



Province of the  
**EASTERN CAPE**  
EDUCATION

**DIRECTORATE: CURRICULUM FET PROGRAMMES**

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**ASSESSMENT INSTRUCTION 18 OF 2016**

**TO:**

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

**DATE:** 06 APRIL 2016

**IMPLEMENTATION OF SCHOOL BASED ASSESSMENT (SBA) GRADES 10 - 12  
AND MANAGEMENT PLAN: 2016**

**1. BACKGROUND**

The Curriculum and Assessment Policy Statements (CAPS) Grades 10 –12 is an integral part of teaching and learning. The aim of assessment within the CAPS is to assist in the positive support of learners in the process of teaching and learning. School Based Assessment (SBA) is an assessment model designed to assist teachers and learners to assess individual progress and monitor the remediation of areas in which learners need assistance throughout the year. It refers to the formal and informal assessment tasks carried out at school for marks to be included in the learners' evidence of work.

This includes:

- the Practical Assessment Tasks (PATs) for all subjects with a practical component;
- the Physical Education Task (PET) for Life Orientation and



- Orals for ALL Languages (Home Language, First Additional Language and Second Additional Language)

SBA is **COMPULSORY**. Evidence of learners' work is a **COMPULSORY** requirement for **ALL** subjects. It combines both formal and informal assessment, internal and external assessment which allows for learners to be assessed on a regular basis.

A learner who takes more than seven (7) subjects must also satisfy the SBA requirements for those additional subjects.

Learners / Parents must be informed at the beginning of the year that SBA is a compulsory component of their promotion mark therefore it must be fully complied with and given the support and attention it deserves. This includes the purchasing of consumables for PATS by schools from their budget allocations and the attendance of sampled learners at Cluster Oral Moderation.

## 2. PURPOSE

This Assessment Instruction is intended to provide Departmental Officials, School Principals and Teachers with a framework in which they plan for SBA for 2016. It outlines the duties and responsibilities of all stakeholders in the implementation of SBA. The Assessment Instruction includes a Management Plan with important dates for the implementation of SBA at school, district and provincial levels. The Assessment Instruction also intends to provide clear-cut directions to ensure the maintenance and improvement of the quality of SBA.

## 3. LEGISLATIVE FRAMEWORK

The following are the policies upon which SBA is founded:

- *National Education Policy Act, 1996 (Act No. 27 of 1996).*
- *The South African Schools Act, 1996 (Act No 84 of 1996) as amended.*
- *National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement: Grade R-12*
- *The General and Further Education and Training Quality Assurance Act, 2001 (Act No 58 of 2001).*
- *Curriculum and Assessment Policy Statements (CAPS)(Grades 10 – 12)*
- *National Protocol for Assessment*

## 4. PROVINCIAL GUIDELINE FRAMEWORK

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



- Provincial Curriculum Guideline 11/2007: Provincial Continuous Assessment Policy Grades 10 – 12.

These documents can be found in the following websites:

<http://www.ecdoe.gov.za>

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

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

## 5. KEY PRINCIPLES RELATING TO SBA

**NOTE:** The SBA mark in every subject constitutes a weighting of 25% of the final promotion mark for the National Senior Certificate, except for Life Orientation where the SBA constitutes 100%. **Please note:** Life Orientation is out of a maximum mark of 400. **No** conversion of marks to percentages must be done on the mark sheets.

- SBA should be transparent in order for learners and teachers to have a clear understanding of the expectations of an assessment task, the marking criteria, the knowledge, skills and values which are being assessed.
- SBA informs and evaluates teaching and learning and moreover, provides a basis for remediation and further teaching and learning.
- SBA encompasses a variety of teaching and assessment methods as well as learning styles.
- SBA is objective, valid, fair, time efficient and criterion referenced.
- SBA helps to track effective curriculum coverage.

## 6 THE THREE LEVELS OF MODERATION

There are three levels of SBA moderation:

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

**NB:**

- Cluster / District Moderation will be monitored rigorously by Provincial Subject Planners during scheduled District visits as set out in the Curriculum Year Planner.
- The Department of Basic Education and UMALUSI will be sampling certain subjects for moderation. Districts will be notified in advance of such dates and the subjects required for these monitoring sessions.



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

## 7. ROLES AND RESPONSIBILITIES

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

- School level
- Cluster/District level
- Provincial level

### 7.1 LEVEL 1: SCHOOL

#### 7.1.1 SUBJECT TEACHER

7.1.1.1 The subject teacher is required to:

- Develop a Programme of Assessment (with dates and timeframes) for the year for his/her subject in Grades 10 - 12. This should be kept in the Teacher's File.
- Submit a list of consumables for PATS to the HOD for purchasing.
- Use the Annual Teaching Plan (ATP) for Grade 10 - 12 found in the CAPS document.
- Analyse the results of the performance of all learners from the previous year's results to inform teaching; learning and assessment for the year by developing Subject Improvement Strategies (**see Circular 01 of 2013**).
- Hand in Programme of Assessment and Assessment Tasks to the Head of Department (HOD) for moderation, verification and approval on time.
- Request assistance and advice from Subject Advisors in areas of uncertainty.
- Effect all recommendations / changes made by the HOD / Moderator.

(Teachers are urged to refer to the National Protocol on Assessment Grade R – 12, page 16 for further clarification on this section)

7.1.1.2 The Programme of Assessment for Grades 10 – 12 must take into consideration **ALL** prescripts set out in the following documents:

- *National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement: Grade R-12*
- *Curriculum and Assessment Policy Statements (CAPS)(Grades 10 – 12)*
- National Protocol for Assessment Grades R-12
- Practical Assessment Task (PAT) (if applicable)

7.1.1.3 The subject teacher is expected to:



- Assess all learners regularly throughout the year according to the Programme of Assessment. Marking should be done in **RED** ink.
- Keep a mark book / record book / mark schedule of all marks obtained by the learners for SBA tasks based on the National Protocol on Assessment.
- Participate in subject meetings at school, cluster / district level.
- Use the evidence gained about learner attainment through SBA to inform further teaching activities and remediation.
- Ensure that learners submit their work.
- Train learners to use the assessment tasks for revision purposes.
- Use the SASAMS mark schedule for recording purposes.
- Complete the Curriculum Module for SASAMS by inserting all SBA marks as they are completed by learners according to the CAPS Annual Teaching Plan and Programme of Assessment.

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

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

7.1.2.1 The HOD Subject/ Learning Field Head has the responsibility of ensuring that:

- Subject teachers fulfil all the requirements outlined in 7.1.1 above.
- Subject teachers have a fully developed school SBA Management Plan.
- **ALL** assessment tasks depicted on the Programme of Assessment are quality assured, together with **ALL** marking rubrics, memoranda and checklists required for the task.
- A sample **10% (or a minimum of 9)** of all learners work for each assessment task appearing on the Programme of Assessment on completion of the task is moderated.
  - Moderation must be done in **GREEN** ink.
  - **Re-marking** occurs during moderation and is not just an audit of the number of tasks completed.
  - The moderated pieces of work are signed and dated at the top right hand corner of the first page of the learner's task.
  - The teacher's moderation process is supervised and evaluated. This must include agreement on remedial measures.
  - Verify that teacher have implemented feedback (see 7.1.2.2 below) provided.

7.1.2.2 The HOD Subject/ Learning Field Head gives **written, qualitative** feedback to the teacher in terms of:



- The quality of the assessment task (level of difficulty/appropriateness to grade and context of learner).
- The quality of the marking.
- The appropriateness of the task with respect to cognitive level.
- The appropriateness of the task with respect to the CAPS and
- The correctness of the memoranda/rubric/checklist.
- The usage of past question papers (limiting cut & paste exercises to promote creativity of question design by teachers)

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

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

7.1.2.5 The HOD is responsible to ensure that:

- All consumables for the PAT are purchased timeously.
- Subject teachers have adequately prepared learners for all examinations, especially Trial and Final examinations for Grade 11 and 12.
- **ALL teachers are fully prepared for Cluster / District SBA moderation meetings and Provincial Centralised SBA Moderation.**
- All required tasks must be marked and mark schedules should be completed for presentation to the Subject Advisor.
- District and Provincial Officials have access to all planning documents and evidence of learners' work during official on-site monitoring and support visits.
- Teachers use the SASAMS mark schedule for recording purposes.
- Teachers complete the Curriculum Module for SASAMS by inserting all SBA marks as they are completed by learners according to the CAPS Annual Teaching Plan and Programme of Assessment.
- Teachers transcribe the marks correctly from the SASAMS mark schedule to the computerised mark sheet.
- All computerised mark schedules are completed accurately and submitted to the Principal and District Office as required.
- **ALL** teachers attend Cluster /District SBA moderation meetings on the required date.
- The evidence of learners' work presented at Cluster/District SBA moderation reflect a wide range of learners' evidence of performance ranging from Level 1 to Level 7.
- A minimum of **9 evidence of learners' work** together with the teacher's file must be presented at cluster / district moderation meetings.

### 7.1.3 ROLE OF THE SCHOOL PRINCIPAL



#### 7.1.3.1 The Principal must ensure that:

- All subjects or Subject Teachers in each grade in his/her school have CAPS document and a Programme of Assessment.
- All teachers have access to the final results from the previous year for analytical purposes.
- The school has a common Programme of Assessment incorporating all grades to ensure that all formal and informal assessment tasks are completed within the required dates, in appropriate conditions and with the relevant invigilators officiating. This is to be known as the **School Assessment Policy**.
- School based moderation takes place. This involves **re-marking** of learners' assessment tasks for moderation and not just an audit of the number of tasks completed.
- A **School Management Team** (SMT) is operational to oversee all teaching, learning and assessment in compliance with national and provincial policies.
- A **School Assessment Team** (SAT) is operational to oversee all formal and informal assessment procedures at the school in compliance with national and provincial policies.
- Consumables for PATS are budgeted for and purchased.
- All **Assessment Instructions** issued by the Provincial Education Department are discussed and understood by HODs and teachers.
- **ALL** mark schedules are duly completed, signed and submitted to the District Office on due dates.
- Teachers use the SASAMS mark schedule for recording purposes.
- Teachers complete the Curriculum Module for SASAMS by inserting all SBA marks as they are completed by learners according to the CAPS Annual Teaching Plan and Programme of Assessment.
- Teachers transcribe the marks correctly from the SASAMS mark schedule to the computerised mark sheet.
- No computerised mark sheet has a "0" mark or a "999" inserted.
- The evidence of learners' assessment tasks are marked and moderated by the HOD and the subject teacher.
- A minimum of **9 evidence of learners' work** together with the teacher's file must be moderated for each subject.
- All learners have a mark recorded next to their names on the required mark schedules.

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



- 7.1.3.3 The Principal must make **2 copies** of the SBA mark sheets. The school must keep one copy, the original mark sheets must be sent to the District Office and the second copy must be placed in the educator's file that is submitted for Cluster, Centralised District and Centralised Provincial moderation.
- 7.1.3.4 The principal must moderate **10% (or a minimum of 9)** of learners' evidence of work moderated by the HOD for submission to Cluster, Centralised District and Centralised Provincial SBA Moderation meetings prior to submission. Moderation should be done in **GREEN** ink.
- 7.1.3.5 In preparation for cluster/district and provincial moderation, learner evidence of work should be a mixture of files that have been moderated previously, and files that have not been moderated.
- 7.1.3.6 The Principal must sign, date and insert the school stamp on every piece of learner evidence moderated and submitted to Cluster, Centralised District and Centralised Provincial SBA Moderation meetings.
- 7.1.3.7 The Principal must ensure that all portfolios / learner's evidence of work is returned by or collected from the District Office on the due date and returned to learners.

## **7.2 LEVEL 2: CLUSTER / DISTRICT SBA MODERATION MEETINGS**

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

7.2.1.1 The Subject Advisor will ensure that:

- Teachers have the following documents relevant to planning and SBA:
  - National Protocol for Assessment Grades R - 12
  - Practical Assessment Task (PAT) (if applicable)
  - Curriculum and Assessment Policy Statement (CAPS)
- Teachers are guided on the necessary consumables needed for the PAT.
- Teachers use the SASAMS mark schedule for recording purposes.
- Teachers complete the Curriculum Module for SASAMS by inserting all SBA marks as they are completed by learners according to the CAPS Annual Teaching Plan and Programme of Assessment.
- Teachers transcribe the marks correctly from the SASAMS mark schedule to the computerised mark sheet.
- Fully functional Subject and SBA committees have been established in each cluster with an elected cluster leader.



- The names of the cluster leaders and the District SBA Subject Committee are submitted to the Provincial Head office by the **08<sup>th</sup> February 2015**.
  - A plan with the dates of regular on-site school visits are submitted to the District CES/DCES which will include the following aspects into on-site school visits:
    - Checking on content coverage as per Annual Teaching Plan and Programme of Assessment.
    - Quality of assessment tasks and marking
    - Feed back to teacher, HOD and Principals on the coverage of curriculum and assessment requirements.
    - Alert teacher, HODs and Principals when teachers are perceived to be falling behind schedule and/or not meeting National and Provincial standards for SBA.
    - Remediation advice to teachers, HODs, Principals and EDOs in severe cases of non-compliance.
- 7.2.1.2      The Subject Advisor will include sampling, monitoring, evaluation and support of SBA during each on-site visit to a school.
- 7.2.1.3      The Subject Advisor will ensure that they meet regularly with SBA and Subject Committees to plan and evaluate progress of content coverage and SBA Programmes of Assessment as per scheduled dates in the Curriculum Management Year Planner **2016/17**.
- 7.2.1.4      These Clusters must meet at least **ONCE** a quarter. Reports of these meetings to be submitted to Provincial Subject Planners within one week of completion of said meetings.
- 7.2.1.5      The Subject Advisor must develop the concept of “Critical Friends” with teachers at Cluster Meetings to ensure collegiality, exchanging of ideas and tasks.
- 7.2.1.6      Subject Advisors must use Cluster / District SBA Meetings to:
- Advise, guide and support teachers in SBA and planning.
  - Ensure commonality in assessment tasks.
  - Inform teachers of the latest developments in terms of the curriculum and assessment requirements.
  - Discuss and mediate Assessment Instructions, Policy documents.
  - Identify areas of concern in curriculum content, implementation of CAPS policy and mediate solutions.
  - Develop Common Assessment Tasks for implementation.

7.2.1.7 At Cluster / District SBA Meetings the Subject Advisor will ensure that:

- Each teacher meets the requirements for SBA during Cluster / District Moderation Meetings.
- Evidence of a minimum of **9 learners' work** together with the teacher's file must be moderated for each subject.
- **Advisors** manage and co-ordinate SBA Cluster / District Moderation Meetings. This duty **must not** be delegated to Cluster Chairpersons or teachers.
- Qualitative moderation takes place at SBA Cluster/ District SBA Moderation Meetings and not just auditing of the number of SBA tasks submitted. This is to be done in **ORANGE** ink.
- Moderation is done by consensus. If consensus cannot be reached, the Subject Advisor will facilitate mediation.
- Adjustment of marks will only be agreed upon by the teachers involved and the Subject Advisor.
- Moderation is done in accordance with the national policy and directives of UMALUSI.
- Teachers are carefully supported when adjustments are made to ensure that challenges associated either with the continual awarding of high or low marks will not be perpetuated.
- Subject advisors are expected to moderate all teachers' files during cluster/district moderation.
- Subject advisors are also expected to do pre-moderation before submitting to centralized SBA moderation.
- A copy of the Cluster Moderation tool/report is given to the teacher.
- A copy of the Cluster Moderation tool/report is kept for reporting to the District DCES/CES and the Provincial Subject Planner.
- **10% (or a minimum of 9)** of all learners' evidence of work per school is submitted at Cluster Moderation Meetings and is moderated.
- Attendance registers are kept and moderation reports are completed by the Subject Advisor for submission to the District CES/DCES and the Provincial Subject Planner within one week of moderation being completed.
- District CES Curriculum to ensure that SBA feedback sessions are held with the District Director and Education Development Officers (EDOs) every quarter.

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

7.2.2 As there are only **THREE** compulsory Cluster / District SBA Moderation meetings during the year, it is essential that thorough moderation takes place during the first three Cluster / District meetings. During the Provincial SBA Moderation sessions a complete remark of the moderated tasks will be undertaken and that **adjustment of marks will take place.**



- 7.2.2.1 Subject Advisors are to ensure that a schedule of Cluster / District Moderation is compiled (including venues and times) and distributed to all teachers and a copy submitted to the Provincial Head Office by the **08<sup>th</sup> February 2016 (at the Annual Subject Advisors' Indaba)**. These schedules must be based on the allocated dates contained in the Curriculum Management Year Planner **2016/17**. Subject Advisors are to use the Management Plan attached to this Assessment Instruction and Chief Directorate Year Planner to synchronise dates.
- 7.2.2.2 Subject Advisors will be required to submit SBA reports **no later than 1 week** after the completion of Cluster / District moderation to the Provincial Head Office.

### 7.3 LEVEL 3: PROVINCIAL MODERATION

- 7.3.1 Sample Provincial Moderation will take place **throughout** the year during District visits scheduled in the Management Plan and the Curriculum Management Year Planner **2016/17**.
- 7.3.2 Provincial Moderation is managed by the Directorate: Curriculum FET Programmes and the Directorate: Assessment & Examinations.
- 7.3.3 For **2016/17 Provincial Centralised Moderation Processes will take place as follows:**  
**15 - 19 August 2016 (focussing of Term 1 and Term 2 SBA [to include the June examination / test])**
- 7.3.4 All Provincial Subject Planners are Chief Moderators for district SBA Moderation processes scheduled in the Curriculum Management Year Planner **2016/17**.
- 7.3.5 Where there is no Provincial Subject Planner for a subject, a Chief Moderator will be nominated by the Directorate: Curriculum FET Planning.
- 7.3.6 Chief Moderators, Senior Moderators and Moderators are only **appointed** when applications are called for by the Directorates for Centralised Provincial Grade 12 SBA Moderation (to be held in **August**) **ONLY**.
- 7.3.7 Subject Planners and Subject Advisors will sample moderate the September Trial Examinations during cluster moderations and District Visits.
- 7.3.8 Centralised SBA will be conducted by Chief Moderators and an appointed team of Subject Advisors.
- 7.3.8.1.1 **18 subjects for Grade 12** will be moderated at **Provincial Grade 12 Centralised Moderation** in **2016** and this will be communicated in due course through a separate Assessment Instruction.
- 7.3.8.1.2 However, **ALL** National Senior Certificate (NSC) subjects offered at Grade 10 - 12 level in the District must be moderated at Cluster / District SBA moderation meetings.
- 7.3.8.1.3 During District Visits Provincial Subject Planners and a team of nominated Subject Advisors will moderate sampled subjects.



- 7.3.8.1.4 Memoranda communicating sampled subjects per district for the Provincial SBA moderation at district level will be sent to districts during the course of the year. However, the sampled subjects, districts and have been outlined in the Curriculum Year Planner to enable teachers and districts to plan well in advance.
- 7.3.8.1.5 A 20% sample of schools for each sampled subject will be required for Provincial Moderation.
- 7.3.9 All schools will submit **NINE (09)** examples of evidence of learners' work and **ONE** teachers' file for each subject offered at the school for the Provincial SBA Moderation process.
- 7.3.10 Evidence of learners work will be remarked and moderated in **PURPLE** ink.
- 7.3.11 A copy of the moderator's report will be forwarded to the school on return of the learners' evidence of work.
- 7.3.12 A Provincial SBA moderation report will be compiled for each subject and distributed to schools for the support and remediation of teaching, learning and assessment.

## 8. SBA MANAGEMENT PLAN 2016

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

These dates are also contained in the Chief Directorate: Curriculum Management Year Planner for **2016**.

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

### 2016 SBA MANAGEMENT PLAN: GRADES 10 – 12

ACTIVITY	OUTPUT	DATE	RESPONSIBILITY
<b>Term 1</b> SBA tasks (Grades 10 – 12) completed by learners	Identified tasks in CAPS document for Grade 10 - 12 marked and submitted for moderation	21 January – 20 March 2016	Subject Teacher
SBA moderation by HOD / Principal / SMT of <b>Term 1</b> SBA tasks (Grades 10 – 12)	10% (or a minimum of 9) Learners' evidence of work moderated	January to March 2016	HOD/ Principal / SMT
Prepare for <b>Term 1</b> SBA Moderation	Moderation of learners' evidence of work and teachers file with	23 March - 01 April 2016	Subject Teacher HOD



	Cluster Meetings	evidence of assessment tasks completed (9 learners evidence of work to be submitted plus teacher's file)		Principal
	Attend Cluster / District Moderation Meeting for the moderation of <b>Term 1</b> SBA tasks (Grades 10 – 12)	9 learners' evidence of work plus teacher's file to be submitted for moderation at Cluster / District Level	05 - 15 April 2016	Subject Teacher Subject Advisor
	Centralised SBA Moderation: <ul style="list-style-type: none"> <li>Dance Studies</li> <li>Design Studies</li> </ul>	Moderation of Learners' evidence of work and teachers files with evidence of assessment tasks completed (9 learners evidence of work to be submitted plus teacher's file)	12 April 2016	Subject Planner, Subject Advisors and ALL teachers
	Centralised SBA Moderation (Queenstown Venue): <ul style="list-style-type: none"> <li>Music</li> <li>Visual Arts</li> </ul>	Moderation of Learners' evidence of work and teachers files with evidence of assessment tasks completed (9 learners evidence of work to be submitted plus teacher's file)	13 April 2016	Subject Planner, Subject Advisors and ALL teachers
	Centralised SBA Moderation (Mthatha Venue): <ul style="list-style-type: none"> <li>Music</li> <li>Visual Arts</li> </ul>	Moderation of Learners' evidence of work and teachers files with evidence of assessment tasks completed (9 learners evidence of work to be submitted plus teacher's file)	14 April 2016	Subject Planner, Subject Advisors and ALL teachers
	Centralised SBA Moderation: <ul style="list-style-type: none"> <li>Dramatic Arts</li> </ul>	Moderation of Learners' evidence of work and teachers files with evidence of assessment tasks completed (9 learners evidence of work to be submitted plus teacher's file)	16 April 2016	Subject Planner, Subject Advisors and ALL teachers
	Compilation of <b>Term 1</b> Subject reports and submission to Head Office FET Curriculum Planning	Subject reports	28 - 30 April-2016	Subject Advisor / DCES / District CES Curriculum
	FET Provincial <b>Term 1</b> Grade 12 SBA Moderation (selected subjects and districts – See Year Planner)	Moderation reports	16 - 20 May 2016	Subject Advisor Subject Planners CES FET Curriculum Planning
	<b>Term 2</b> SBA tasks completed by learners	Identified tasks CAPS document for Grade 10 -12) marked and	13 April – 30 May 2016	Subject Teacher

(Grades 10 – 12)	submitted for moderation		
Assessment Instruction for the application for SBA Chief Moderators & Moderators	Application forms captured onto system	To be set in separate Assessment Instruction	CES: Internal Assessment
Teachers set and submit Grades 10 - 12 internal June tests to HOD	Subject Grades 10 – 12 June internal tests	18 - 22 May 2016	Subject Teacher
HOD moderates Grades 10 - 12 internal June tests	Subject June internal tests	25 - 29 May 2016	HOD
Learners write Grades 10 – 12 Internal tests	Grades 10 – 12 Internal tests	01 - 24 June 2016	Subject Teacher HOD Principal
FET PAT Monitoring & Support: Consumer studies Hospitality Studies Technology Subjects CAT & IT Arts Subjects	Grades 10 - 12	06 – 10 June 2016	Subject Teacher HOD Principal
Appointment of SBA Chief Moderators	List of Chief Moderators	To be set in separate Assessment Instruction	CES: Internal Assessment
SBA moderation by HOD / Principal / SMT of <b>Term 2</b> SBA tasks (Grades 10 – 12)	10% (or a minimum of 9) of learners' evidence of moderated work	20 – 24 June 2016	HOD/ Principal / SMT
Prepare for SBA Moderation Cluster Meetings for <b>Term 2</b> SBA tasks	Moderation of Learners' evidence of work and teachers files with evidence of assessment tasks completed (9 learners evidence of work to be submitted plus teacher's file)	20 – 24 June 2016	Subject Teacher HOD Principal
Closing date for submission of application forms for SBA moderators at the District Offices	Application forms captured onto the system	To be set in separate Assessment Instruction	CES: Internal Assessment DCES: Exams
Attend Cluster / District Moderation Meeting for the moderation of <b>Term 2</b> SBA tasks (Grades	9 learners' evidence of work plus teacher's file to be submitted for moderation at Cluster / District Level	18 – 22 July 2016	Subject Teacher Subject Advisor

	10 – 12) – Phase 1			
	Centralised SBA Moderation (ELI, East London Cluster) <ul style="list-style-type: none"> <li>• Dance</li> <li>• Design</li> </ul>	Moderation of Learners' evidence of work and teachers files with evidence of assessment tasks completed (9 learners evidence of work to be submitted plus teacher's file)	18 July 2016	Subject Planner Subject Advisors and Lead teachers
	Centralised SBA Moderation (Queenstown Venue): <ul style="list-style-type: none"> <li>• Music</li> <li>• Visual Arts</li> </ul>	Moderation of Learners' evidence of work and teachers files with evidence of assessment tasks completed (9 learners evidence of work to be submitted plus teacher's file)	19 July 2016	Subject Planner, Subject Advisors and ALL teachers
	Centralised SBA Moderation (Mthatha Venue): <ul style="list-style-type: none"> <li>• Music</li> <li>• Visual Arts</li> </ul>	Moderation of Learners' evidence of work and teachers files with evidence of assessment tasks completed (9 learners evidence of work to be submitted plus teacher's file)	20 July 2016	Subject Planner, Subject Advisors and ALL teachers
	Centralised SBA Moderation: <ul style="list-style-type: none"> <li>• Dramatic Arts</li> </ul>	Moderation of Learners' evidence of work and teachers files with evidence of assessment tasks completed (9 learners evidence of work to be submitted plus teacher's file)	21 July 2016	Subject Planner, Subject Advisors and ALL teachers
	Attend Cluster / District Moderation Meeting for the moderation of <b>Term 2</b> SBA tasks (Grades 10 – 12) – Phase 2	9 learners' evidence of work plus teacher's file to be submitted for moderation at Cluster / District Level	01 – 05 August 2016	Subject Teacher Subject Advisor
	Closing date for submission of application forms for SBA moderators at the Provincial Assessment & Examinations Directorate	Application forms captured onto provincial system	To be set in separate Assessment Instruction	CES: Internal Assessment
	Selection of SBA Moderators	List of SBA moderators compiled and verified	TBC	CES: Internal Assessment CES: FET Curriculum Planning Chief Moderators
	<b>Term 3</b> SBA tasks completed by learners	Identified tasks (SBA guidelines/, CAPS document for Grade 10 -	18 July – 31 August 2016	Subject Teacher



	(Grades 10 – 12)	12) marked and submitted for moderation		
	FET District Final Oral Moderation for Languages Grade 12 - Phase 1	Sample of learners	01 – 12 August 2016	Grade 12 Learners Teachers
	Compilation of <b>Term 2</b> subject reports and submission to Head Office FET Curriculum Planning	Subject reports	06 – 15 August 2016	Subject Advisor / DCES / District CES Curriculum
	FET Centralised Provincial Moderation School Based Assessment (SBA) Grade 12	20% of learners' evidence of work moderated from sample selected subjects and schools	15 - 19 August 2016	Directorate Curriculum FET Programmes Appointed Subject teachers Appointed Subject Advisors Subject Planners
	Compilation of Centralised Provincial SBA Grade 12 moderation reports per subject	Subject reports focussing on September trial examination scripts	15 August 2016	Subject Planners
	FET District Final Oral Moderation for Languages Grade 12 – Phase 2	Sample of learners	22 - 31 August 2016	Subject Planners Subject Advisors Grade 12 teachers and learners
	FET on site moderation & verification of Life Orientation Physical Education Task (PET)	20% of learners' evidence of work moderated from sample selected subjects and schools	22 - 26 August 2016	Subject Planners Subject Advisors Grade 12 teachers and learners
	FET District Final PAT moderation: <ul style="list-style-type: none"> <li>• Services subjects</li> <li>• Technology subjects</li> <li>• AMP &amp; AT</li> <li>• CAT &amp; IT</li> <li>• Arts subjects</li> </ul>	20% of learners' evidence of work moderated from sample selected subjects and schools	01 – 23 September 2016	Subject Planners Subject Advisors Grade 12 teachers and learners
	FET Provincial <b>Term 3</b> Grade 12 SBA Moderation (selected subjects and districts – See Year Planner)	Moderation reports	05 – 09 September 2016	Subject Advisor Subject Planners CES FET Curriculum Planning

Life Orientation Common Assessment Task (CAT) Memo discussions	Consolidated memorandum	13 – 16 September 2016	Teachers Subject Advisor Subject Planner
FET Centralised Dance Practical Grade 12 Examination Moderation (Port Elizabeth)	Moderation of examination report	29 September 2016	Grade 12 Learners Teachers Subject Advisors
Life Orientation Common Assessment Task (CAT) Provincial Centralised Moderation	20% of learners' evidence of work moderated from sample selected subjects and schools	03 – 07 October 2016	Subject Planners Subject Advisors Grade 12 teachers and learners
Grade 12 Trial Examinations	Grade 12 learners write Trial examinations	Dates to be confirmed in separate Assessment Instruction	Subject Teacher HOD Principal
SBA moderation by HOD / Principal / SMT of <b>Term 3</b> SBA tasks (Grades 10 – 12)	10% (or a minimum of 9) of learners' evidence of moderated work	19 - 23 September 2016	HOD/ Principal / SMT
Prepare for cluster / District SBA Moderation Cluster Meetings for <b>Term 3</b> SBA tasks	Moderation of Learners' evidence of work and teachers files with evidence of assessment tasks completed (9 learners evidence of work to be submitted plus teacher's file) focussing on September trial examination scripts	26 – 30 September 2016	Subject Teacher HOD Principal
Attend Cluster / District Moderation Meeting for the moderation of <b>Term 3</b> SBA tasks	9 learners' evidence of work plus teacher's file to be submitted for moderation at Cluster Level focussing on September trial examination scripts AND SBA MARK SCHEDULES	10 - 21 October 2016	Subject Teacher Subject advisor
FET PAT Monitoring • Consumer Studies • Hospitality Studies • Technology Subjects • AMP & AT • CAT & IT • Art Subjects	Monitoring report	10 – 21 October 2016	Learners Subject Teacher Subject advisor
FET Grade 12 Practical Examinations	Moderation & monitoring reports	10 – 22 October 2016	Learners Subject Teachers



	Moderation: <ul style="list-style-type: none"> <li>• Music</li> <li>• Dramatic Arts</li> </ul>			Subject Advisors
	FET Grade 12 Practical examination Moderation (Lady Grey): <ul style="list-style-type: none"> <li>• Dance Studies</li> </ul>	Moderation & monitoring reports	12 - 13 October 2016	Learners Subject Teachers Subject Advisors
	FET Grade 12 Practical Examination Moderation: <ul style="list-style-type: none"> <li>• Visual Arts</li> <li>• Design</li> </ul>	Moderation & monitoring reports	31 October – 11 November 2016	Learners Subject Teachers Subject Advisors
	Compilation of <b>Term 3</b> SBA subject reports and submission to Head Office FET Curriculum	Subject reports	24 October 2016	Subject Advisor / DCES / District CES Curriculum
	Compilation of final Grade 12 SBA moderation reports per subject	Subject reports focussing on September trial examination scripts	06 November 2016	Subject Planners
	Assessment Instruction with SBA reports Issued	Assessment Instruction developed and distributed to schools	31 November 2016	CES FET Curriculum Planning

## CONCLUSION

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

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**MR R. TYWAKADI**  
**DEPUTY DIRECTOR GENERAL: IOM**