure D) is completed and included in the teacher's portfolio at the end of the year.

7.2 The importance of cluster meetings cannot be overstated. They form an important link between the Department and schools, as well as an inter-school link.

8. RESPONSIBILITY OF THE SUBJECT EDUCATOR

8.1 Develop a programme of assessment to implement the SBA in his/her subject. This programme must be kept in the teacher's portfolio.

8.2 Participate in subject cluster meetings.

8.3 Assess learner's assessment tasks.

8.4 Control, record and be responsible for the safekeeping of all assessment tasks.

8.5 Make the learners aware of **plagiarism** and that it must not occur in their evidence of work.

9. RESPONSIBILITY OF THE HEAD OF DEPARTMENT

9.1 The HOD must ensure that there is a management plan to ensure compliance with important dates for the administration of SBA.

9.2 The HOD must ensure that subject educators attend the scheduled district office cluster meetings.

9.3 The HOD must ensure that internal moderation takes place. This should be done on an ongoing basis prior to cluster meetings to ensure compliance with the subject SBA guidelines (Annexure K).

9.4 The district office may request to see evidence of moderation of both the educator and learner SBA. They may request this information outside of the scheduled district office cluster meetings.

9.5 It is the responsibility of the Head of Department to ensure that subject educators have adequately prepared learners for the Grade 12 Examinations. The district office may also request from the Head of Department evidence of the monitoring of the completion of the learning programme content per subject.

10. RESPONSIBILITY OF THE PRINCIPAL

- 10.1 The principal must ensure that all subjects in his/her school have an operational plan to implement the SBA to meet the final deadline for cluster/provincial moderation. The School Assessment Team (SAT) is the appropriate body to monitor and implement this process.
- 10.2 Cluster leaders appointed by District Directors are responsible for the management of the entire SBA process in their clusters and should be relieved of some of their extramural activities/duties. This will enable them to plan, prepare for and attend cluster meetings.
- 10.3 **The principal must advise learners that the results on their statement of symbols will reflect as "pending" if a SBA mark is not produced. A learner will not be certificated if marks are still pending.**
- 10.4 The principal must complete the SBA Progress Report Form (Annexure A) and hand the form to the District Director **one week before the end of the first, second and third terms.**
- 10.5 The principal must ensure that the evidence of learners' assessment tasks are **marked and moderated** within the school and the appropriate moderation form be filled in.
- 10.6 The principal must ensure that the mark sheets containing the SBA marks and the identified evidence of learners' assessment tasks are handed in separately to the district according to district plans.
- 10.7 The principal must make 3 copies of the SBA mark sheets. The school must keep one copy of the SBA mark sheets, the original mark sheets must be sent to the district and the third copy must be placed in the educator's file that is submitted for provincial moderation.
- 10.8 The principal must ensure that all the learners have a mark recorded next to their names.
- 10.9 The principal must ensure that every learner has evidence of school-based assessment for every subject for which the learner has registered, as well as including every additional subject in cases where a learner is taking extra subjects.

NB: Mark sheets over the last two years show that marks in many circumstances are not recorded on the mark sheet or that the mark incorrectly exceeds the maximum mark. This caused serious problems during the capturing of the marks and it has resulted in learners' results reflecting as "pending".

11. MISSING SBA MARKS AT THE END OF THE YEAR

11.1 In order to obviate the problem of having missing SBA marks, the following procedures must be followed:

- Where an SBA mark cannot be allocated to a learner for valid reasons, a Missing Marks Form (Annexure G) must be completed and the case must be referred to the district assessment official. The district assessment official will be responsible for placing '999' against the learner's name where appropriate.
- The method of calculating SBA marks when one or more components are allocated a "0" is shown in Annexure I.

12. STANDARDISATION OF MODERATION

12.1 The provincial moderating team, which will consist of the chief/internal moderator, subject examiners, subject facilitators and SBA guideline writers, will meet before the moderation day to ensure standardisation of moderation.

12.2 The chief moderator and senior moderators will inform the cluster moderators of the standards of moderation agreed upon in the standardisation of moderation meeting.

13. MODERATION

13.1 General comments

13.1.1 Colour of moderation pens:

- Educator's original assessment: Red
- School moderation: Black
- Cluster moderation: Green
- Provincial moderation: Purple
- Chief moderator's moderation: Orange

13.1.2 Moderators must **sign and date** the top right-hand side of the first page of the learner's task.

13.1.3 Moderators must place their ticks next to the original ticks.

13.2 School moderation

13.2.1 The internal moderation by the school must take place continuously throughout the year. In those schools where there is only one educator for a subject, the internal school moderation will have to be part of the cluster moderation.

13.2.2 The Head of Department at school must complete the subject internal school moderation form (Annexure K)

13.2 Cluster moderation

13.2.1 The cluster moderation will take place during cluster moderation meetings and evidence of Grade 12 cluster moderation (Annexure L) must be completed and placed in the educator's file.

13.2.2 Educators are required to bring all the assessment tasks that have recently been completed and assessed by the educator to the cluster meeting. Colleagues will exchange two (2) of their learners' assessment tasks and will moderate one another's work.

13.2.3 The assessment tasks moderated must be recorded against the educator's name on the attendance register (Annexure B).

13.2.4 The moderation will be by consensus. If consensus cannot be reached, the matter must be referred to the district subject facilitator for mediation. The marks will only be adjusted if agreed upon by the educators involved.

13.2.5 There are only 4 cluster meetings during the year. **It is therefore essential that thorough moderation takes place during the last 3 cluster meetings (a complete re-mark of the tasks).**

13.3 Provincial moderation

13.3.1 Appointed chief moderators and moderators will conduct the moderation as outlined below in paragraph 14.

13.3.2 Schools may appeal against the moderated marks. An appeal form (Annexure J) should be addressed to the district assessment officer immediately after provincial moderation on or before **Tuesday, 27 October 2009**. Appeals must be finalised before **6 November 2009**.

14. MODERATION PROCESS

14.1 The moderation process will take place on **23, 24 & 25 October 2009**. **Friday, 23 October 2009** must be used by the chief moderator and senior moderators to set standards.

14.2 Application to moderate SBA must be made on the application form that will be used to apply for marking at the end of the year.

14.3 Only the following CS educators will be qualified to moderate:

- Cluster leaders.
- Examiners.
- Moderators.

- Subject SBA writers.
- District subject facilitators.
- Educators with an Outcomes-Based Assessment qualification.

14.4 All moderators will be paid for transport and the moderating hours as per the PAM document.

15. RECORDING OF MARKS

15.1 The breakdown of the recording of the SBA marks for all subjects are indicated in the Subject Assessment Guidelines for each subject.

16. THE TRANSFER OF MARKS

16.1 The transfer of marks from the educator's mark sheet to the computer mark sheet, as well as all calculations **must be carefully done**.

16.2 **Subject educators must work in pairs when transferring marks from the recording mark sheet to the computer mark sheet. Once the mark has been transferred, this must be checked by reading the marks back while the marks are checked on the recording mark sheet.**

16.3 Types of mark sheets:

- Oral mark sheets
- Practical mark sheets
- SBA mark sheets

17. PREPARATORY EXAMINATIONS FOR 2009

17.1 The Department will set papers for most of the subjects for the 2009 Preparatory Examinations. These subjects are reflected on the Preparatory Examination timetable (Annexure C). These papers will be printed and distributed to all schools that have learners, as is done for the October/November National Senior Certificate.

17.2 Papers for the subjects not mentioned in the Preparatory Examination timetable must be set by schools according to the conditions that follow (refer to paragraph 17.6).

17.3 **Preparatory Examinations will start on 27 August and end on 23 September 2009.** However, afternoon sessions will be held between 23 July and 20 August when language papers will be written.

17.4 All schools must provide feedback from the Preparatory Examinations to their learners in the new term.

17.5 Learners must be instructed to sign their marked Preparatory Examination answer books at the top of the front page.

17.6 All schools must write Preparatory Examinations. Schools have the following options:

EITHER

- GDE-set Preparatory Examinations. These papers will cover 95% of the learning programme. Schools will be informed of the parts of the learning programme that will be left out. (The school or cluster must set the subjects not set by the GDE.)

OR

- Cluster-set Preparatory Examinations.

OR

- Own Preparatory Examinations (with the proviso that a 70% pass rate in 2008 was attained).

17.7 The **conditions** attached to setting Preparatory Examination papers are:

- The paper must cover at least 75% of the year's learning programme per subject.
- The paper(s) must replicate the final paper(s) in length of time, standard, mark allocation and format.
- A specialist educator from a neighbouring school must moderate the paper. The moderator must use Annexure F to record his/her comments on the standard of the paper.
- The District Director must approve the Preparatory Examination timetable and the nominated moderators by **23 March 2009**. Annexure H must be used for this purpose.

17.8 Moderation of the Preparatory Examination papers:

- The educator setting the examination and the moderator of the examination must be identified on Annexure F.
- At the moderation venue a senior moderator will have the task of moderating a sample of examination question papers to verify the standard of the school-/cluster-set paper.
- Moderators at the moderation venue will check to see that every school has included a Preparatory Examination paper with marking memorandum for each subject in the teacher's portfolio.

- SBA mark sheets must be completed according to assessment guidelines.

18. MODERATION PILOT PROJECT IN LIFE SCIENCES, GEOGRAPHY AND HISTORY

18.1. Vision

- The GDE would like to establish incentives for schools that meet the criteria of good moderation practices.
- The schools that meet these criteria will enjoy the status of being recognised as having good assessment practices in given subjects. These schools will not have to hand in their portfolios for moderation in the given subjects at the end of the year. The school's School-Based Assessment (SBA) for the subject will be accepted for that year.

18.2. Criteria for recognition as schools with good assessment practises

- **Criterion One: Alignment of School-Based assessment to final Examination**
The initial selection of schools will result from those schools where their SBA per subject average is within 10% of the final Examination average in that subject.
- **Criterion two: Schools judged by District Subject Facilitators as having good assessment practices as shown by:**
 - i. School Assessment Plan given to parents timeously each term for all grades. These plans must be sent to the District Assessment Facilitator.
 - ii. School moderation takes place. Evidence of this must be submitted to the District Subject facilitator when requested.

18.3. Moderation Project Plan

Three subjects have been selected for the moderation project: Life Sciences, History and Geography.

- Schools will be identified for possible exemption by analysing the 2008 SBA marks and final examination marks. These schools will be notified by the end of January.
- The District Subject Officials will monitor these schools to see that they meet the second criteria.
- Final exemption from provincial moderation will be sent to these schools in July.

LEN DAVIDS
ACTING HEAD OF DEPARTMENT



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Department of Education**

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Directorate: Examinations and Assessment

**GRADE 12 SCHOOL-BASED ASSESSMENT
PROGRESS REPORT FORM Term: _____**

(Kindly hand to the district FET assessment official at your district office before the close of each school term)

NAME OF SCHOOL: _____ DISTRICT: _____

NAME OF PRINCIPAL: _____ DATE: _____ TERM: _____

PROGRESS REPORT:

The school has an internal moderation policy for SBA in all subjects

Yes / No

The school will be submitting portfolios for candidates in the following subjects: (Please indicate the number of completed assessment tasks under the appropriate column.)

SUBJECTS	Total No. of assessment tasks	No. of assessment tasks completed	SUBJECTS	Total No. of assessment tasks	Number of assessment tasks completed
English Home Language			Afrikaans Home Language		
English Additional Lang.			Afrikaans Additional Lang.		
African Languages (Specify HL/SAL) 1. 2. 3.			Technology Subjects: (Specify) 1. 2. 3.		
Mathematics			Mathematical Literacy		
Physical Science			Consumer Studies		
Life Sciences			Hospitality Studies		
History			Tourism		
Geography			Religion Studies		
Accounting					
Economics					
Business Studies					
Life Orientation					

Requests / Requirements / General comments: _____

SIGNED: _____
(Principal)

DATE: _____

Detailed input may be attached



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Directorate: Examinations and Assessment

**NATIONAL SENIOR CERTIFICATE PREPARATORY EXAMINATION
AUG/SEPT 2009**

THURSDAY 27 AUGUST 2009 WEEK 0

TIME	SUBJECT	DUR	SESSIONS
09:00 - 12:00	Computer Application Technology P1 (Practical)	3hrs	01
09:00 - 12:00	Information Technology P2 (Theory)	3hrs	01

FRIDAY 28 AUGUST 2009

09:00 - 12:00	Computer Application Technology P2 (Theory)	3hrs	03
09:00 - 12:00	Information Technology P1 (Practical)	3hrs	03

MONDAY 31 AUGUST 2009 WEEK 1

TIME	SUBJECT	DUR	SESSIONS
09:00 - 11:00	English Home Lang (Language) P1	2hrs	01
09:00 - 11:00	English First Add. Lang (Language) P1	2hrs	01

TUESDAY 1 SEPTEMBER 2009

09:00 - 12:00	Mathematics P1	3hrs	3
09:00 - 12:00	Mathematical Literacy P1	3hrs	3
14:00 - 16:00	isiNdebele Home Lang (Language) P1	2hrs	4
14:00 - 16:00	IsiZulu Home Lang (Language) P1	2hrs	4
14:00 - 16:00	IsiXhosa Home Lang (Language) P1	2hrs	4
14:00 - 16:00	Siswati Home Lang (Language) P1	2hrs	4
14:00 - 16:00	Sepedi Home Lang (Language) P1	2hrs	4
14:00 - 16:00	Sesotho Home Lang (Language) P1	2hrs	4
14:00 - 16:00	Setswana Home Lang (Language) P1	2hrs	4
14:00 - 16:00	Tshivenda Home Lang (Language) P1	2hrs	4
14:00 - 16:00	Xitsonga Home Lang (Language) P1	2hrs	4

WEDNESDAY 2 SEPTEMBER 2009

09:00 - 12:00	History P1	3hrs	5
14:00 - 16:00	Afrikaans Home Lang (Language) P1	2hrs	6
14:00 - 16:00	Afrikaans First Additional (Language) P1	2hrs	6

THURSDAY 3 SEPTEMBER 2009

09:00 - 12:00	Economics	3hrs	7
14:00 - 17:00	Engineering Graphics and Design P1	3hrs	8

FRIDAY 4 SEPTEMBER 2009

09:00 - 12:00	Tourism	3hrs	9
09:00 - 12:00	Engineering Graphics and Design P2	3hrs	9

MONDAY 7 SEPTEMBER 2009 WEEK 2

09:00 - 11:30	English Home Lang P2	2½hrs	11
09:00 - 11:00	English First Add. Lang (Language) P2	2hrs	11

TUESDAY 8 SEPTEMBER 2009

09:00 - 12:00	Mathematics P2	3hrs	13
09:00 - 12:00	Mathematical Literacy P2	3hrs	13
14:00 - 16:30	Afrikaans Home Lang P2	2½hrs	14
14:00 - 16:00	Afrikaans First Additional Lang P2	2hrs	14

WEDNESDAY 9 SEPTEMBER 2009

09:00 - 12:00	History P2	3hrs	15
14:00 - 16:30	isiNdebele Home Lang P2	2½hrs	16
14:00 - 16:30	IsiZulu Home Lang P2	2½hrs	16
14:00 - 16:30	IsiXhosa Home Lang P2	2½hrs	16
14:00 - 16:30	Siswati Home Lang P2	2½hrs	16
14:00 - 16:30	Sepedi Home Lang P2	2½hrs	16
14:00 - 16:30	Sesotho Home Lang P2	2½hrs	16
14:00 - 16:30	Setswana Home Lang P2	2½hrs	16
14:00 - 16:30	Tshivenda Home Lang P2	2½hrs	16
14:00 - 16:30	Xitsonga Home Lang P2	2½hrs	16

THURSDAY 10 SEPTEMBER 2009

09:00 - 12:00	Accounting	3hrs	17
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FRIDAY 11 SEPTEMBER 2009

09:00 - 12:00	Physical Science (Physics) P1	3hrs	19
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MONDAY 14 SEPTEMBER 2009 WEEK 3

09:00 - 12:00	Physical Science (Chemistry) P2	3hrs	21
14:00 - 16:30	English Home Lang P3	2½hrs	22
14:00 - 16:30	English First Add. Lang P3	2½hrs	22

TUESDAY 15 SEPTEMBER 2009

09:00 - 12:00	Consumer Studies	3hrs	23
09:00 - 12:00	Hospitality Studies	3hrs	23

WEDNESDAY 16 SEPTEMBER 2009

09:00 - 12:00	Geography (Theory) P1	3hrs	25
14:00 - 15:30	Geography (Mapwork) P2	1½hrs	26

THURSDAY 17 SEPTEMBER 2009

09:00 - 12:00	Civil Technology	3hrs	27
09:00 - 12:00	Electrical Technology	3hrs	27
09:00 - 12:00	Mechanical Technology	3hrs	27

FRIDAY 18 SEPTEMBER 2009

09:00 - 12:00	Business Studies	3hrs	29
14:00 - 16:30	Sepedi Home Lang P3	2½hrs	30
14:00 - 16:30	Sesotho Home Lang P3	2½hrs	30
14:00 - 16:30	Setswana Home Lang P3	2½hrs	30
14:00 - 16:30	Tshivenda Home Lang P3	2½hrs	30
14:00 - 16:30	Xitsonga Home Lang P3	2½hrs	30
14:00 - 16:30	isiNdebele Home Lang P3	2½hrs	30
14:00 - 16:30	IsiZulu Home Lang P3	2½hrs	30
14:00 - 16:30	IsiXhosa Home Lang P3	2½hrs	30
14:00 - 16:30	Siswati Home Lang P3	2½hrs	30

MONDAY 21 SEPTEMBER 2009 WEEK 4

09:00 - 11:30	Life Sciences P1	2½hrs	31
14:00 - 16:30	Afrikaans Home Lang P3	2½hrs	32
14:00 - 16:30	Afrikaans First Additional Lang P3	2½hrs	32

TUESDAY 22 SEPTEMBER 2009

09:00 - 11:30	Life Sciences P2	2½hrs	33
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WEDNESDAY 23 SEPTEMBER 2009

09:00 - 11:00	Mathematics P3*	2hrs	35
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Directorate: Examinations and Assessment

SBA SUBMISSION CHECKLIST FOR CLUSTER LEADERS

NAME OF SCHOOL:			
NAME OF EDUCATOR:			
NAME OF CLUSTER LEADER:			
SUBJECT:			
DATE:			
		YES	NO
LEARNERS' PORTFOLIOS			
1	The correct portfolios are submitted		
2	The best portfolio is submitted		
3	The computer-printed list of names is attached to Annexure E of Circular of 2009		
4	The prelim answer books are signed by the learners		
5	The correct number of marked controlled tasks are included		
6	All learners signed declaration forms		
7	All learner portfolios have the correct, coloured cover sheet		
EDUCATOR'S PORTFOLIO			
1	Annexure E of this Circular is completed correctly and included		
2	The list of names of selected candidates and the best portfolio is attached to Annexure E		
3	The working mark sheets are correct and included		
4	Proof of school moderation is included		
5	Proof of cluster moderation is included		
6	The checklist completed by the cluster leader is included		
7	Subject specific tasks are included		
8	Relevant memoranda are included		
9	The educator's portfolio has the correct, coloured coversheet		
MARK SHEETS			
1	All learners have marks		
2	Where there are no marks for a learner, a missing mark form has been completed		
3	All mark sheets are available		
4	Marks were added correctly on the mark sheets		
5	The totals on the mark sheets are correct and do not exceed the maximum mark		
GENERAL			
1	<i>Please let the subject facilitator know immediately if this educator needs assistance or if an educator was absent. Fax this form with further comments to the relevant subject facilitator.</i>		

All areas where a "NO" is indicated have to be followed up and corrected by the educator before submission to the district office.

SIGNATURES:

DATES

EDUCATOR:	
CLUSTER LEADER:	



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Departement van Onderwys

Directorate: Examinations and Assessment

SCHOOL-BASED ASSESSMENT – 2009
GRADE 12 MODERATION REPORT FORM

NAME OF SCHOOL: _____ **DISTRICT:** _____

SUBJECT: _____ **LEVEL:** _____

(A separate form must be used for languages per level)

Portfolio moderation check list (Tick column when completed)

	Educator	Moderator
Educator's portfolio		
Preparatory question paper with memorandum		
Controlled tests with memo		
Working mark sheets		

List of Sample Portfolios

All portfolios requested are included in bundle. (Attach computer printed list here.)

NAME OF CANDIDATE (SURNAME and INITIALS)	EXAM NUMBER	PORTFOLIO SCHOOL MARK /*	PORTFOLIO MODERATED MARK /*
1			
2			
3			
4			
5			
6			
7 (Best)			
Average marks		Of sample _____	Of moderation _____

Delete the statement which is not applicable

No changes to mark sheets are to be made

The assessment completed by the school is within 10% (6 marks) of the assessment by the Moderation Team, therefore no changes to the marks are required.

Changes to mark sheets are to be made

The assessment completed by the school differs by more than 10% (6 marks) of the assessment of the Moderation Team, therefore all the marks on the computer mark sheet for this subject _____ are to be increased/decreased by _____. The moderation officials will carry out these changes and will carefully write the changes in green in the moderated column. A copy of the report must be made and given to the centre head. A full report follows.



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**SCHOOL-BASED ASSESSMENT GRADE 12 – 2009
PREPARATORY EXAMINATION: PRE-EXAMINATION REPORT**

MODERATOR: _____ INSTITUTION: _____

SUBJECT: _____ LEVEL: _____ PAPER: _____

SCHOOL: _____

NO. OF LEARNERS IN GRADE 12: _____

SET BY (NAME OF EDUCATOR): _____

PROPOSED DATE OF EXAMINATION: _____

QUALITATIVE REPORT ON QUALITY ASSURANCE OF QUESTION PAPERS AND MEMORANDA

1. COMMENT ON STANDARD OF QUESTION PAPERS AS COMPARED TO LAST YEAR'S GDE SENIOR CERTIFICATE EXAMINATION

2. 75% OF THE LEARNING PROGRAMME COVERED: YES/NO

COMMENTS: _____

3. A WIDE RANGE OF QUESTION TYPES USED:

COMMENTS: _____

4. SPREAD OF LEVEL OF QUESTIONS ACCORDING TO BLOOM'S TAXONOMY

Level	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
%						

Moderator's Signature _____

Principal's Signature _____



Directorate: Examinations and Assessment

**SCHOOL-BASED ASSESSMENT GRADE 12 – 2009
ALLOCATION OF '0' FOR COMPONENTS OF THE SBA**

THE COMPILATION OF SBA MARKS

Three scenarios are used to explain the awarding of SBA marks as shown below:

SBA components for subject X

	Component 1	Component 2	Component 3	Component 4	Component 5	Component 6
Max Marks	5	5	30	10	20	30

Scenario 1

	Component 1	Component 2	Component 3	Component 4	Component 5	Component 6
Max Marks	5	5	30	10	20	30
Learner Y	Did not offer <i>No valid reason</i>	Did not offer <i>No valid reason</i>	Did not offer <i>No valid reason</i>	Did not offer <i>No valid reason</i>	Did not offer <i>No valid reason</i>	Did not offer <i>No valid reason</i>

The above scenario is highly unlikely and may occur when a learner registered and then moved to another province. The principal must fill in a Missing Marks Form (Annexure G). The case must be referred to the district assessment official, who will be responsible for placing '999' against the learner's name where appropriate as stated in paragraph 7 of the SBA circular.

Scenario 2

	Component 1	Component 2	Component 3	Component 4	Component 5	Component 6
Max Marks	5	5	30	10	20	30
Learner Y	4	Did not offer <i>No valid reason</i>	16	Did not offer <i>No valid reason</i>	15	20

Once a learner has offered one or more of the SBA components, he or she must receive a SBA mark
The SBA mark is calculated as follows:

$$\begin{aligned} \text{SBA Mark} &= (4+0+16+0+15+20) / (5+5+30+10+20+30) \\ &= 55/100 \\ &= 55\% \end{aligned}$$

Award a "0" mark to Learners for a component he/she did not offer without any valid reason.

Scenario 3

	Component 1	Component 2	Component 3	Component 4	Component 5	Component 6
Max Marks	5	5	30	10	20	30
Learner Y	4	Did not offer <i>Valid reason given</i>	16	Did not offer <i>Valid reason given</i>	15	20

SBA Mark = $(4+16+15 +20) / (5+30+20+30)$
= 55/85
= 65%

For those components that the learner did not offer **with** valid reasons; disregard the specific component and scale the remaining components to equal that of the full SBA component.

Valid reasons.

Trauma and illness. (This will only apply where a learner could not present him-/herself for evaluation due to trauma and no alternative assessment could be conducted.)



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**SCHOOL-BASED ASSESSMENT GRADE 12 – 2009
APPEAL FORM**

Principals of schools have the opportunity to appeal against SBA marks that have been adjusted. The appeal must be made within 3 days from the day the SBA marks are received from the district after the general moderation session. The appeal must be made to the district assessment official.

The decision with regard to the appeal will be finalised by the District Director within 7 days of the appeal being lodged.

Principals are requested to complete the form below:

Centre Number _____ Date _____

School Name _____ Principal's Name _____

Subject _____ Principal's Signature _____

School's telephone number _____

Detail reason for the appeal (Please attach extra pages if required):

Appeal accepted Appeal rejected

District Assessment Official _____ Date _____



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Annexure K
Circular 06/2009
Lefapha la Thuto
Departement van Onderwys

Directorate: Examinations and Assessment

EVIDENCE OF GRADE 10 TO 12 SCHOOL MODERATION

DISTRICT	
SUBJECT	
GRADE	
NAME OF SCHOOL	
NAME OF EDUCATOR (S)	
NAME OF HOD	
DATES	
<i>10% of portfolios have to be moderated for school based moderation</i>	

MODERATION					
STANDARD OF ASSESSMENT TASK	YES	NO	COMMENTS		
Does the task correspond with the programme of assessment ?					
Is there evidence that the HOD/ Senior Teacher moderated the task?					
Does the task reflect the COs, LOs and ASs for the grade?					
Is the duration of the task indicated?					
Are the instructions clear?					
Is the mark allocation/ weighting for the task in accordance with Subject Assessment Guideline Document?					
Does the task incorporate the different cognitive levels (Blooms' Taxonomy)? Is the weighting fair?					
ASSESSMENT TOOLS					
Are the assessment tools e.g. rubric, memoranda, checklists, etc. for every assessment task included in the educator's portfolio file?					
Is a correct assessment tool used as indicated per SAG?					
Is a tool consistently applied during the assessment of the task?					
Are the tools on standard ?					
MARKING					
Are the tasks dated?					
Is marking done according to the assessment tool?					
Are the marks correctly added and recorded ?					
RECORDS					
Is the subject working mark sheet included in the educator's portfolio file?					
Are the working mark sheets in accordance with the guidelines given in the SAG?					
Are the learners' marks corresponding with the mark sheet?					
Are the marks correctly converted according to the weighting as reflected in the Subject Assessment Guideline Documents?					
Number of activities completed	<table border="1"> <tr> <td>No.</td> <td><input type="text"/></td> </tr> </table>		No.	<input type="text"/>	Specify :
No.	<input type="text"/>				

NAMES OF LEARNERS WHOSE PORTFOLIOS WERE MODERATED	MARK ALLOCATED BY TEACHER	MARK ALLOCATED BY HOD/SUBJECT HEAD

AREAS OF GOOD PRACTICE

CHALLENGES

RECOMMENDATIONS/FOLLOW-UP

HOD/ SUBJECT HEAD

SIGNATURE

DATE

EDUCATOR

SIGNATURE

DATE

PRINCIPAL

SIGNATURE

DATE

SCHOOL STAMP



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Annexure L
Circular 06/2009

Directorate: Examinations and Assessment

EVIDENCE OF GRADE 10 TO 12 CLUSTER MODERATION

DISTRICT	
SUBJECT	
GRADE	
NAME OF SCHOOL	
NAME OF EDUCATOR (S)	
NAME OF HOD	
DATES	

MODERATION					
STANDARD OF ASSESSMENT TASK	YES	NO	COMMENTS		
Does the task correspond with the programme of assessment ?					
Does the task reflect the COs, LOs and ASs for the Grade?					
Is the duration of the task indicated?					
Are the instructions clear?					
Is the mark allocation/weighting for the task in accordance with Subject Assessment Guideline Document?					
Does the task incorporate the different cognitive levels (Blooms' Taxonomy)?					
ASSESSMENT TOOLS					
Are the marks appropriately allocated according to the SAG ?					
Was the correct tool used?					
MARKING					
Are the tasks dated?					
Is marking done according to the assessment tool?					
Are the marks correctly added ?					
RECORDS					
Is the subject working mark sheet included in the educator's portfolio file?					
Are the working mark sheets in accordance with the guidelines given in the SAG's?					
Are the learners' marks corresponding with the mark sheet?					
Are the marks correctly converted according to Subject Assessment Guideline Documents?					
Is there evidence of school moderation?					
Number of activities completed	<table border="1"> <tr> <td>No.</td> <td><input type="text"/></td> </tr> </table>		No.	<input type="text"/>	Specify :
No.	<input type="text"/>				

NAMES OF LEARNERS WHOSE PORTFOLIOS WERE MODERATED	MARK ALLOCATED BY TEACHER	MARK ALLOCATED BY MODERATOR

AREAS OF GOOD PRACTICE

CHALLENGES

RECOMMENDATIONS/FOLLOW-UP

MODERATOR/CLUSTER LEADER

SIGNATURE

DATE

EDUCATOR

SIGNATURE

DATE

PRINCIPAL

SIGNATURE

DATE

SCHOOL STAMP
